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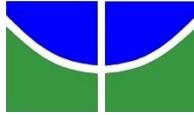
Programa de pós-graduação em Psicologia Social, do Trabalho e das Organizações – PSTO

**The importance of achieving what you value: A career goal framework of  
professional fulfillment**

Lígia Carolina Oliveira Silva

Brasília, DF

December 2015



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## **The importance of achieving what you value: A career goal framework of professional fulfillment**

Lígia Carolina Oliveira Silva

Tese de doutorado apresentada no Programa de Pós-Graduação em Psicologia Social, do Trabalho e das Organizações, como requisito parcial à obtenção do título de doutor em Psicologia Social, do Trabalho e das Organizações.

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**The importance of achieving what you value: A career goal framework of professional fulfillment**

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*Our greatest fear should not be of failure,  
but of succeeding at something that doesn't really matter!*

D. L. Moody

## AGRADECIMENTOS

Tendo escrito uma tese de doutorado sobre metas de carreira, posso dizer que uma das metas mais importantes da minha carreira se concretiza neste trabalho. Quando me lembro de há quanto tempo venho perseguindo esta meta e de tudo que enfrentei para chegar neste ponto, penso em todas as pessoas que contribuíram e me ajudaram a realizar este feito.

Gostaria, primeiramente, de agradecer meus pais, Braulio e Mariza, pelo incentivo e pela confiança. Quando eu falava para as pessoas que eu iria ser doutora antes do 30 anos, muitos me olhavam com descrédito, mas meus pais nunca duvidaram. Apoiaram todas as decisões difíceis que envolveram a concretização desta meta, que incluíram ir morar longe, sozinha, viver com pouco dinheiro, trabalhar muito, ir estudar na Inglaterra em pleno inverno, trabalhar durante as visitas que fiz a eles, não poder visitá-los com frequência, entre outras. Meus pais sempre acreditaram que, apesar de todas as dificuldades, eu nunca me permitiria nem pensar em desistir enquanto não conseguisse alcançar esta meta. Todas as vezes que fraquejei, que chorei e me descabelei, prontamente disseram: “tenha força, o fim já esteve mais longe”, e eu continuei seguindo.

Aos meus irmãos, Laís e Rafael, que apesar da distância, sempre demonstraram o orgulho que sentiam por eu estar aqui, fazendo o que fiz. Obrigada por terem compreendido o quanto isto era importante para mim, e terem perdoado a minha ausência constante.

À João, meu amado e copiloto nesta viagem. Você esteve presente todo o tempo, aguentando todos os surtos e o cansaço, comemorando comigo as vitórias e me consolando pelos fracassos. Muito obrigada pelo carinho e dedicação, por me ver tarde da noite no computador e me levar um lanche, por me ver insone devido às preocupações e ficar acordado até eu dormir, por me ajudar com as tarefas do dia-a-dia, por tentar fazer a minha vida mais fácil e, principalmente, mais feliz. Eu não teria conseguido sem a sua ajuda. Queria aproveitar e agradecer também o Barney, que tem exatamente a idade deste doutorado! Ele nasceu junto com ele e também foi um companheiro inseparável durante todo o tempo que trabalhei nesta tese.

Aos meus colegas de trabalho do IESB Oeste, principalmente meus coordenadores e superiores, que sempre me apoiaram e foram compreensivos com as minhas questões em função do doutorado. Ter sido professora no IESB ao longo destes 3 anos e meio, na minha opinião, é o que ajuda a legitimar o título que agora obtenho. Aos meus colegas professores, que também sempre ajudaram no que puderam, fosse aplicando questionários, corrigindo minhas provas quando eu estava no sanduíche ou simplesmente dando apoio moral!

Um MEGA obrigada aos meus alunos, principalmente aos membros do meu grupo de pesquisa do IESB, a Heurística. Vocês não imaginam o quanto foram indispensáveis, pois eu não teria conseguido metade disso tudo se não fosse vocês me ajudando a imprimir questionários, coletar e tabular dados. Minha tese tem um pedaço de cada um de vocês.

Às minhas companheiras de doutorado, principalmente Elzi, Manu e Pricila. Dividimos as dificuldades, fúrias e revoltas, assim como também as vitórias e felicidades. Agradeço muito à UnB por ter nos juntado, mas o papel de vocês na minha vida vai muito além da academia, vocês são minhas amigas do coração.

Aos meus amigos de Aracaju, principalmente minhas “irmãs” Taira, Nathy e Mari, que sempre se preocuparam comigo, me deram força e acreditaram em mim. Vocês nunca deixaram a minha distância afetar nada, paravam a vida pra me ver quando eu estava em Aracaju, e até vir pra cá todas juntas vocês vieram! Isso me fortaleceu mais do que vocês imaginam, pois eu sei que não importa onde eu esteja, nossa ligação vai continuar para sempre.

A special thanks to my English supervisor John Arnold, from Loughborough University. You helped to make my big dream of studying and living in the UK come true, and I will always be grateful for that. Beyond that, you read my stuff, got interested in my work, accepted me and helped me in everything you could, and that’s the greatest thing a professor can do for a student. You believed in me and in my work, and many times when I was feeling down about it, I remembered your kind words of support and compliment, so I kept going. This PhD definitely wouldn’t have been the same without you.

Finalmente, eu gostaria de agradecer imensamente a minha orientadora, Juliana. Eu poderia escrever um agradecimento inteiro só para ela, mas vou tentar ser sucinta, que é como ela gosta (haha). Eu “nasci” junto com a filhinha dela, que tem praticamente a idade do meu doutorado, ou seja, ela tinha duas “filhas” recém-nascidas para criar. Sei que não fui uma filha fácil, pois muitas vezes fui teimosa, rebelde, surtada e até um pouco imatura. Mas a Juliana sempre soube me educar e me colocar na linha, ora sendo exigente e assertiva, ora sendo apoiadora e consoladora, como uma mãe faz com seu filho. Com o tempo e o bom-senso fomos ajustando-nos uma à outra, e hoje, no fim dessa jornada, posso dizer que boa parte do que sei e do que me torna competente eu aprendi com ela. Ela foi mais que uma orientadora, foi uma mentora, que lapida com cuidado sua primeira obra. Sendo assim, meu maior agradecimento é a ela.

Gostaria de agradecer também todos os meus professores do PSTO/UnB. Há 6 anos atrás, quando entrei neste programa de pós-graduação, eu sabia que tinha muito a aprender

com vocês, mas foi muito além das minhas expectativas! Vocês mais do que merecem a fama de excelência que tem na área, e o fato de ter sido aluna de cada um de vocês é algo que me enche de orgulho.

Meus agradecimentos também ao Grupo Tamayo de Valores e Cultura, que durante todos esses anos me deu suporte e sempre avaliou e criticou meus milhões de projetos de tese com muito carinho. Vocês acompanharam a evolução do meu trabalho e contribuíram muito com ele.

Minha sincera gratidão a CAPES pelo apoio financeiro recebido, tanto mensalmente quanto durante o período sanduíche no Reino Unido.

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## Abstract

This dissertation aimed to propose a career-goal framework of professional fulfillment, besides investigating professional fulfillment motivations and consequences. Professional fulfillment is defined as the perception of having attained, or being on the right track for attaining, one's most important career goals. The concept is composed of two dimensions: 1) Importance and achievement of career goals (goal content); 2) Evaluation of goal progress. The first study aimed to propose professional fulfillment construct both theoretically and empirically. Professional Fulfillment Scale (PFS) was developed in order to operationalize and capture the construct, being tested across three sub-studies, which comprised (1a) development of PFS, (1b) test of the model proposed, and (1c) analysis of test-retest reliability of the scale. Results from exploratory and confirmatory factor analysis have presented adequate validity evidence. Further analysis indicated that the scale presents evidence of construct and divergent validity, as well as test-retest reliability. The second study aimed to analyze how achievement goal orientations could motivate professional fulfillment, considering that the former represents distinct motives people may have to achieve goals. Therefore, it was investigated whether achievement goal orientation predicted professional fulfillment dimensions, being this relationship moderated/mediated by self-esteem. Results indicated that only mastery goal orientation predicts professional fulfillment, being this relationship moderated by self-esteem when mastery avoidance orientation and goal content part of PFS were considered, and mediated when mastery approach orientation and goal progress part of PFS were considered. Study 3 aimed to investigate the impact of professional fulfillment on positive psychology aspects, such as subjective well-being (SWB) and flourishing at work. Results of multiple regressions indicated that both dimensions of professional fulfillment predicted the affective component of SWB, but only the goal progress dimension of professional fulfillment predicted the satisfaction with life component of SWB. Additionally, results evidenced that both dimensions of professional fulfillment predicted flourishing at work. It concludes that the initial effort to propose and investigate professional fulfillment as a career-goal concept was a successful endeavor for initiating a challenging line of research.

**Keywords:** professional fulfillment; career; goals; achievement goal orientation; self-esteem; subjective well-being; flourishing at work.

## Resumo

Esta tese teve como objetivo propor um modelo de realização profissional baseado em metas de carreira, além de investigar suas motivações e consequências. Realização profissional é definida como a percepção do indivíduo de atingimento de suas metas de carreira mais importantes de carreira e/ou a avaliação positiva sobre estar na direção certa para atingir essas metas. O conceito é composto de duas dimensões: 1) importância e alcance de metas de carreira (conteúdo); 2) avaliação do progresso em direção às metas. O primeiro estudo propôs o construto de realização tanto de forma teórica quanto empírica. A Escala de Realização Profissional (ERP) foi desenvolvida de forma a operacionalizar e capturar o construto proposto, sendo testada em três sub-estudos que compreenderam (1a) o desenvolvimento da ERP, (1b) o teste do modelo proposto e (1c) a análise da confiabilidade teste-reteste da escala. Os resultados das análises fatoriais exploratória e confirmatória evidenciaram que a ERP apresenta evidências adequadas de validade. As demais análises indicaram que a escala apresenta evidências de validade de construto e divergente, assim como confiabilidade teste-reteste. O segundo estudo visou analisar como a orientação para metas de alcance poderia motivar a realização profissional, considerando que tal orientação representa os motivos distintos que as pessoas podem ter para alcançar metas. Portanto, foi investigado como a orientação para alcance de metas poderia prever as dimensões da orientação profissional, sendo esta relação moderada/mediada pela autoestima. Os resultados indicaram que apenas a orientação de maestria prediz a realização profissional, sendo essa relação moderada pela autoestima quando a evitação de maestria e o conteúdo das metas de carreira são considerados, e mediada quando a aproximação de maestria e o progresso em relação às metas é considerado. O terceiro estudo teve como objetivo investigar o impacto da realização profissional em aspectos da psicologia positiva, tais como bem-estar subjetivo (BES) e florescimento no trabalho. Resultados das análises de regressão múltipla indicaram que ambas as dimensões da realização profissional predizem o componente afetivo do BES, mas apenas a dimensão de avaliação de progresso em direção às metas predisse o componente de satisfação com a vida do BES. Adicionalmente, os resultados evidenciaram que ambas as dimensões de realização profissional predizem o florescimento no trabalho. Conclui-se que o esforço inicial para propor e investigar a realização profissional como um conceito de metas de carreira foi bem-sucedido no sentido de iniciar uma linha de pesquisa desafiadora.

**Palavras-chave:** realização profissional; carreira; metas; orientação para metas de alcance; autoestima, bem-estar subjetivo; florescimento no trabalho.

## **Introduction**

How to achieve professional fulfillment? That's a question several workers ask, but often cannot obtain enough or even simple answers. To perceive oneself as professionally fulfilled it certainly involves effective career development and management, but achieving professional fulfillment is essentially related to fulfilling people's core needs regarding their career. As posited by Hoekstra (2011), nowadays educated individuals became entrepreneurs of their own career and choose jobs fitting their personal goals. The current reality is that people have become responsible for managing their own career success, whether negotiating employment conditions and opportunities for further development, or with no attachments to a single company (Bastos, 1997; Duarte et al., 2010).

The importance of career issues is increasing as the career choices people make are more complex and varied than simply the type of work they wish to do (Arnold, 2001). People are very different from each other regarding their background, abilities and interests, and someone's career should be congruent with his/her makeup. Careers also involve many decisions and choices, and wrong choices engender negative consequences people do not anticipate. However, if people plan themselves and are very clear about what they want, it is easier to anticipate and change some circumstances, adapting to them. Beyond people's work at a present moment, a career follows individuals throughout their whole lives. It determines people's financial position, status in society, contributions to society, general happiness, feelings of self-fulfillment and the judgements other make about oneself. Finally, people's home, family and leisure affect and are affected by their careers. Imbalance among these aspects may harm all sides, so monitoring priorities and actions is important to have a fulfilling life. It is because of all these issues that careers are important to people's lives and should be taken seriously (Inkson, Dries & Arnold, 2015).

Notwithstanding, career studies do not seem to be deeply developed and largely investigated regarding the Brazilian context. Besides, people do not appear to be very worried about the lack of thought they dedicate to plan and decide what they want to achieve in career. This might be troubling, because careers are not just events that happens to us, but events that we actively create and manage by making good, evidence-based decisions (Inkson et al., 2015). Sometimes people want to earn more money and to be satisfied with what they are doing, and in order to achieve that some effort towards their career is required. It has been shown, for example, that when professionals have career goals and plans which to act on, it really does enhance both career satisfaction and earnings (Abele & Wiese, 2008),

Therefore, it is urgent to call attention to the importance of career self-management (CSM). Considering that now individuals tend to be held responsible for their own careers, CSM plays an important role because it represents a set of skills and practices which can potentially assist people to find and develop more satisfying and successful careers (Inkson et al., 2015). The basic elements of CSM involve establishment of career goals, development and implementation of career plans and strategies, and feedback regarding one's progress toward career goals (Seibert, Kraimer, Holtom & Pierotti, 2013). As professional fulfillment involves pursuit and achievement of career goals, it can be related to CSM as people should pay more attention in their careers and develop CSM strategies.

An important issue concerns how people manage to attain their career goals. Career management involves identifying one or more career goals and engaging in strategies that increase the probability to achieve them (Noe, 2013). In this dissertation, the proposition is that professional fulfillment is related to how people pursue career goals and how they evaluate their goal progress. To better understand how professional fulfillment works and how people attain their goals, it was built a two-dimension framework, involving importance and achievement of specific types of goals, in one dimension, and people's evaluation of goal

progress, in the other dimension. Theories and constructs underpinning professional fulfillment definition are also discussed, as well as aspects of human behavior at related to it. To operationalize the concept, a professional fulfillment measure was developed and its possible motivators and consequences were investigated.

To address those issues, three studies were proposed and accomplished in this dissertation. The first study aimed to propose professional fulfillment construct both theoretically and empirically. It was divided in three sub-studies, such that first sub-study aimed to propose the first version of Professional Fulfillment Scale (PFS) and to carry out a divergent analysis; second sub-study confirmed the proposed framework for the scale; and finally, the third sub-study analyzed the test-retest reliability for the scale.

In Study 2, it was analyzed whether achievement goal orientation, mastery orientation specifically, predicted professional fulfillment dimensions, being this relationship moderated/mediated by self-esteem. The main goal of this study was to analyze what could motivate professional fulfillment, considering that achievement goal orientation represent distinct motives people may have to achieve goals. Predictions about the distinct impact of mastery avoidance and approach orientations on professional fulfillment were made, considering the differences between the constitutive dimensions of professional fulfillment. Additionally, it was hypothesized that self-esteem would moderate or mediate the relationship between approach and avoidance mastery orientations and the two dimensions of professional fulfillment.

Finally, in Study 3 the main purpose was to investigate the impact professional fulfillment has on positive psychology aspects, such as subjective well-being and flourishing at work. The idea of this last study was to analyze if professional fulfillment represented an end in itself or if it could influence other positive outcomes. Moreover, the intention was also to check whether professional fulfillment influenced only work factors or if its experience



could contribute to happiness in life as a whole, which is represented by subjective well-being.

Together, the planning and accomplishment of these three studies aimed to propose an initial effort on professional fulfillment as a meaningful variable for the career field. An initial effort was understood as (1) proposition of a tenacious concept, whose premises considered firmly based theories in work and social Psychology; (2) development of a complex, integrative and reliable measure, that could be able to operationalize the theoretical premises and details proposed in the concept; (3) demonstration that the concept is different from other related variables in the field; (4) understanding how achievement goal orientation impacts professional fulfillment; and, (5) analyzing how professional fulfillment engenders flourishing at work and subjective well-being.

An important highlight is that the term “professional fulfillment” does not intend to limit career as a “profession”. A profession is typically distinguished from an “ordinary” occupation, as it represents a more desirable career choice and involves high economic status work, allows for a high degree of autonomy and can provide a high level of compensation (Kulick, 2006). Traditional emphasis on career as a profession appears to be rather limiting, since it suggests that one must achieve a certain occupational or social status to constitute a career (Greenhaus, Callanan & Godshalk, 2010). Proposition for professional fulfillment goes in another direction, as it could be experienced through any activity, job or occupation, as long as people perceive to be achieving their most important goals or to be progressing towards them. Therefore, the idea here is that professional fulfillment is closer related to a “calling”, whereby one primarily works for the fulfillment brought by a job or profession (Wrzesniewski & Tosti, 2006).

One question that may arise as someone reads this dissertation is: “Why so much curiosity about professional fulfillment?”. There are many possible answers for such question,

but probably the best one is: because it is the author's highest goal in life. Nonetheless, to understand the experience of professional fulfillment seemed extremely difficult and struggling. A lot of questions were risen such as "is it a state, a feeling, a perception?", "how to know we got there?", "what accounts for people to be professionally fulfilled?" and so on. It took a lot of reading, discussing, throwing away and redoing things. However, in the end, considering how many questions were answered during this process, it is possible to say that developing this dissertation was, somehow, professional fulfillment itself.

## **1. What is professional fulfillment? The proposition of a model**

### **1.1. Overview**

The main goal of this dissertation is to propose a framework for understanding professional fulfillment, which includes its definition, measurement and possible antecedents and consequents. Here, professional fulfillment is presented as a goal-framed concept. According to Fryer, Ginns and Walker (2014), the role of goals has never been more intensively researched. Within contexts as diverse as the workplace (e.g., Locke & Latham, 2002), sports (e.g., Smith, Ntoumanis, Duda, & Vansteenkiste, 2011), eating disorders (e.g., Verstuyf, Patrick, Vansteenkiste, & Teixeira, 2012), and education (e.g., Huang, Zhang, & Broniarczyk, 2012; Lens & Vansteenkiste, 2008), the importance of goals is clear. Additionally, Heslin (2005) proposes that future research on career should use relevant theory and research to guide the exploration of what matters most for people, as well as ask people how they know (or anticipate) the extent to which their career is successful. In this dissertation, the focus is on career goals, which are defined as desired career-related outcomes that a person intends to attain (Greenhaus et al., 2010). Further details will be discussed next.

### **1.2. What is Professional Fulfillment?**

The definition proposed is that professional fulfillment basically concerns people's beliefs about their career and the goals established for it. Professional fulfillment is the perception of having attained one's most important career goals or the positive evaluation of being on the right track for attaining these goals. This definition leads to two important issues: 1) What entails people's career goals? 2) How can people evaluate whether they are on the "right track"? To respond these questions, we propose a theoretical model and a measure for professional fulfillment. In such, career goals consist on people's core values, and the "right track" concerns people's subjective evaluation of their goal progress. The proposed

theoretical model of professional fulfillment was designed to present two constitutive dimensions: 1) Importance and achievement of specific types of career goals (which encompasses content of career goals); 2) Evaluation of goal progress.

Additionally, there are two issues about professional fulfillment that should be addressed. First, we propose that it cannot be considered a static state, or something that once achieved, is no longer modified. Professional fulfillment is supposed to represent a dynamic process, derived from one's subjective evaluation of career status, which can be altered depending on life events. Second, it is considered that some career goals may not be amenable to complete attainment during one's lifetime (e.g., save the world from poverty), or even need some time of experience and maturing to be achieved (e.g., be a respected and experienced professional). Thus, people could experience professional fulfillment not only by fully achieving their goals, but also by evaluating they are in the right track to it, or perceiving to have contributed somehow to their goals' cause. The point is that even if people have not fully attained their career goals yet, whether there is satisfaction with the degree of progress towards those goals, there is some evidence of professional fulfillment. Therefore, it should be emphasized it is not only about the ends – it is also about the means.

In order to understand which ideas and concepts influenced professional fulfillment definition, next section exposes theoretical basis that underlie professional fulfillment framework, discussing its main contributions and controversies.

### **1.3 Professional Fulfillment Framework: Theoretical origins e foundations**

As a career field topic, professional fulfillment draws attention to the necessity to go beyond organizational setting and formal jobs when discussing career, as the boundaryless and protean career concepts posit. For instance, to have a boundaryless career means that people are responsible for their own career development, through a bond with multiple

organizations (Arthur & Rousseau, 1996). The protean career idea, in its turn, enforces that career must be driven by a person (and not by an organization) and should focus on the subjective perspective of the career actor (Hall, 1996). Protean career concept is based upon individually defined goals that encompass the whole life space, as well as being driven by psychological success and self-fulfillment rather than objective success and extrinsic rewards such as pay, rank, or power (Hall, 2002; Briscoe & Hall, 2006). However, in a divergent direction, professional fulfillment definition considers that career goals involve not only self-fulfillment and psychological success, but also objective factors as pay, rank or power, if that is what matters for an individual. In this sense, professional fulfillment concept covers both objective and subjective career success perspectives, placing this dichotomy aside.

Professional fulfillment conceptualization is related to the perception of having attained one's most important career goals. This is somehow similar to the idea of career actualization, which is defined as the realization of personal goals and values in one's career, vis-à-vis the facilitation and constraining conditions of the work situation (Kuijpers, Schyns & Scheerens, 2006). Therefore, both concepts address goal attainment. In order to empirically observe further differences between career actualization and professional fulfillment, career actualization measure should be compared to the professional fulfillment appraisal. However, by the time of this study, career actualization concept did not hold strong empirical evidences yet, as the number of studies using it as a critical variable or even considering it was still small (Lent, 2005; Kuijpers et al., 2006). Moreover, career actualization seems to be more associated to career competencies (Kuijpers & Scheeren, 2006; Beheshtifar, 2011) than to actualization of goals, what enlarges the distinctions between this concept and professional fulfillment.

Professional fulfillment framework was designed to present two dimensions. The first dimension involves the following aspects: a) importance *versus* achievement of career goals;

b) content of career goals. The aspect of importance and achievement of career goals was addressed before by Nurmi, Salmela-Aro and Koivisto (2002). They investigated the extent to which the appraisal of work-related goals in terms of their importance and level of achievement would predict young adults' subsequent success in finding a job after graduation. To access this, they asked people to rate goals regarding their importance and how much progress towards achieving them was made.

Another similarity between Nurmi's et al. (2002) study and the present is that they also consider the content of goals. According to goal theories, personal goals are categorized into content and process perspectives (Gollwitzer & Moskowitz, 1996; Austin & Vancouver, 1996; Elliot & Fryer, 2008). Content theories describe orientations people have about their future, revealing their wishes, concerns, and intentions. Studies like Little and Gee's (2007), Wiese and Salmela-Aro's (2008) and Hyvönen, Feldt, Salmela-Aro, Kinnunen and Mäkikangas (2009) described a set of personal work goals contents. However, a unified set of possible goal contents could not be reached, as each of these studies presented a different set of goals, hindering further studies to replicate or use the same set.

In order to fill this gap, professional fulfillment first dimension considers that content of career goals is composed by personal values, which are described by Schwartz (1992) as criteria or *goals* that transcend specific situations, are ordered by their importance and serve as principles that guide an individual's life. Schwartz's model of human values has been accepted worldwide and was replicated by several studies (for a review, see Elster & Sagiv, 2015). According to Schwartz and Bilsky (1987), value contents refer to the different *motivational domains* in which universal human requirements or primary needs are expressed. Values are posited as essentially motivational, representing broad goals that apply across contexts and time (Schwartz & Bilsky, 1987). Following this rationale, in the present study goals are understood in terms of values, as posited by Schwartz et al. (2012). This places

career goals as broader and more abstract than what is commonly considered every time the “goal” term is used, besides addressing the motivational aspect of values.

Schwartz et al. (2012) proposes two second-order bipolar dimensions to explain the underlying motives that hold people’s most important values: Self-transcendence versus Self-enhancement, and Openness to Change versus Conservation. Self-transcendence emphasizes equality and concern with others' well-being. Oppositely, Self-enhancement concerns the quest for success and dominance over people. Openness to change encompasses pursuit of thought and action independence, favoring change. Finally, Conservation involves stability and *status quo* maintenance. In the present study, these two bipolar dimensions are proposed to organize career goal contents.

This proposition is aligned with Greenhaus et al. (2010), who also suggest Schwartz’s theory to understand what one wants from work and non-work roles, developing an accurate identity and set of meaningful career goals. They defend that understanding one’s value structure – and mention Schwartz’s theory as an example – can provide considerable insight into career aspirations. For example, a person with strong material and political values is unlikely to be happy in an occupation that pays poorly and provides little opportunity to exercise leadership. Occupations and jobs vary in the extent they satisfy people’s values, such that people tend to be more satisfied with jobs they have an opportunity to attain significant work values (Greenhaus et al., 2010).

Therefore, people benefit most from goal attainment when the goals they pursue are consistent with inherent psychological needs (Sheldon & Kasser, 1998). In the Self-Concordance Model (Sheldon & Elliot, 1999), the motivational sequence of goal inception, pursuit, and attainment is proposed. In essence, it is conceived that people who pursue self-concordant goals (consistent with their interests and values) put more sustained effort into their achievement, and hence are more likely to attain them. Growing literature on the Self-

Concordance Model suggests that individuals who pursue goals in accordance with their ideals, values, and interests are likely to achieve higher goal success (Gaudreau, Carraro & Miranda, 2012). This is consistent with the present proposition, as it suggests that people will more probably experience professionally fulfilled when they achieve more important career goals.

The first dimension of professional fulfillment addresses people's conceptual goals, which are based in values. This means that career goals are seen as more abstract, representing a summary of work experiences nature or outcomes one intends to attain, without specifying a particular job or position. Therefore, a conceptual goal is an individual's significant values manifestation (Greenhaus et al., 2010). In sum, career goals are understood here as abstract, conceptual and grounded on basic motives regarding people's aspirations in career.

The second dimension of professional fulfillment, evaluation of goal progress, refers to how satisfied one is with their achievement of career goals. It represents a cognition related to the results of goal attainment and pursuit of a previously defined goal (Fishbach & Dhar, 2005). Goal progress has been frequently discussed in goal theory, as researchers have been exploring the role of autonomous versus controlled motivations in understanding the pursuit of personal goals (Sheldon & Elliot, 1999; Sheldon & Kasser, 1998; Sheldon & Houser-Marko, 2001). These studies asked participants to report their goal progress, or their subjective judgments about the degree of goal attainment. They discovered that autonomous motivation was associated with greater goal progress.

Previous research has linked goal pursuit and progress with a range of well-being outcomes (e.g. Sheldon & Elliot, 1999; Sheldon & Houser-Marko, 2001). It has been observed that self-reported progress in pursuit of personal goals was associated to affective well-being, work satisfaction, and subjective developmental success in work domain (Wiese



& Freund, 2005). While personal goal setting is extremely common, goal attainment is not (Koestner, 2008). This is mainly due to lack of goal specificity, failure to monitor progress and limited self-regulatory strength (Baumeister & Heatherton, 1996). Positive goal progress, on the other hand, has been related to goal autonomy (Koestner, 2008; Sheldon & Elliot, 1999), invested effort (Sheldon & Elliot, 1999), self-efficacy (Bandura, 1997), and implementation intentions setting (Gollwitzer & Sheeran, 2006).

However, it is not simply goal progress or attainment that leads to well-being but, rather, the types of goals pursued and the motivation for pursuit (Linley, Nielsen, Wood, Gillett & Biswas-Diener, 2010). Self-concordant goals attainment, for example, leads to greater well-being than does attainment of goals that are not self-concordant, being the goal attainment effects on well-being moderated by self-concordant goals (Sheldon & Kasser, 1998). When individuals pursue goals that are supported by strong implicit motives, high rates of goal progress predicts elevated well-being, whereas low rates of goal progress predicts decreased well-being (Brunstein, Schultheiss & Grassmann, 1998). This body of evidence emphasizes the importance of considering both goal progress and assessment of goals content when considering what fosters positive outcomes.

Overall, professional fulfillment framework follows the rationale that people fulfill themselves by pursuit of motive-supported career goals, which in turn provides opportunities to satisfy one's implicit needs. Striving for motive-supported goals can be considered an affectively "hot" mode of goal pursuit, because successes and failures lead to goal impinge on the person's implicit motivational needs (Schultheiss, Jones, Davis & Kley, 2008). These authors evidence that pursuit of hot goals – personal goals that are backed up by strong implicit motives – allows individuals to experience intense motivational gratification through successful goal enactment.

The proposal of a two-dimension goal framework for professional fulfillment is also aligned with the abovementioned Self-concordance Model, as it posits that goal pursuit divides into two phenomenologically distinct and successive phases: (1) goal setting – associated to the first dimension of professional fulfillment, content of goals – and (2) goal striving, linked to the second dimension of professional fulfillment – evaluation of goal progress (Diefendorff & Lord, 2008). Furthermore, there is evidence that individuals are more likely to be committed to a specific goal when they evaluate the goal as particularly important (Monzani et al., 2015). Given this high commitment, individuals are subsequently more likely to report higher progress.

Another relevant theory that supports the proposed model for professional fulfillment is Control Theory (Carver & Scheier, 1982; Powers, 1973), which aims to explain what people actually do between setting and getting a goal. Control theory proposes that goal setting reflects adoption of a reference value or standard for performance. In other words, monitoring goal progress involves periodically noticing qualities of the target behavior (e.g., how much one has eaten) and/or outcome (e.g., how much weight one has lost) and comparing these perceptions with the desired standard (e.g., lose 2kg) (Baumeister & Vohs, 2007; Carver & Scheier, 1982; Webb, Chang, & Benn, 2013). Progress monitoring should promote goal attainment because it serves to identify discrepancies between current state and desired state, and thus enables people to recognize the gap and adjust their behavior towards additional effort or self-control (Fishbach, Touré-Tillery, Carter, & Sheldon, 2012; Myrseth & Fishbach, 2009). This mechanism could be also associated to the first dimension of professional fulfillment, which proposes the analysis of the “gap” between what people value and what they actually achieve. Additionally, Carver and Scheier (1998) suggest a second feedback process, which is called meta-monitoring loop. This meta loop monitors how rapidly the action loop reduces the discrepancy and compares it to the desired rate of progress, which

in turn could be associated to evaluation of goal progress, the second dimension of professional fulfillment. Facing this, we hypothesize that, in Study 1, the two dimensions of professional fulfillment, namely content of career goals and evaluation of career progress, will be significantly associated, interfering in one another. Furthermore, in next section it will be discussed how professional fulfillment may be related to other positive human aspects at work.

#### **1.4 Professional Fulfillment and positive human aspects at work**

Once this dissertation proposes professional fulfillment as a career aspect related to individual self-fulfillment and positive functioning, similar positive human aspects at work could be indicated. Concepts such as satisfaction, well-being at work, professional development and career success seem to be, in preliminary analyses, somehow analogous to professional fulfillment. However, as shown in Table 1, key conceptual distinctions can be stressed.

The categories presented in Table 1 to distinguish concepts consider professional fulfillment definition, as it represents 1) a cognitive and affective concept, 2) involves both evaluation and perception, and 3) represents a state as well as a process. This is distinct from satisfaction and well-being at work, for example, which consider affect a constitutive element. Besides, no other concept involves both perception and evaluation – professional fulfillment is represented by one's *perception* of having attained important career goals, and also by one's positive *evaluation* of being on the right track for attaining career goals. Furthermore, professional fulfillment means a state – when people feel they are attaining career goals in the present time – and also a process – when people feel they are on the right track for attaining these goals –, while other concepts show to be one or the other. Therefore, we hypothesize that, in Study 1a, satisfaction with work, employee well-being, career success and

professional development present significant but low correlations with professional fulfillment.

Table 1  
*Comparison of positive concepts at work*

Concept	Affect	Cognition	Perception	Evaluation	State	Process
Satisfaction <i>Positive or pleasant emotional state, resultant of work experiences (Locke, 1976)</i>	X		X		X	
Employee Well-being <i>Positive evaluation of affective, motivational, behavioral, cognitive and psychosomatic work aspects (Van Horn, Taris, Schaufeli &amp; Scheurs, 2004).</i>	X	X		X	X	
Career success <i>Accumulated positive work and psychological outcomes resulting from one's work experiences (Seibert &amp; Kraimer, 2001)</i>		X	X			X
Professional development <i>Growth and maturing of knowledge, abilities, and attitudes, which are acquired over a worker's life, as a result of formal and informal learning actions at work (Mourão, Porto &amp; Puente-Palacios, 2014)</i>		X	X			X
Professional Fulfillment	X	X	X	X	X	X

Subjective career success, in turn, represents a concept that can be closer associated to professional fulfillment. Subjective career success posits that people have different career aspirations and place different values on factors such as income, employment security, status, access to learning, work-family balance, and so on (Arthur, Khapova & Wilderom, 2005). In a similar manner, professional fulfillment concept considers self-referent success criteria, which reflect personal standards and preferences. Professional fulfillment framework also includes how people feel their career is on, ahead or behind schedule, which is related to goal progress evaluation. In this sense, we hypothesize that, in Study 1a, subjective career success, due to its subjective component, will be more associated to professional fulfillment than the

constructs above. However, the magnitude of correlation will not be high (below .80), since professional fulfillment holds additional components of career evaluation (e.g. goal progress) in comparison to subjective career success.

## **2. Objectives**

### **2.1. General**

The main purpose of this dissertation is to propose a definition and measure of professional fulfillment, outlining it as a career-based concept and developing it in a goal-shaped operationalization, as well as investigating correlate concepts, motivations and positive outcomes, aiming to reach a comprehensive professional fulfillment framework.

### **2.2. Specific**

- To develop the Professional Fulfillment Scale (PFS);
- To identify evidence of construct and divergent validity and test-retest reliability for PFS;
- To test a model with achievement goal orientation and self-esteem as motivators of professional fulfillment;
- To analyze how professional fulfillment fosters flourishing at work and subjective well-being.

## **3. Studies overview**

In order to accomplish the defined goals for this dissertation, three major studies were conducted. The first study, which comprises three continuous sub-studies – 1a, 1b and 1c – aims basically to develop Professional Fulfillment Scale (PFS) and find validity evidences for it. In **Study 1a**, the first version of PFS is proposed and tested through exploratory factor analysis. Additionally, in Study 1a, four positive work concepts – satisfaction, well-being,

career success and professional development – were analyzed as correlates of professional fulfillment, observing divergent validity regarding PFS. The factor structure obtained for PFS in Study 1a is reanalyzed in **Study 1b**, in which new data allowed retesting the structure found in Study 1a for PFS through a Confirmatory Factor Analysis (CFA). Finally, in **Study 1c**, a test-retest reliability analysis was carried out, intending to observe PFS replicability and stability across two months.

Regarding **Study 2**, the purpose was to investigate how goal orientation and self-referent construals motivate professional fulfillment. Firstly, it was analyzed how the two different kinds of achievement goal orientations – mastery and performance – differently affect professional fulfillment. Next, it was observed how mastery orientation, specifically, predicted certain types of career goals and the evaluation people make about their goal progress. At last, it was investigated how self-esteem affected the relationship between mastery orientation and professional fulfillment, working as a moderator of mastery and achievement of specific goals and as mediator of mastery and evaluation of goals progress.

Concerning **Study 3**, it aimed to analyze how professional fulfillment is related to overall individual positive outcomes, one considering life overall – subjective well-being – and other regarding the work setting – flourishing at work. As Study 2 should evidence specific motivators of professional fulfillment, Study 3 aims to explore its positive outcomes, thinking through the premise that professional fulfillment affects not only labor aspects but also life in general. Moreover, this study explored the possible ways through which both dimensions of professional fulfillment may influence aspects of subjective well-being and flourishing at work.

## 4. Study 1 – Proposition of professional fulfillment framework

Study 1 is composed by three continuous sub-studies, which intended to propose PFS and to find validity evidences for it. The subjacent aim of this study was to present a reliable operationalization of professional fulfillment, following the theoretical model discussed in first chapter.

### 4.1. Study 1a – Scale Development

In the present study, the first empirical test of PFS was carried out, besides exploring the relationship of professional fulfillment with other positive aspects at work. In the following section the premises to develop PFS are presented, as well as the procedure to identify evidences of construct and discriminant validity.

#### 4.1.1. Method

##### 4.1.1.1. *Scale development and procedures*

For capturing professional fulfillment construct in all aspects, Professional Fulfillment Scale (PFS) was developed to measure goal content and goal progress, which are the two theoretical dimensions proposed as indicators of professional fulfillment. With regard to goal content, people were asked how **important** specific goals were to them, as well as how much they **achieved** those goals. If a goal is very important and is also being achieved, that would be an indicative of professional fulfillment. Regarding evaluation of goals, it was inquired whether there was or not a positive evaluation of goal progress. Questions were about aspects of people's current career status. The aim of this dimension was to verify if people evaluate to be on the right path towards their career goals, what should also be an indicator of professional fulfillment. To imply professional fulfillment, results from both dimensions – content and evaluation of career goals – should be associated. In other words, the achievement

of goals people consider important should come along with a good evaluation of goal progress.

To cover both dimensions of professional fulfillment concept, the scale was divided in two parts. The first part, entitled *goal content*, measures the content of career goals, evaluating how important a goal is for someone and how much this goal has been achieved so far. Schwartz's et al. (2012) two second-order bipolar dimensions were considered as a theoretical umbrella for developing the items. To create this first version, Schwartz et al. (2012) nineteen first-order dimensions were considered and we suggested at least three career goal items to each dimension. Thus, the first version of goal content part presented, originally, 69 items that covered all 19 values proposed by Schwartz et al. (2012) refined theory. Although the scale here is described in English, the original scale was written in Portuguese (see Appendixes). For each item, two answers were required from the respondent: the subjective importance of the statement and the degree of achievement in his/her current career. Regarding the importance scale, the introductory question was "As something I pursue in my career, this goal is...", being response options from "1 = not important at all" to "5 = extremely important". For the achievement scale, the introductory question was "Achievement of this goal in the current moment of my career is...", with response options from "0 = not at all" to "4 = complete" (see Appendix 2).

The difference of scaling between importance and achievement of goals is explained by the formula that relates both aspects. One of the most relevant aspect in this part of the scale is the possibility to observe which goals people perceive as important and also the degree of achievement, in order to analyze whether the goals people achieve are the ones they value the most. However, one important situation must be considered – for most people, it is better to achieve something they do not value so much – at least they are achieving something – than to achieve nothing at all, especially if they are not achieving something they value. In



that sense, the numbering of importance and achievement scales is different in order to generate a **product** of them. This very product represents one of the indicators of professional fulfillment, evidencing different scores for each kind of situation – how much people achieve what they value, considering that is better to achieve something than nothing at all. Table 2 shows examples of how the product is calculated and what kinds of situation it reflects.

Table 2  
*Product of Importance and Achievement*

Item	Importance (possible answer)	Achievement (possible answer)	Product (Imp. X Ach. Scores)	Meaning
Item 1	1	0	0	The goal content is of little importance, and there is no achievement, so the final score is zero.
Item 2	5	0	0	The goal content is very important, but there is no achievement, so the final score is zero.
Item 3	1	4	4	The goal content is of little importance, but there is high achievement, so the score is four.
Item 4	5	4	20	The goal content is very important, and there is high achievement, so the score is twenty, the maximum.

According to Table 2, it is possible to observe that, the minimum product score someone can present is 0, whilst the maximum is 20. The higher the product, more people achieve what they value. However, even when people mark something as very important (importance = 5), but are not achieving this at all (achievement = 0), the score is still zero, due to the multiplication of the answers. On the other hand, if someone perceives something as not so important (importance = 1), but is fully achieving it (achievement = 4), the final score is 4, because it is somehow better when people achieve something they do not value, then

when they achieve nothing at all. Therefore, with this rationale we can have relevant information to analyze whether people achieve what they value, which is the first indicator of professional fulfillment.

The second part of PFS, entitled *goal progress*, measures respondents' evaluations about their progress toward career goals, requesting people to think about their career when answering items (see Appendixes). The first question is non-structured, requiring respondents to write, in five words at most, the main goal they have established for themselves in career. The purpose of this question is only to prime people's career goals for answering the following questions, thus it is not evaluated. Question two asks if the person has already achieved the goal described in the former question, with answer options of "YES" or "NO". The third question asks how close the person thinks he/she is to attaining that goal, answer options ranging from "1 = not close at all" to "5 = almost there". The fourth question involves how much the person thinks the current job contributes to attaining the specified goal; fifth question concerns how much the person is satisfied with his/her progress toward the career goal; question six addresses how professionally fulfilled the person considers to be. Response options in these last three questions ranged from "1 = not at all" to "5 = totally".

Goal progress part of PFS represents a second indicator of professional fulfillment, because even if people have not fully achieved their most important career goals, when they evaluate they are "on the way" to it, they can have an indicative of being professionally fulfilled. Some career goals depend on time, experience/maturing or are too ambitious to be achievable in a short period of time or even in a lifetime. Nevertheless, as professional fulfillment is understood as a process and not an end in itself, it is possible to consider that when people believe they are where they should or could be in their career, even if it is not their final goal, some degree of professional fulfillment can already be experienced. Although the development of objective and common measures of goal progress is challenged by

uniqueness of the constellation of goals pursued by each individual, in previous research, the effectiveness of goal pursuit has already been operationalized as perceived progress, namely people's subjective evaluation of advancement toward their personal goals (Monzani, et al., 2015). This is the proposition for goal progress part of PFS.

PFS design attends the two most used measures in goal approach, which are the goal lists and the idiographic approach (Klug & Maier, 2015). In first case, a list of preset goals is provided and people are asked to indicate which goals they are currently pursuing, which is equivalent to goal content part of PFS. The idiographic approach asks people to generate personal goals they are striving for, which is attended by the open question required in goal progress part of PFS. While goal lists might be interpreted as normative expectations and therefore individuals feel obliged to strive for these goals, the idiographic approach is not apparently associated with expectations (Klug & Maier, 2015).

#### 4.1.1.2. *Measures for divergent analyses*

Scales for measuring other positive constructs at work, such as satisfaction, well-being, professional development, and career success were also used in order to carry out a divergent validation. The instruments used were:

- General satisfaction at work: Adapted by Silva, Azevedo and Dias (1995), it presents 5 items of overall satisfaction at work (single-factor), with response options ranging from “1 = completely disagree” to “7 = completely agree”. Cronbach alpha of .76.
- Well-being at work: Paschoal and Tamayo's (2008) instrument was adopted. It presents 30 items (with agreement scale ranging from 1 to 5) and three factors: 1) positive affect, 9 items, Cronbach alpha .93; 2) negative affect, 12 items, Cronbach alpha .91; 3) realization/expressivity, 9 items, Cronbach alpha .88.

- Professional development: *Escala de Percepção Atual do Desenvolvimento Profissional – EPAD*, proposed by Mourão et al. (2014). It is single-factor, presents 8 items and Cronbach alpha of .82. Agreement response scale ranging from 0 to 10.
- Career success: Developed by Costa (2010). It presents 48 items, distributed along 11 factors. However, an overall factor was considered due to parsimony reasons (Cronbach = .93). Responses are based on an agreement scale, ranging from 1 to 5.

#### 4.1.1.3. *Participants*

A total of 406 Brazilian workers answered PFS. They were recruited in faculties and post-graduation institutes, such that both undergraduate and post-graduate students were invited to participate. All participants were informed about their rights as volunteers and were given a document to read and sign, in case they agreed to participate. The questionnaire was responded in their own classrooms, after class and with the consent of all responsible authorities. Most participants were women (62.1%) and single (58.1%). Schooling ranged up to post-graduate, but most participants were college undergraduates (62.6%). Most of them were younger than 25 years old (45%), but there were participants of all ages (from 26 to 35 – 30.1%; from 36 to 55 – 22.4%; older than 55 – 1.2%).

#### 4.1.1.4. *Data analysis*

After statistical assumptions were observed to be met, exploratory factor analysis was conducted. First, principal component analysis was accomplished, which showed a factorable matrix. Then, principal axis factoring was carried out, with Promax rotation. In first part of the scale (goal content), the importance scale, the attainment scale and the product ranging were analyzed separately. Items that attended exclusion criteria (described below) were kept. Items of goal progress part were analyzed together, with exception of questions 1 and 2 that were not scale-shaped. Correlation analyses were made in order to observe divergent validity.

To obtain the power achieved by the statistical tests accomplished in this study, G-Power 3 program (Faul, Erdfelder, Lang & Buchner, 2007) was used. Estimates were obtained considering the protocol of power analysis section,  $X^2$  test family, goodness-of-fit statistical test and the type of power analysis was post-hoc. For an effect of .30, alpha of .05, sample size of 406 and Df of 5, a power of .99 was achieved.

#### **4.1.2. Results and discussion**

To run factor analysis, each part of PFS was analyzed separately. For goal content part, results of exploratory factor analysis and parallel analysis led to a four-factor solution, compatible with Schwartz's et al (2012) two bipolar second-order dimensions. To exclude items, we observed correlations in the anti-image matrix (correlations below .30 were excluded), item factor loadings (loads below .40 were discarded), theoretical compatibility with factor loadings, and stability across importance, achievement and product scales.

The final design for goal content part of PFS, in this study, presented 22 items. The importance scale as a whole produced reliability of .84, while the achievement scale and the product ranging rendered .91. Minimum item load was .44 and factor reliability indices ranged from .74 to .86. Items grouped into four dimensions explained 51.4% of variance for importance scale, 58.2% of variance for attainment scale and 58.5% of variance for product. Correlations among factors ranged from .28 to .45 for importance scale ( $p < .001$ ), from .40 and .60 ( $p < .001$ ) for achievement scale and from .43 e .58 ( $p < .001$ ) for the product. Table 3 presents factor solutions and item loadings for importance, achievement and product scales. Considering Schwartz's nomenclature of the bipolar dimensions, the four types of career goals were defined as it follows:

**Factor 1 – Self-enhancement career goals: Refers to the quest for success, pleasure, respect, and recognition in career;**

**Factor 2 – Openness to change career goals: Refers to the pursuit of innovative and challenging experiences in career;**

**Factor 3 – Self-transcendence career goals: Refers to the concern for nature and others' well-being in career;**

**Factor 4 – Conservation career goals: Refers to the concern in meeting society's demands, not letting people down and following rules and hierarchy in career.**

Table 3  
*Factor solution for PFS goal content part*

	Factors Importance				Factors Achievement				Factors Product			
	1	2	3	4	1	2	3	4	1	2	3	4
Explained variance (%)	25.89	10.19	6.97	8.40	36.66	8.47	7.03	6.05	36.98	8.17	7.17	6.17
Reliability	.81	.79	.74	.74	.86	.80	.82	.76	.86	.82	.81	.78
41 Be treated with respect and dignity	.70				.88				.91			
60 Feel good about my work	.66				.72				.73			
47 Enjoy what I do	.63				.63				.69			
43 Be respected and recognized for my work	.58				.62				.50			
69 Feel pleasure at work	.48				.56				.73			
48 Succeed at work	.48				.49				.47			
42 Have a good personal image	.48				.48				.44			
19 Compete to win challenges		.73				.79				.65		
22 Perform challenging tasks		.68				.68				.80		
20 See new places		.68				.61				.62		
27 Have a job with constant novelty		.62				.56				.58		
11 Experience a variety of situations		.57				.56				.56		
1 Collaborate to develop society			.70				.82				.71	
5 Protect nature from threats			.61				.72				.89	
3 Improve people's lives			.61				.70				.65	
8 Contribute to make the world a better place			.59				.62				.69	
51 Meet society's expectations				.69				.62				.58
50 Have a job with routines				.67				.52				.46
52 Avoid disappointing people				.65				.49				.65
55 Perform a job compatible with society's values and beliefs				.56				.47				.51
53 Work in a setting with a clear hierarchy				.56				.46				.55
56 Conform to others' opinions.				.44				.44				.55

Goal progress part of PFS investigates how positive/optimistic the person is with his/her efforts and achievements towards career goals. Questions one and two were not considered in factor analysis because they were not scale-shaped. Its final design was composed by one open question, one dichotomous question and 4 scale items, evidencing a

KMO of .78, reliability of .78 and one dimension (49.5% of explained variance). The loadings for each item are displayed in Table 4.

Table 4  
*Factor solution for PFS goal progress part*

	Factor
Explained variance (%)	49.5
Reliability	.78
3 How close are you to achieving your career goal?	.73
4 How much does your current job contribute to the achievement of your career goal?	.73
5 How satisfied are you with you advance towards your career goal?	.72
6 How professionally fulfilled do you consider to be now?	.62

Results from exploratory factor analysis point out a four-factor solution for goal content dimension of professional fulfillment. These four factors are consistent with bipolar second-order dimensions of Schwartz et al. (2012) values theory. For goal progress dimension, Study 1a evidenced the stability and reliability of proposed items, demonstrating they are appropriate for measuring evaluation of goal progress.

Regarding possible correlates, further analyses were done to investigate their relationship with professional fulfillment. About goal content part, only the product of importance and achievement was correlated to the other constructs. Concerning goal progress part, it was calculated an overall mean of scale items. Table 5 presents the results of bivariate correlations among goal content and goal progress parts of PFS and other positive aspects at work.

Table 5  
*Correlations Between Professional Fulfillment and Positive Aspects at Work*

	PF Goal progress	PF Content of goals (product)			
		Self-enhancement	Openness to change	Self-transcendence	Conservation
Satisfaction at work	.29**	.04	.09	.11	.12
Well-being (affect)	.40**	.38**	.16**	.22**	.29**
Well-being (cognition)	.52**	.38**	.31**	.25**	.34**
Professional development	.35**	.19**	.18**	.22**	.17**
Career success	.60**	.35**	.24**	.29**	.28**

*Note:* PF = Professional Fulfillment

\*\*  $p < 0.01$

Results in Table 5 show that, in general, positive aspects at work present significant, but moderated or low correlations with professional fulfillment, as hypothesized. Regarding general satisfaction at work, there were no significant correlations with any factors of goal content part of PFS. However, there was a significant but low correlation with goal progress part. Since satisfaction at work usually involves affect and pleasant experiences related to the current work, this might explain why correlations with professional fulfillment are not high. Affect and pleasant experiences could be a consequence of a professionally fulfilled person, but it does not necessarily mean that when people have pleasant experiences at work they are professionally fulfilled.

About well-being at work, for the affective aspect, correlations showed that positive affect is directly related to goal progress, in a similar manner to what was found for satisfaction at work. According to Table 5, positive affect also relates to the product of openness to change, self-enhancement, and conservation career goals, being the relationship with self-enhancement the strongest one. Regarding the cognitive aspect of well-being, it is positively related to all four factors of goal content, as well as to goal progress. However, the affect component of well-being presented, overall, smaller correlations than the cognitive component, which could be explained by the fact that professional fulfillment emphasizes cognition. These results indicate that when people achieve what they value, or when they



perceive to be in the right track to achieve their career goals, their perception of well-being at work, especially the cognitive component, is also higher.

Perception of professional development was also correlated to both parts of PFS. According to Table 5, professional development showed significant correlations with goal content, but they were all very low (under .22). The correlation with goal progress was slightly higher ( $r = .35$ ). Professional development is about growth and maturing of knowledge, abilities, and attitudes, which are acquired over the course of a worker's life, as a result of formal and informal learning actions at work. Thus, it refers to evaluations people make about their current level of development as a professional, which would be expected to present higher correlations with goal progress part of PFS.

Career success, in turn, also evidences significant correlations with both parts of PFS. Nonetheless, we highlight its higher correlation with goal progress, which is .60. This result supports the premise that career success represents the closest construct to goal progress part of PFS. The correlations of career success with career goals content come in a smaller proportion (correlations from .24 to .35).

Despite the moderate correlation between goal progress and career success, professional fulfillment and career success must not be considered the same. The first reason to this is that goal progress is only one of the two indicators of professional fulfillment, and the other indicator of professional fulfillment (goal content part of PFS) is poorly correlated to career success. Secondly, professional fulfillment goes further when it considers that people may be fulfilled even when they have not yet attained their career goals, but are satisfied with what they have done so far, what differs from career success premises.

In sum, when it comes to career goals content, correlations between the four factors and well-being, general satisfaction, career success, and professional development were no higher than .38. Regarding goal progress, it shows better correlations with the

abovementioned constructs, but correlations were no higher than .52, except for career success, whose correlation was .60.

A crucial difference between these concepts and professional fulfillment is the context being considered. While satisfaction and well-being, for example, focus on work environment, professional fulfillment evaluates career, which is wider. Career covers not only the current job or work, but all professional experiences. In this sense, career success would be considered the most similar construct to professional fulfillment, as empirically shown.

Conclusions are that these concepts relate to professional fulfillment, but they do not overlap. They present some theoretical similarities, but overall, the core idea is distinct. These differences were evidenced by Study 1a results, generating significant but low correlations.

## **4.2. Study 1b – Model test**

This study aimed to test the factor structure found in Study 1a for PFS through Confirmatory Factor Analysis (CFA). For such, new data collection was carried out. Additionally, this study aimed to verify, by Structural Equations Modeling (SEM), how both parts of PFS interact to form a major latent variable – professional fulfillment. Analyses associating both parts of the scale (goal content and progress) were also conducted in order to understand how they are mutually coherent and influential in yielding evidence of professional fulfillment.

### **4.2.1. Method**

#### *4.2.1.1. Participants*

Participants were 215 workers, most women (76.2%), under 30 years old (mean = 27.9 years), single (59.5%), college undergraduates (86%), working for less than two years (29.7%) or between two and five years (29.3%).

#### 4.2.1.2. *Instrument*

The final instrument obtained in Study 1a was used in Study 1b. It consists of two parts, one for analyzing content of people's career goals and the other for measuring people's goal progress evaluation. In goal content part, participants were asked to mark the importance and achievement of 22 goals. Goal progress part was used as previously validated in Study 1a.

First part, with 22 items, is divided into four factors – 1) Self-enhancement (7 items); 2) Openness to change (5 items); 3) Self-transcendence (4 items) and 4) Conservation (6 items). Each factor is analyzed by its importance and attainment. Second part concerns evaluations people make about attaining their career goals. It investigates how far people think they are from attaining goals, how satisfied they are with their path through attainment, how much their current job/work contributes to attainment and how professionally fulfilled they perceive to be.

#### 4.2.1.3. *Procedures and data analysis*

Participants were chosen by convenience and snowball sampling. People received an invitation by e-mail to take part on an online survey. The same ethical procedures ensued in Study 1a were adopted here, but in a different approach – before starting the research, people read the consent term and agreed to participate by checking a box displayed in the screen.

Confirmatory Factor Analysis (CFA) was conducted to test the structure found in Study 1a. Thereafter, Structural Equation Modeling (SEM) was used to test whether goal content and goal progress parts of PFS correlated and, mainly, to observe their interaction to generate the latent variable of professional fulfillment. Maximum likelihood estimation method was used, as normality assumption was attended. Both CFA and SEM were executed through AMOS, an additional package from SPSS Statistics 20.0.

#### **4.2.2. Results and discussion**

To conduct CFA for goal content part of PFS, the four factors found in exploratory analyses in Study 1a were considered as latent variables. Respective indicators were established according to the item-factor correspondence found in Study 1a. Results from CFA showed that fit indexes for the theoretical model found in Study 1 could be improved.

Considering the product of importance and achievement, modification indices suggested adding error covariance between the following items (pairs from the same factor): 22 - 21 (Self-enhancement factor); 13 - 14 (Conservation factor); 12 - 14 (Conservation factor); 1 - 2 (Self-transcendence factor). Regarding the achievement scale, only errors from items 16 - 17 (Self-enhancement factor) and 3 - 4 (Self-transcendence factor) were suggested by modification indices as covariates. About the product ranging, covariates between items 16 – 18 (Self-enhancement factor) and 6 – 5 (Openness to change factor) were settled.

Next, goodness-of-fit, item loadings in each factor and modification indices were observed, which resulted in exclusion of six items: 19, 41, 42, 43, 50, and 56 (Table 3). The main criteria for exclusion of items were the lowest loadings in each factor and improvement of goodness-of-fit. In other words, removal of these poorly fitting items was associated with fit improvement of the measurement model. The comparison between models with 22 (before items exclusion) and 16 items (after items exclusion) is displayed in Table 7. After exclusion, all four factors had four items. Model fit indexes after these adjustments, for each scale, are displayed in Table 6.

Table 6  
*PFS model fit after CFA*

Model Fit Indexes	Importance	Achievement	Product
$\chi^2$	139.99	154.63	146.09
$\chi^2/df$	1.48	1.61	1.52
$p$	0.001	0.001	0.001
CFI	0.95	0.97	0.98
TLI	0.94	0.96	0.97
RMSEA	0.04	0.05	0.04
SRMR	0.05	0.04	0.03

Note: CFI = Comparative Fit Index; TLI = Tucker-Lewis Index; RMSEA = Root Mean Square Error of Approximation; SRMR = Standardized Root Mean Square Residual.

Table 7  
*Results of CFA for model testing considering the product*

Tested model	$\chi^2$	$\chi^2/df$	CFI	TLI	RMSEA	SRMR
Model 1 (22 items)	345.80	1.71	0.95	0.94	0.05	0.04
Model 2 (16 items)	146.09	1.52	0.98	0.97	0.04	0.03

Considering CFA indexes presented in Table 6, results for the product ranging were superior in comparison to the importance and achievement scales isolated, what evidences the reliability of the produced score. After items exclusion in goal content part due to CFA, reliability analyses were executed again. Table 8 presents the Cronbach alphas obtained for each dimension. When taking alphas into account, the achievement scale presented better indexes. This can be explained by the fact that achievement of career goals would be more concrete to evaluate.

Goal progress part of PFS was also analyzed through CFA, which indicated that the item structure obtained in Study 1a was consistent, accounting to no changes in goal progress part. Model fit for this part was represented by the following coefficients:  $\chi^2 = 2.602$ ,  $p = .272$ ,  $\chi^2/df = 1.30$ , RMSEA = 0.03, CFI = 0.99, TLI = 0.99, and SRMR = 0.01, which

evidence a great fit of the model. The reliability obtained in this sample for goal progress part is displayed in Table 8.

Table 8  
*Cronbach alphas of PFS after CFA*

	Content of goals				
	Full Scale	Self-enhancement	Openness to change	Self-transcendence	Conservation
GC Importance	.82	.78	.72	.73	.75
GC Achievement	.93	.91	.84	.84	.80
GC Product	.92	.88	.81	.85	.78
GP	.78	-	-	-	-

*Note:* GC = Goal content; GP = Goal progress.

Model fit values obtained through CFA evidence a trustworthy theoretical model, with satisfactory psychometric indices, besides supporting the factor division proposed in Study 1a. Results show coherence in the scale structure, which presents two different kinds of measures – content and evaluation of goals – in the same instrument.

Thereafter, analyses for verifying the relationship between goal content and goal progress parts of PFS were carried out, addressing the premise that both are needed to indicate professional fulfillment. To analyze whether both parts correlate, alternative models assembled by SEM were considered. For goal content part, the resultant structure from CFA with 16 items was used. For goal progress part, the four scale items were used.

Table 9 presents fit indexes for previous models of both PFS parts, which allow the following assumptions: a) Considering goal content part, the model with the second-order factor, generated by the four career goal factors, evidences the best fit; b) Considering goal progress part, the single-factor, represented by goal progress itself, evidences the best fit. Taking these results into account, Figure 1 represents the correlated model and its loadings, such that indexes for this model were:  $\chi^2 = 218.62$ ,  $p = 0.001$ ,  $\chi^2/df = 1.34$ , RMSEA = 0.03, CFI = 0.97, TLI = 0.97, and SRMR = 0.04, which evidence a good fit of the model.

Table 9  
Model tests with SEM for PFS

Model	$\chi^2$	$\chi^2/df$	CFI	TLI	RMSEA	SRMR
Independent (GC)	2371.39	19.76	0.00	0.00	0.26	0.41
Single-factor (GC)	574.08	5.52	0.79	0.76	0.13	0.07
Four uncorrelated factors (GC)	623.87	5.99	0.77	0.73	0.13	0.33
Second-order factor (GC)	179.21	1.79	0.96	0.96	0.05	0.04
Independent (GP)	346.69	57.78	0.00	0.00	0.46	0.40
Single-factor (GP)	2.602	1.30	0.99	0.99	0.03	0.01

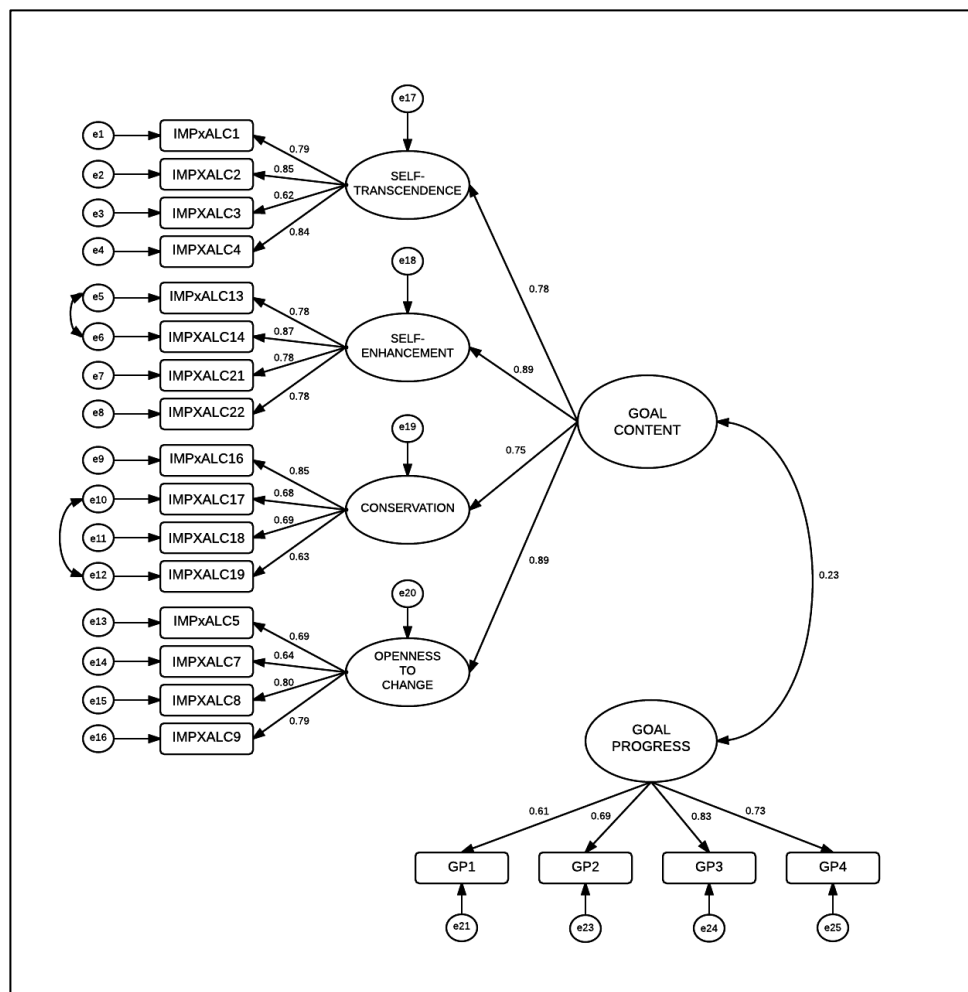


Figure 1. SEM for the relationship between goal content and goal progress parts of PFS.

Note: GP 1 = How far the person is from achieving the goal; GP 2 = How much the current job contributes to achieving the goal; GP 3 = How satisfied one is with the degree of goal progress; GP 4 = How professionally fulfilled one perceives to be.

These results demonstrate that the extent to which people value and achieve certain types of career goals is related to how well they think to be doing regarding goal progress.

However, considering that the correlation was low ( $r = .23$ ), results show that although goal content and progress parts combine, they measure different aspects of professional fulfillment. Therefore, they must be understood as two distinct dimensions of the same construct, which together provide a better comprehension of professional fulfillment's complexity.

Next, it was analyzed whether goal content and goal progress parts of PFS, together, could engender a third-order factor as a latent variable, which would be professional fulfillment. Third-order factors in SEM are quite scarce in literature. However, there are arguments that most SEM studies seem to focus on the falsity of a model as opposed to its completeness; therefore, in part because of algorithmic constraints, few SEM models are very complex and present a large number of latent variables (Chin, Peterson & Brown, 2008). A study by Akter and Hani (2011), for example, elucidates the use of component based SEM in estimating a complex higher order model, which addresses the third-order variable. Facing this, Figure 2 presents the results of SEM with professional fulfillment as a third-order variable. Indexes were:  $\chi^2 = 218.62$ ,  $p = 0.002$ ,  $\chi^2/df = 1.34$ , RMSEA = 0.03, CFI = 0.98, TLI = 0.97, and SRMR = 0.04, which evidence a good fit of the model. Comparing these results with those obtained in the correlated model, the model with professional fulfillment as a third-order variable was slightly better, what evidences an improved fit of this last model.



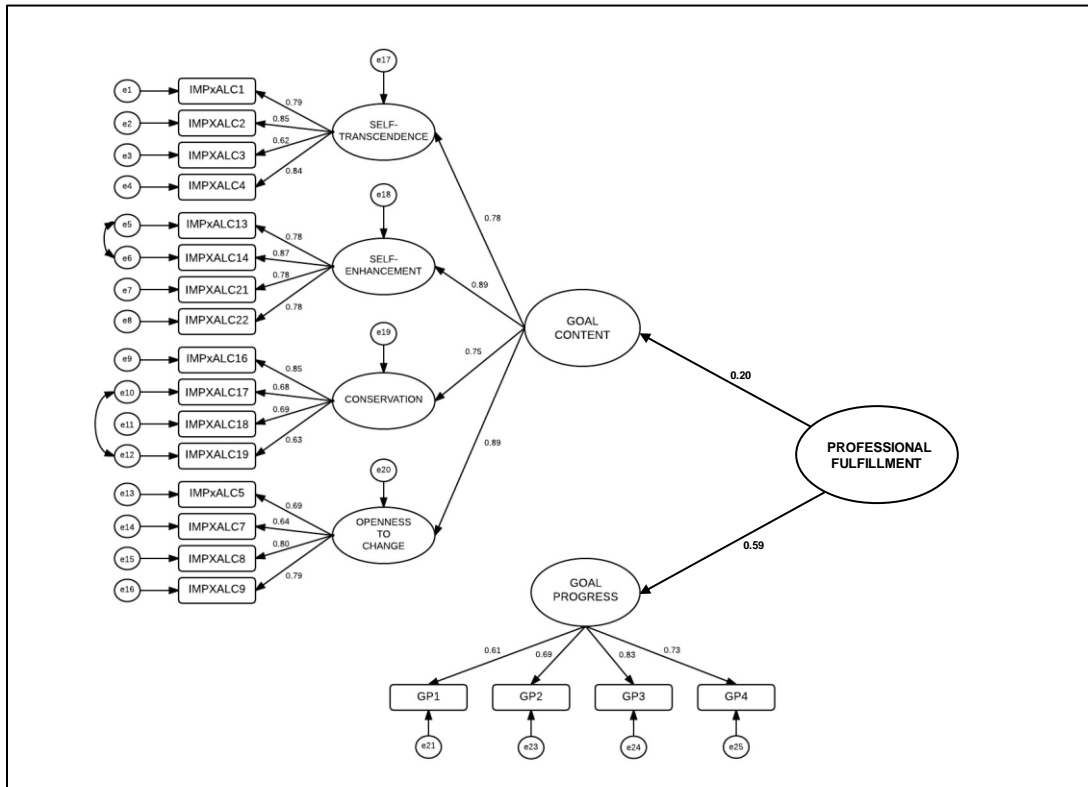


Figure 2. SEM of professional fulfillment as a third-order factor

To test a last alternative model, the means for the product of the four factors from goal content part were calculated, so they could represent observed variables. Therefore, professional fulfillment was also analyzed as a second-order variable. Figure 3 shows the results for this test.

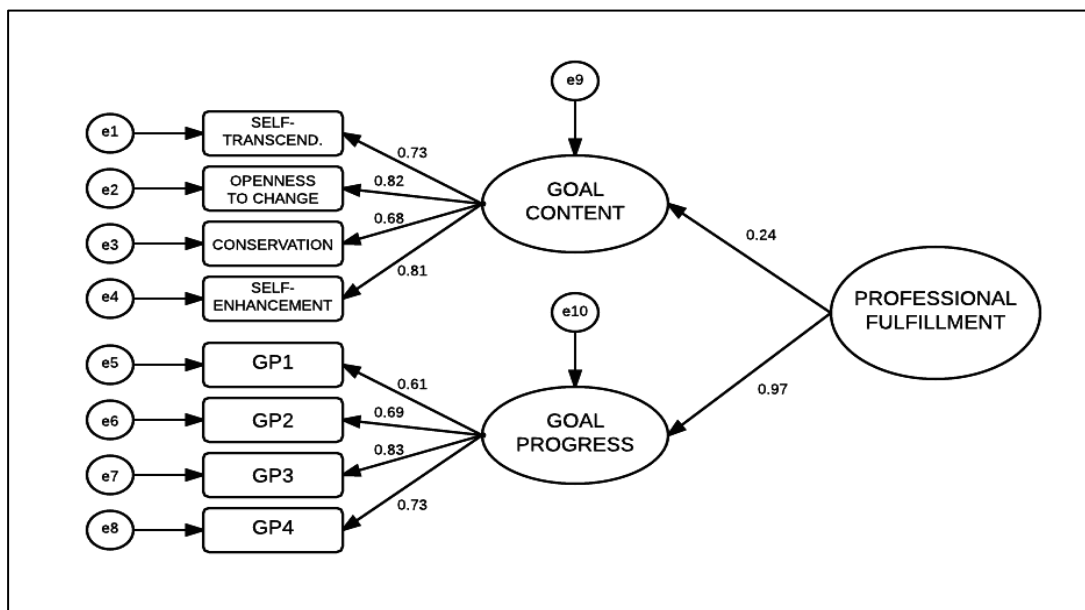


Figure 3. SEM of professional fulfillment as a second-order factor

Model fit indexes for this model were:  $\chi^2 = 23.59$ ,  $p = 0.212$ ,  $\chi^2/df = 1.24$ , RMSEA = 0.03, CFI = 0.99, TLI = 0.99, and SRMR = 0.02, which evidence an excellent fit of the model and even better indexes compared to those found in previous analysis. This indicates that goal content part and goal progress part of PFS, together, also engender a second-order factor, which is professional fulfillment. Therefore, results from models tested in Figure 2 and 3 represent strong evidence that goal content and goal progress, in the way they are measured in PFS, represent operational and measurable indicators of the latent professional fulfillment construct.

### **4.3. Study 1c – Test-retest reliability**

As the last sub-study from Study 1, Study 1c intended to accomplish a test-retest reliability analysis of PFS, observing its stability across a period of time. Therefore, two data collections were made, with the same participants, within an interval of two months. The main purpose of this study consisted on finding evidence of PFS reliability, demonstrating that it is not vulnerable to major changes in a short period of time.

#### **4.3.1. Method**

##### *4.3.1.1. Participants*

Considering only those who took part in both data collections, a total of 138 workers participated on this study. They were recruited in their own classrooms, in graduation and post-graduation schools, and responded to the questionnaire after class, delivering it straight to research assistants. Age of participants varied from 18 to 51 years old, with an average of 27,3 years old. Most of them were women (77%), single (59,6%) and undergraduate (98,5%). The average work tenure was 6,7 years, and the average organization tenure was 3,8 years. As displayed in Table 10, participants assumed a large variety of jobs and professions.

Table 10  
*Participants' professions and jobs*

<b>Profession/Job</b>	<b>Frequency</b>
Administrative assistant/technician	5
Autonomous	4
Bank clerk	1
Bus collector	1
Cleaning auxiliary	1
Collection attendant	1
Craftswoman	2
Credit analyst	1
Financial auxiliary	1
Government employee	3
Hairdresser	1
HR analyst	1
HR assistant	2
Instructor	1
Kitchen-maid	1
Maintenance technician	1
Manager	4
Market cashier	4
Nursing technician	2
Operations auxiliary	2
Operations manager	1
Personnel department auxiliary	5
Psychologist	1
Purchasing manager	1
Receptionist	1
Replenisher	1
Restaurant attendant	1
Sales attendant	1
Salesman/woman	10
Secretary	1
Social Worker	1
Student	10
Technical attendant	1
Telemarketing operator	4
Intern	33
Veterinarian auxiliary	1
Vice-governor assessor	1
Work safety technician	1

#### 4.3.1.2. *Instruments*

The version of PFS obtained from Study 1b was used, which is composed by two parts. Goal content part explores what types of career goals people perceive as more important for them (goal content) and how much they achieve them at their career moment, being observed the relationship (product) between importance and achievement, in order to create a score. This part presents 16 items and 4 four factors – self-transcendence, self-enhancement, conservation and openness to change. Goal progress part of PFS presents the

same structure proposed in Study 1a, with one open question (to prime people's main career goal), a dichotomous question about whether the person has achieved the stated career goal or not and four scale-shaped questions, which inquire about: 1) How far the person is from achieving the goal; 2) How much the current job contributes to achieving the goal; 3) How satisfied one is with the degree of goal progress; 4) How professionally fulfilled one perceives to be.

A socio-demographic questionnaire was annexed, enquiring people about their sex, age, schooling, profession/job and time of work. In time two, participants were inquired about changes in career in the last two months, marking what kind of change it was – promotion, demission, job changing, retirement, completion of college/course or opening own business. The purpose of these additional questions was to verify the interference of such aspects on possible changes of professional fulfillment over time.

#### 4.3.1.3. *Procedures and data analysis*

To make test-retest reliability analysis possible, two data collections were carried out, within a two-month interval. Considering that time interval may influence this kind of reliability, this specific interval was chosen because it is not so short as one week or two – when the probability of major changes in career is low and memory issues may affect participants responses – and not so long as six months or a year, when modifications in achievement of career goals and perception of goal progress are more likely to happen.

Considering that the present study comprises time 1 and 2, participants were previously informed that they would take part in two data collection, so only the ones who agreed with this condition should volunteer. To control participants' responses to both data collection but still preserve anonymity, in the first collection it was asked them to choose fake initials, and make note of them for the next time. An intern strategy was adopted in case the exact match between questionnaire one and two was not achieved – socio-demographic data

like sex, age, profession/job and time of work was checked. This strategy was used in case the participant did not write, in time two, the exact same initials of time one.

To analyze test-retest reliability of PFS, paired samples T-Test was executed, which compares two population means in case of two samples that are correlated. In Study 1c, the samples are the matched pairs, as the same participant completed the questionnaire twice within a period of two months. Bivariate Pearson correlations were also conducted, in order to compare results from time 1 and 2.

To obtain the power achieved by T-Tests and bivariate correlations, G-Power 3 (Faul et al., 2007) was used. For the paired samples T-test, estimates were obtained considering the protocol of power analysis section, T-test family, test of difference between two dependent means and the type of power analysis was post-hoc. For an effect of .30, alpha of .05, sample size of 138 and Df of 5, a power of .99 was achieved. For bivariate correlation analyses, a power of .97 was achieved.

#### **4.3.2. Results and discussion**

Results of Study 1c demonstrated that there were no relevant changes on PFS scores within two months. As displayed in Tables 11 and 12, results of paired samples T-Test indicated that there are no significant differences between time 1 and 2, which indicates the stability of the scale.

Results from paired T-Test are partially supported by correlation indices, which were positive and significant. However, “r” values were only from low to moderate, indicating the absence of stronger correlations between paired data (Tables 13 and 14). Considering overall scores from both parts, it is possible to observe that correlations between time 1 and 2 for goal progress part were much lower than for goal content part, what may evidence that goal progress evaluations are less stable than the perceived relationship between importance and achievement of goals. Regarding the fourth question of goal progress, which is about self-

perceived professional fulfillment, correlations between time 1 and 2 were not even significant, what may indicate a higher oscillation across time.

**Table 11**  
*Results of paired T-Test for PFS goal content part test-retest*

Pairs	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval		t	df	Sig (2-tailed)
				Lower	Upper			
Self-transcendence_T1 Self-transcendence_T2	-0.23	4.07	0.36	-0.94	0.49	-0.63	127.00	0.53
Openness to change_T1 Openness to change_T2	-0.90	5.17	0.46	-1.80	0.00	-1.97	127.00	0.06
Self-enhancement_T1 Self-enhancement_T2	0.07	6.43	0.57	-1.05	1.20	0.13	127.00	0.90
Conservation_T1 Conservation_T2	-0.36	4.29	0.38	-1.11	0.39	-0.95	127.00	0.35
Overall scale_T1 Overall scale_T2	-0.32	3.64	0.32	-0.95	0.32	-0.99	128.00	0.33

**Table 12**  
*Results of paired T-Test for PFS goal progress part test-retest*

Pairs	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval		t	df	Sig (2-tailed)
				Lower	Upper			
Goal progress 1_T1 Goal progress 1_T2	0.02	0.34	0.03	-0.04	0.08	0.77	131.00	0.44
Goal progress 2_T1 Goal progress 2_T2	0.01	0.96	0.08	-0.16	0.19	0.19	119.00	0.85
Goal progress 3_T1 Goal progress 3_T2	0.008	0.91	0.08	-0.16	0.17	0.10	121.00	0.92
Goal progress 4_T1 Goal progress 4_T2	-0.43	3.10	0.28	-1.00	0.12	-1.55	120.00	0.12
Overall goal progress_T1 Overall goal progress_T2	0.004	0.88	0.07	-0.14	0.15	0.04	134.00	0.96

\* Goal progress 1 = How far the person is from achieving the goal; Goal progress 2 = How much the current job contributes to achieving the goal; Goal progress 3 = How satisfied one is with the degree of goal progress; Goal progress 4 = How professionally fulfilled one perceives to be.

Table 13  
*Correlations of PFS goal content part test-retest*

Pairs	r	Sig (2-tailed)
Self-transcendence_T1 Self-transcendence_T2	.51	>.00
Openness to change_T1 Openness to change_T2	.45	>.00
Self-enhancement_T1 Self-enhancement_T2	.35	>.00
Conservation_T1 Conservation_T2	.47	>.00
Overall scale_T1 Overall scale_T2	.51	>.00

Table 14  
*Correlations of PFS goal progress part test-retest*

Pairs	r	Sig (2-tailed)
Goal progress 1_T1 Goal progress 1_T2	.40	>.00
Goal progress 2_T1 Goal progress 2_T2	.59	>.00
Goal progress 3_T1 Goal progress 3_T2	.31	>.00
Goal progress 4_T1 Goal progress 4_T2	.05	.59
Overall goal progress_T1 Overall goal progress_T2	.20	.02

Regarding recent career changes, results from an independent T-Test indicated that those with recent changes in career did not present significant mean differences in PFS scores from those that did not experience changes. Maybe this was due to the low frequency of reported changes (only around five people reported some recent change), identified through descriptive analyses.

Overall, results from Study 1c evidenced some stability of PFS across a period of two months. Although correlations between time 1 and 2 could be higher, results from paired T-Test evidence that there were no significant changes in PFS scores across a short period of time. Once professional fulfillment is composed by goal content and goal progress, the

stability of these scores is understandable as they are based on individual's core values and aspirations, which are not easily altered. Moreover, results from Study 1c permits the statement that PFS accurately encompass these core values and aspirations, as they seem not to suffer major changes thru a period of time.

#### **4.4. General discussion**

The goal of Study 1 was to propose a professional fulfillment framework, in addition to present validity evidences for its measurement instrument. Regarding the definition of professional fulfillment, it is in tune with the current-day concept of career, which posits that people are responsible for their professional choices and success (Costa, 2010). It also fills some gaps in career field, as PFS involves goal importance and achievement, as well as satisfaction with goal progress, bringing forth a better comprehension of how people pursue career goals. Additionally, the relationship between importance and achievement of career goals was analyzed, exploring how they could generate a new score that evidences the different situations people may be regarding their career goals.

The career goal content proposed is based on a solid values theory (Schwartz et al., 2012), which gives robustness to the model and the measure. In this context, professional fulfillment concept and measurement address the research agenda proposed by Heslin (2005), that future studies on career should use relevant theory and research to guide the exploration of what matters most for people, as well as ask people how they know (or anticipate) the extent to which their career is successful.

Professional fulfillment is a relevant construct for career as it takes into account individual parameters of excellence. Different people have different aspirations, so they can fulfill themselves through achievement of different career goals. Nevertheless, these aspirations may be related to success and recognition (self-enhancement), as well as to avoid disappointing others and following rules (conservation). In this sense, professional fulfillment



is not only related to objective parameters of success (e.g. money and power) or the so called “higher” goals (e.g. recognition and sense of importance). The proposition is that professional fulfillment can be related to achievement of any kind of goal, as long as it is important to the individual. In sum, professional fulfillment is related to what types of career goals people most value, which is linked to their prior needs and core values.

Likewise, professional fulfillment may not only be experienced when people entirely achieve their career goals. As previously stated, some people may have career goals that are not totally attainable in a lifetime or that require a longer period of experience and maturing. However, if people perceive they are doing something in this direction – progressing toward their goals – there may be an indicative of professional fulfillment. Some career goals depend on gaining experience, ascending step-by-step or surpassing barriers of time. Facing these conditions, sometimes the current stage of someone’s career is the maximum he/she can reach at the moment, yet it is not the final career goal. If people conclude they have done their best so far, they may feel professionally fulfilled. Hence, this partial achievement of career goals is captured by the evaluation of goal progress. These are the major contributions of the professional fulfillment construct.

Regarding operationalization of professional fulfillment construct, which is PFS, Study 1 has presented feasible evidence of its adequacy, as construct and divergent validity were examined, as well as test-retest reliability. To present a trustworthy scale is as important as presenting an innovative construct, as the innovative construct would be hardly believed or studied if it does not portray a verisimilar measure. In case of PFS, empirical evidence produced good model fit indexes regarding correlation between its parts and integration in forming the latent factor of professional fulfillment. These results demonstrate robustness of such operationalization of professional fulfillment concept and dimensions.

Therefore, it is possible to conclude that goals proposed in Study 1 were fairly reached. A conceptual framework of professional fulfillment and a psychometrically satisfactory measurement instrument were introduced and both definition and scale present solid theoretical and empirical basis, which strengthens the model. Future research should evaluate how well this construct predicts behaviors, emotions and cognition, especially in longitudinal analysis. It is also interesting to investigate how professional fulfillment changes in career course, including how career goals may change over time. The differences and correlations between most important goals in goal content part and the written goal in goal progress part would also be an interesting issue to address. Finally, other samples might be used to compare professional fulfillment in different types of jobs, career levels and family conjectures.

Since PFS focus on people's career goals, it could be useful for career orientation and development, work motivation and personnel selection, considering that access to people's career goals represents an important tool for decision making in career. Additionally, the more people focus on their career goals, more likely is the engagement in behaviors that could help to reach these goals (Noe, 2013). Without defined goals, people lack motivation to keep up with decisions related to their career. Once a measurement is available for mapping people's career goals, its importance, achievement, and progress evaluation, we have a comprehensive diagnostic tool for career management and development.

One limitation concerns the self-reported measure. Although most studies involving goal pursuit use subjective and self-report measures, this may partially limit the validity of results. At least considering goal content part of PFS, the score used to analyze results is objectively calculated, which means that, people only report their most important goals and how much they achieve them. The relationship between those two measures is calculated by the researcher. However, goal progress part is based only on subjective evaluation, which may

be influenced by social desirability and acquiescence. The low correlations obtained in Study 1c are also a limitation, as it may indicate that the stability of the scale could be improved.

Despite these issues, it is noteworthy that the best informant for personal goals is oneself, therefore personal goals measurement that is not directly by asking people may be somehow impractical. Besides, the simple act of signing which are one's most important goals may be an effective strategy for bringing these goals into a conscious level. This is important because maybe only then people feel compelled to really pursue those goals. Therefore, directly asking people which are their most important goals might serve as a self-knowledge tool. Additionally, inquiring people how much they are achieving important goals at the present moment may also serve as a sign that they are or not achieving what they value, and then push themselves into action. The evaluation of goal progress, in turn, shall work as a cue of what is being done right or wrong. After all, the self-report measure could turn out to be better than expected.

## **5. Study 2 – Motivation for professional fulfillment**

What motives people to pursuit and succeed in attaining the career goals they choose? Achievement of career goals represents a current ambition for many workers nowadays, as it would contribute to the on-going aim to perceive oneself as professionally fulfilled. As previously discussed, professional fulfillment relates to the perception of having attained one's most important career goals or the positive evaluation of being on the right track for attaining these goals. Professional fulfillment concept is essentially related to personal values, which are adapted to the career context. To conclude whether someone is professionally fulfilled or not, it would be necessary to investigate which are one's core values and goals to analyze how much this person is achieving the most important ones. Additionally,

considering the current emphasis on protean and boundaryless careers, motivation to develop and pursue career goals autonomously has been emphasized.

Following this rationale, this study proposes that motivation to achieve goals foreshadow professional fulfillment. Currently, any meaningful model concerning goals must begin by addressing achievement goal theory, which continues to dominate goal research (Hulleman, Schrage, Bodmann, & Harackiewicz, 2010). Achievement goal orientation is about what kinds of motives stir people to achieve goals. When people want to achieve a goal, they present different orientations or ways of pursuing that goal, which will guide their behavior, cognition and affect (Elliot, 2005). In the present study, the focus is to analyze what happens to professional fulfillment when people prioritize developing competence for themselves (mastery approach orientation) or avoiding mistakes (mastery avoidance orientation). Thus, each orientation would be related to achievement of prioritized career goals and to goal progress evaluation. This is in accordance with the premise that a full understanding of achievement-related behavior and outcomes requires attention not only to individual's goals, but also to the underlying need that they serve (Thrash & Hurst, 2008).

Furthermore, self-referent concepts, specifically self-esteem, have been currently related to the evaluations people make about themselves and their behavior (e.g. Lane & Lane, 2001; Baumeister, Campbell, Krueger & Vohs, 2003). As professional fulfillment refers to an intrinsic process of analyzing one's career goals and evaluating whether these goals are being achieved or not, it is hypothesized that self-esteem may influence the strategies and approaches people use to pursue career goals. In sum, this study aimed to analyze how achievement goal orientation function as a motivation for professional fulfillment, being those relationships moderated and mediated by self-esteem.

## **5.1. Achievement goal orientation**

Achievement goal theory represents a very active area of research in motivation and goal orientation field (Lee, McInerney, Liem & Ortiga, 2010; Senko, Hulleman & Harackiewicz, 2011). It clarifies how different types of achievement goals can influence certain outcomes such as performance and attainment of specific goals, especially in educational/academic context.

Achievement goal orientation is conceptualized as an integrated pattern of beliefs that lead people to approach, engage, and respond to achievement tasks and situations in specific ways (Schunk, 2001). Achievement goals are the purpose of task engagement, and the specific type of goal adopted by an individual creates a framework of how this individual interprets and experiences achievement settings (Elliot, 1999).

Competence is recognized as being the conceptual core of the achievement goal construct (Elliot & McGregor, 2001). According to Pintrich, Conley and Kempler (2003), achievement goal orientation includes the purpose for achievement (mastery or performance) and the standards or criteria that individuals may use to define their goals (self-reference or comparative standards). Mastery goals reflect the belief that effort leads to success, focusing on competencies development, learning, task/work understanding and self-referenced improvement standards. People with a mastery orientation would prioritize broader rather than specific target goals for achievement tasks. On the other hand, performance oriented people focus on their abilities and sense of self-worth, as they worry about doing better than others, surpassing norms and receiving personal recognition (Lee et al., 2010).

However, comprehension of achievement behavior and its consequences demands attention not only to individuals' goals, but also to goals' underlying needs and motives (Thrash & Hurst, 2008). Thus, achievement orientation may tend to acquisition of competence or avoidance of incompetence (Elliot & Dweck, 2005), which are represented by

**approach** and **avoidance** dimensions. For each orientation, an approach/avoid dimension is considered, which is recognized as the 2 X 2 model (Elliot & McGregor, 2001), displayed in Figure 4. This is considered the most sophisticated and comprehensive contemporary achievement goal orientation framework (Van Yperen & Renkema, 2008), as it presents strong empirical evidence (e.g. Finney, Pieper & Barron, 2004; Elliot & Murayama, 2008; Conroy, Elliot & Hofer, 2003; Pastor, Barron, Miller & Davis, 2007) and its four types of achievement orientations relate to different antecedents and consequents (Elliot & McGregor, 2001).

Regarding mastery, it is defined in absolute/intrapersonal terms. For mastery approach orientation, people behave as posited above – they focus competencies development, learning, task/work understanding and prioritize self-referenced improvement standards. Mastery avoidance orientation, in turn, make people avoid showing misunderstanding, failure to learn and failure to master tasks. Performance goals are defined in normative terms, the approach dimension being related to wishing to do better and being recognized for one’s competencies, while avoidance relates primarily to the fear of appearing incompetent (Lee et al., 2010).

		<b>Definition</b>	
		Absolute/ intrapersonal (mastery)	Normative (performance)
<b>Valence</b>	Positive (approaching success)	Mastery- approach goal	Performance- approach goal
	Negative (avoiding failure)	Mastery- avoidance goal	Performance- avoidance goal

Source: Elliot & McGregor, 2001.

Figure 4. The 2 X 2 achievement goal framework

Mastery goals focus on competence development or task mastery – intrapersonal orientation – whereas performance goals are associated with competence demonstration regarding others – interpersonal orientation (Elliot, 1999). The present study proposes that mastery orientation is stronger related to professional fulfillment. People high on this achievement motivation are more likely to successfully reach their goals, in part because they set more mastery-oriented goals in first place (Elliot & Church, 1997). Successful attainment of a mastery goal requires meeting self-defined criteria (e.g., feeling that you have learned or improved), which matches with professional fulfillment idea of subjective evaluation of goal attainment. Additionally, professional fulfillment concept focuses on intrapersonal perceptions and evaluations regarding one's career, what is coherent with mastery's intrapersonal perspective. Furthermore, according to Senko et al. (2011), findings for mastery goals have been more consistent and mostly favorable. In their review, they discuss studies showing that students who pursue mastery goals, compared to those who do not, often find their classes interesting, persist when facing difficulty, value cooperativeness, seek help when confused, self-regulate effectively, use deep learning strategies (e.g., elaborating the material, connecting it to other concepts), manage decisional conflict well, experience positive emotion and perceive tasks as valuable. Other research has concentrated on examining mastery orientations as a part of a broader fabric of student motivation (e.g., Martin, Yu, & Hau, 2014). Based on premises of social cognitive career theory (SCCT – Lent, Brown & Hackett, 1994), Klein and Lee (2006) found that mastery oriented individuals are inclined to have higher levels of self-set goals and goal commitment. Finally, Blanco (2011) also found a direct effect of mastery experiences on career goals. Based on these evidences, in this study mastery orientation is considered to present a stronger relationship with professional fulfillment, represented by career goals content and progress, as the following hypotheses propose:

**H1: Mastery orientation predicts professional fulfillment career goal content dimension;**

**H2: Mastery orientation predicts professional fulfillment career goal progress dimension;**

Although achievement goal orientation theory is largely investigated in the education field, it has also been studied in Organizational and Work Psychology scope. Baranik, Barron and Finney (2007) developed a measurement instrument for the 2 x 2 Elliot and McGregor (2001) framework, adapting it to the work domain. Furthermore, research often focused on the career domain. Joo and Park (2009), for example, found evidence that goal orientations are related to career satisfaction and organizational commitment. Godshalk and Sosik (2003) investigated how mastery goal orientation related to career outcomes, such as managerial career aspirations and career satisfaction. According to Heslin (2005), regardless of what other people achieve, a person highly committed to mastery goals is more liable to experience career success, potentially feeling that their career is not successful if this goal is not attained. Tolentino et al. (2014), in turn, evidenced the relationship between achievement goal orientation and career adaptability. Further research on the relationship between achievement goal orientation and organizational behavior focused on training (eg. Kozlowski et al., 2001; Rogers & Spitzmüller, 2009), leadership (Yee, Lee, Yeung & Cheng, 2013), motivation (Dysvik & Kuvaas, 2013), aging of work force (Heidemeier & Staudinger, 2015) and achievement goals in work teams (Gong, Kim, Lee & Zhu, 2013; Van Mierlo & Van Hooft, 2015).

In the present study, Baranik et al. (2007) perspective of achievement goal orientation in the work domain is considered. Recently, two important studies reinforced the empirical strength of the 2x2 framework of achievement goal orientation in workplace. The first one, by Van Yperen and Orehek (2013), discusses the conceptualization of the 2x2 achievement goal



framework and present original data on prevalence of workers' dominant achievement goals and the achievement goal profiles associated with these dominant goals. The second one, by Baranik, Lau, Stanley, Barron and Lance (2013), verifies the differences between young and older workers, building a nomological network of evidence for mastery avoidance, the new dimension proposed by Baranik et al. (2007) instrument.

We also propose that mastery orientation relate to both dimensions of professional fulfillment (content of goals and evaluation of goal progress). Regarding the relationship between achievement goal orientation and goal content, in early 2000's, self-determination theory (Deci & Ryan, 2000) proposed that it is not only the number or quantity of goals that matters but also their quality, arguing that people pursue qualitatively different types of goals which lead to considerably different outcomes. The before mentioned self-concordance model (Sheldon & Elliot, 1999) also supports the goal motivation influence in goal striving process, as the model offers a conceptual framework that quantifies the extent to which a goal is concordant with one's values, interests, and ideals (e.g., Sheldon & Elliot, 1999; Sheldon & Kasser, 1998). Lee et al. (2010) investigated the relationship between specific content (career, society, family, fame, and wealth) of students' future goals and their immediate achievement goal orientations. They showed that the strongest model is when achievement goal orientation predicts future goals (not the opposite), and intrinsic future goals – career, society, and family – were more strongly related to mastery-approach goal orientation.

In that sense, when it comes to professional fulfillment (goal content dimension), openness to change, self-enhancement and self-transcendence career goals could be understood as intrinsic, as they all involve attending self needs. Although some authors consider that only openness to change represents an intrinsic motive, because it involves the goals obtained by the work content (Ros, Schwartz & Surkiss, 1999), the self-concordance model presents another approach. It analyzes whether a goal is pursued because of inherent

pleasure (i.e., intrinsic motivation) and importance for self-development (i.e., identified motivation) versus self-imposed pressure (i.e., introjected motivation) and obtaining rewards or avoiding punishments (i.e., external motivation) (Gaudreau et al., 2012). Therefore, we use the premises by self-concordance model to understand that self-enhancement, self-transcendence and openness to change career goals involve inherent pleasure and self-development, thus being considered intrinsic and motivated by mastery approach orientation. On the other hand, conservation career goals are about self-imposed pressure and averting flaws and punishments, being motivated by mastery avoidance orientation.

Taking these premises into account, the present study proposes that both approach and avoidance orientations can be related to specific types of career goals. This is also in accordance with Tamir and Diener's (2008) proposition, according to which individuals may be able to experience meaning in life as they are either approach or avoidance oriented, as long as the goals they pursue are meaningful to them. Following this rationale, both avoidance and approach dimensions can predict professional fulfillment, in terms of goal content and goal progress. In that sense, the following hypotheses specify H1:

**H1a: Mastery-approach orientation predicts self-enhancement, openness to change and self-transcendence career goal content;**

**H1b: Mastery-avoidance orientation predicts conservation career goal content.**

Nonetheless, goal contents that people try to achieve has not yet been appraised by many studies. One of the closest recent trials is from Mansfield (2012), who also claims that few studies have taken account of what students are trying to achieve at school and why they want to achieve it, referring to the importance of goal content. The author addresses goals content by distinguishing them into social, future, achievement and well-being. In that sense, H1a and H1b may represent an important contribution to the field, as they analyze how

mastery avoidance and approach orientations relate to the four proposed content of career goals – self-enhancement, self-transcendence, openness to change and conservation.

## **5.2. Self-Esteem**

Self-esteem is often considered in evaluations about one's attitudes and behavior, being defined as the value people attribute to themselves, their self-worth and their capabilities (Baumeister et al., 2003). Evidences indicate that high self-esteem has positive effects on behaviors such as independence, initiative, resistance to frustration and pressure, drive to face new tasks and challenges, ability to deal with negative and positive emotions and willingness to help others (Ferkany, 2008). Concerning task accomplishment, evidences are that people with high self-esteem are more confident about their success in tasks, worry less about failure and consider situations as an opportunity to perform well (Lane & Lane, 2001).

Usually, studies consider self-efficacy as possible intervenient variable when it comes to the subject of goal striving and achievement motivations. Whilst self-efficacy represents an extensively investigated variable in the goals field and achievement orientations (for a review, see Koestner et al., 2006), self-esteem proves to be somehow scarcely explored when it comes to goal achievement. Moreover, the relationship between self-esteem and goal pursuit has been defended by important researchers in goal theory (Heimpel, Elliot & Wood, 2006). Cast and Burke (2002), for example, posit that self-esteem can be viewed as a self-motive, organizing and providing direction for behavior, associated to engagement and achievement of important career goals. High self-esteem also appears to be linked to greater initiative (Baumeister et al., 2003) and to major persistence in face of failure (Tice & Masicampo, 2008), which could contribute to a better evaluation of goal progress.

Regarding the relationship between self-esteem and approach/avoid motivations, Rahmani (2011) has evidenced that self-esteem and achievement goal orientation are the most

important factors that affect academic achievement among students. Tice and Masicampo (2008), for instance, posit that high self-esteem relates to an approach strategy, whereas low self-esteem is associated with more avoidance strategies, which flags the moderating role of self-esteem. Conforming to Tice's (1991) findings, high self-esteem is oriented toward self-enhancement and low self-esteem aims for self-protection. Considering this body of evidence, we propose that self-esteem works as a moderator of the relationship between mastery approach/avoidance and professional fulfillment content of goals, according to the following hypotheses:

**H3a: Self-esteem moderates the relationship between mastery-avoidance and professional fulfillment (goal content dimension), such that when self-esteem is lower, it strengthens the relationship.**

**H3b: Self-esteem moderates the relationship between mastery-approach and professional fulfillment (goal content dimension), such that when self-esteem is higher, it strengthens the relationship.**

These hypotheses are in tune with those proposed by Heimpel et al. (2006). The authors also focus on self-esteem as a moderator variable that accounts for the link between basic personality dispositions – indicators of approach and avoidance temperament – and specific content of personal goals, which are represented by professional fulfillment goal content dimension.

About the relationship between self-esteem and goal progress evaluation, it is important to highlight that self-esteem is a goal attainment signal, not the goal itself (Tice & Masicampo, 2008). McFarlin and Blascovich (1981) argue that people with low self-esteem may have the same values and aspirations as people with high self-esteem (such as to succeed and be liked), but people with low self-esteem simply have less confidence that they would actually achieve their goal, presenting a worse goal progress evaluation. In other words,

people with different self-esteem levels could agree in their desire to succeed, but differ in their perceived likelihood of attainment, which is associated to the goal progress part of professional fulfillment. People with high self-esteem expect frequent success and accept taking risks. They look for new ways to achieve success and thereby to glorify the self, being more optimistic about how much they are advancing towards goals. In contrast, people with low self-esteem anticipate that undertakings will turn out badly, which may result in a more pessimistic goal progress evaluation. Considering that goal progress part of professional fulfillment represents a self-evaluation about how satisfied people report to be with goal progress degree, we hypothesize that self-esteem, when added to the equation, “steals” the contribution from mastery-orientation on professional fulfillment. In such a way, we propose that:

**H4a: Self-esteem mediates the relationship between mastery-approach and professional fulfillment (goal progress).**

**H4b: Self-esteem mediates the relationship between mastery-avoidance and professional fulfillment (goal progress).**

### **5.3. Method**

#### *5.3.1. Participants*

Participants were 358 working people. Most were women (67%) and single (57%). Most participants were college undergraduates (87,3%). The mean age was 29 years old, being the youngest 17 years old and the oldest, 64. Regarding the time they have been working, the mean was 8,3 years of work, such that the person with the minimum working time was less than a year, and the person with more working time was 43 years.

### 5.3.2. *Instruments*

**Achievement goal orientation:** Baranik et al. (2007) 2×2 Framework of Achievement Goals for the Work Domain was translated and adapted to Brazilian Portuguese (Oliveira-Silva & Porto, in press). The scale contains 18 items and four factors (mastery approach, mastery avoidance, performance approach, performance avoidance), with response scales ranging from 1 (not at all true of me) to 7 (very true of me). The adapted scale presented reliability indexes from .60 to .77.

**Professional Fulfillment:** The version of PFS obtained in Study 1b was used. It presents two parts: 1) Goal content and 2) Goal progress. Goal content part presents 16 items and 4 four factors – self-transcendence, self-enhancement, conservation and openness to change, inquiring people about the importance (1 – not important, up to 5 – extremely important) and achievement (0 – no achievement, up to 4 – total achievement) of each item. Goal content is operationalized by the product of importance and achievement, thus that is what was used to test hypotheses. Goal progress part of PFS presents one open question (to prime people’s main career goal), a dichotomous question about whether the person has achieved the stated career goal or not and four scale-shaped questions about goal progress evaluation. Goal content part alpha is equal to .92 and Goal progress part is equal to .78.

**Self-esteem:** The Rosenberg Self-Esteem Scale was used to measure self-esteem (Rosenberg, 1965). It is a single-factor, 10-item measure of global self-esteem, with response options ranging from “1 – totally disagree” to “4 – totally agree”. The validity of the scale was provided in greater detail by the author (Rosenberg, 1965, 1979). The scale presented a .92 alpha in the original study, and recent researches with the translated scale have shown that its Cronbach alpha has ranged from 0.68 (Avanci, Assis, Santos & Oliveira, 2007) to .86 (Hutz, 2000; Santos & Maia, 2003).

### 5.3.3. *Procedures and data analyses*

Data collection occurred collectively and questionnaires were presented in paper. Participants were recruited from classrooms of graduation and post-graduation courses. Only students who were performing a work activity (including internship) at that moment were invited to join the research. To those who agreed to participate, it was informed the main goal of the study, as well as their rights as voluntary participants. All required ethical procedures were met. The gathering was held at classrooms, after classes, with prior consent of responsible authorities.

Regarding data analyses, missing cases were mostly unsystematic and accounted for less than 5%, being replaced by the mean. Only one case from the initial sample was excluded for presenting more than 5% of missing answers. Univariate outliers which presented problems in two items or more were also excluded, accounting 4 cases. Multivariate outliers were identified through *Mahalanobis* distance, resulting in 7 cases excluded. As a total, 12 cases were excluded, such that the initial sample had 370 cases and after, 358 cases were left. Statistical assumptions analyses evidenced that the sample attended criteria for multiple regression, except for normality. Following instructions from Tabachnick and Fidell (2001) for positive skewness, logarithm basis 10 and 1/X transformations were performed, however these transformations did not improve data normality. However, Goodhue, Lewis and Thompson (2012) posit that much of the data used in behavioral research is not normally distributed. Therefore, they conducted a test to check normality assumption violation impact, evidencing deleterious impact of non-normal data in results in comparison to normal data. This evidences the importance of the other assumptions of linear regression (such as homoscedasticity and uncorrelated errors), which were met. Goodhue et al. (2012) also consider test size of effects and power to argue that non-normal data is not really a problem. To obtain the power achieved by tests, G-Power 3 (Faul et al., 2007) was used. For regression

analyses, considering effect of .10, alpha of .001, sample size of 358 and 5 predictors, power of .99 was achieved.

#### 5.4. Results and discussion

This study was designed to investigate how achievement goal orientation motivates professional fulfillment, focusing on mastery orientation to influence career goals content and progress. To build on a framework of how these variables interacted, four general hypotheses were proposed. Table 15 presents correlations among all variables analyzed in the present study.

Table 15  
*Intercorrelations among Study 2 variables*

Variables	M	Scale	SD	1	2	3	4	5	6	7
1. MAP	5.47	1-7	1.08	-						
2. MAV	5.10	1-7	1.05	.07	-					
3. PAP	4.45	1-7	1.46	.15**	.24**	-				
4. PAV	3.52	1-7	1.41	-.20**	.16**	.28**	-			
5. GC part PFS	10.4	0-20	4.05	.17**	.20**	.06	.02	-		
6. GP part PFS	3.11	1-5	0.84	.12*	-.25**	-.11	-.07	.27**	-	
7. Self-esteem	3.22	1-4	0.53	.21**	-.06	-.00	-.20**	.07	.25**	-

*Note:* GC part PFS = Product of importance and achievement of goals on Professional Fulfillment Scale; GP part PFS = Evaluation of goals on Professional Fulfillment Scale;

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Hypotheses H1 and H2, together, suggest that mastery orientation predicts professional fulfillment (goal content and progress). To account for each predictor unique variance, separated multiple regressions were executed. Results of multiple regressions for this hypothesis are displayed in Table 16.



Table 16  
*Regression coefficients for H1 and H2*

Predictors	Goal content		Goal progress	
	$\beta$	R <sup>2</sup>	$\beta$	R <sup>2</sup>
MAV	.205***	.042	-.025	.001
MAP	.171***	.029	.115*	.013
PAV	.029	.001	-.076	.006
PAP	.063	.004	-.106	.011

*Note:* MAV = Mastery-avoidance; MAP = Mastery-approach; PAV = Performance-avoidance; PAP = Performance-approach.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Regarding H1, which proposed that both mastery orientations would predict career goals content, results evidence it was supported, as both MAV and MAP significantly predicted the overall goal content. About H2, which propose that both mastery orientations predict goal progress evaluation, results in Table 16 show that it was partially attended, as only MAP, but not MAV, significantly predicted goal progress evaluation. No performance orientation dimensions presented significative relationships with professional fulfillment goal content and goal progress parts.

According to hypotheses H1 and H2, only mastery orientation is related to professional fulfillment. As discussed earlier, mastery goals are understood as intrapersonal, which means that mastery-oriented individuals focus on competence or task mastery development (Elliot, 1999). Professional fulfillment is also considered an intrapersonal variable, as it relates to what career goals people value and pursue, according to their self-criteria. Therefore, results evidenced that people preoccupied about really mastering a task and developing competences are more likely to experience higher professional fulfillment, represented by higher achievement of what they value in terms of career goals and better goal progress evaluation.

To evaluate which career goals are important to someone and how far they have achieved these goals can be a tricky task. It requires deep processing and self-awareness. In

this sense, Elliot and McGregor (2001) found that mastery goals were not significantly related to surface processing, and that mastery-approach in special significantly predicted deep processing. Furthermore, some earlier researchers have also found that mastery orientation is more beneficial for a wide range of task performances than performance orientation (e.g., Farr, Hofmann & Fingenbach, 1993; Phillips & Gully, 1997; Van de Walle, Brown, Cron, & Slocum, 1999), which is also coherent with the presented findings. According to Anderman and Wolters (2006) review, when students report being mastery oriented, they persist longer at academic tasks, are more engaged with their work, use more effective cognitive processing strategies, report lower levels of self-handicapping behaviors and choose to engage in future tasks when those become optional (e.g., choosing to enroll in an additional course after the completion of a current course). Most of these behaviors could be associated to successfully achieving important career goals, such as persistence, engagement, effectiveness and self-confidence. Mastery orientation would help to improve proficiency on the job and to persist effectively in face of obstacles (Dweck, 1999), which could benefit the achievement of important goals and to experience professional fulfillment.

The fact that performance orientations do not present significant relationships with professional fulfillment dimensions may be associated to their distinct nature – professional fulfillment requires deep processing and self-awareness, such as pursuing goals that really matter to the individual, whilst performance orientation regards doing better than others, surpassing norms, and receiving personal recognition (Lee et al., 2010).

Finally, it is important to highlight that, although some results for H1 and H2 were significant, the relationships between achievement goal orientations and both dimensions of professional fulfillment were relatively weak. This may indicate that other variables could influence the relationship between the orientation people assume to pursue goals, and how much they actually achieve these goals and evaluate to be doing well in this pursuit. These

results also evidence that mastery and performance orientations are significantly different from each other, since they clearly relate distinctively to professional fulfillment dimensions. These differences are addressed by next hypotheses.

Regarding hypotheses H1a and H1b, they propose that each type of mastery orientation predicts specific kinds of career goals. These hypotheses represent a deepening into the effect of mastery orientation on professional fulfillment goal content part. Starting with H1a, it suggests that mastery-approach orientation predicts self-enhancement, openness to change and self-transcendence career goals. On the other hand, H1b proposes that mastery-avoidance orientation predicts conservation. Table 17 shows the correlations among variables for these hypotheses.

Table 17  
*Intercorrelations among H1a and H1b variables*

Variables	M	Scale	SD	1	2	3	4	5	6
1. MAP	5.47	1-7	1.08	-					
2. MAV	5.10	1-7	1.05	.07	-				
3. ST	10.00	0-20	4.62	.11*	.10*	-			
4. SE	11.19	0-20	4.99	.13*	.17**	.36**	-		
5. OC	10.62	0-20	6.88	.16*	.12*	.44**	.40**	-	
6. C	9.90	0-20	4.80	.07	.22**	.43**	.50**	.41**	-

Note: ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation.  
\*  $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Results from regression analyses indicated that H1a and H1b were supported, as shown in Table 18. Starting with H1a, mastery-approach orientation (MAP) indeed predicted self-transcendence, self-enhancement and openness to change career goals. However, when results about mastery-avoidance orientation (MAV) are also analyzed, we observe that it also predicts these career goals, although in a smaller proportion, with lower coefficients. The only exception is for self-enhancement, for which coefficients when considering MAV were higher than when MAP was the predictor. Regarding H1b, it was fully supported as only MAV

predicted conservation career goals, such that MAP coefficients as a predictor were not significant.

Table 18  
*Regression coefficients for hypotheses H1a and H1b (Study 2)*

Predictor	ST		SE		OC		C	
	$\beta$	R <sup>2</sup>	$\beta$	R <sup>2</sup>	$\beta$	R <sup>2</sup>	$\beta$	R <sup>2</sup>
MAP	.116*	.013	.134*	.018	.165**	.027	.069	.005
MAV	.109*	.012	.174***	.030	.121*	.015	.226***	.048

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

As mentioned earlier, hypotheses H1a and H1b represent a deepening into how the two distinct mastery orientations predict different types of career goals. In H1a, mastery-approach is supposed to be positively related to of self-transcendence, self-enhancement and openness to change career goals. These results may be understood as mastery-approach oriented individuals are motivated by competence development and choose challenging tasks that foster learning, even if their assessment of current skills is low (Dweck, 1986). As MAP presented the strongest relationship with openness to change career goals, it is conceivable that people who preoccupies about being competent and original when performing tasks (mastery-approach oriented) are more inclined to fulfill themselves through new and stimulating accomplishments in career, valuing and pursuing openness to change career goals in first place.

About hypothesis H1b, it was supported as MAV only predicted conservative career goals. In fact, mastery-avoidance orientation and conservative goals have something in common. Avoidance oriented people worry about preventing humiliation, embarrassing situations or conditions which may lead to belittlement, derision or indifference of others, whilst conservative career goals refer to the concern in meeting society's demands, not letting people down and following rules and hierarchy in career.

According to Elliot and Thrash (2002), approach and avoidance tendencies represent the overlying personality structure. This relates to career goals as they are basically composed by values, which underlie people's core motivations and are also associated to personality (Bilsky & Schwartz, 1994). Digman (1997) conducted secondary factor analysis on numerous correlational studies of big five traits and found that the avoidance factor is associated to neuroticism, low conscientiousness and low agreeableness, while approach factor relates to extroversion and openness to change, in accordance with our findings.

It is possible to consider that people who are mastery-approach oriented and that pursue openness to change career goals share a common trait, which is extraversion. According to Gray (1994), extraverts are mainly motivated by reward pleasure, having a strong tendency to approach, especially in novel situations – which is quite similar to results from hypothesis H1a. Adversely, mastery-avoidance oriented people, as well as people which most important career goals are conservation-based, would share the neuroticism trait, which is compatible with results for H1b. Recalling Gray's (1994) premises, high-neuroticism individuals are mainly motivated to avoid punishment and so they have a strong tendency to inhibit their behavior, especially in novel environments. Their behavioral inhibition system (BIS) would make them vigilant for environmental signs of impending punishment or frustration and as such are sensitive to aversive stimuli. Again, this corresponds to results hypothesis H1b has evidenced.

An additional result was that both approach and avoidance mastery orientations were also significant predictors of self-enhancement and self-transcendence career goals, when these goals were supposed to be solely related to mastery-approach. Regarding self-transcendence, MAP was a slightly stronger predictor, but when it comes to self-enhancement, MAV was clearly a stronger predictor of self-enhancement than MAP. One possible reason for this is that although approach and avoidance represent different

orientations to achieve goals, they have the same underlying motivation, which is mastery. Avoidance and approach equally reflect the belief that effort leads to success, focus on competencies development, learning and understanding of the task/work and consider self-reference standards of improvement (Elliot & McGregor, 2001), which is compatible with the “self” content presented by self-transcendence and self-enhancement.

By definition, self-enhancement career goals refer to the quest for success, pleasure, respect, and recognition in career, which is basically what people with mastery orientation pursue by believing that effort leads to success, independently of the strategy – approach or avoidance – to achieve goals. Additionally, Godshalk and Sosik (2003) found that people with high mastery levels report higher career development and career satisfaction levels, which may also explain why both approach and avoidance mastery orientations predicted achievement of self-enhancement career goals.

Regarding self-transcendence career goals, although they refer to the concern for nature and others' well-being in career – which, at first, represents a social-oriented preoccupation – it is important to consider that maybe self-transcendent people care about the world and the others because it is important for them personally, which in the end, reflects a concern in attending self needs. However, this premise has not been further analyzed or discussed in the literature so far. Therefore, further studies involving the nature of self-transcendence career goals should be accomplished.

About hypotheses H3a and H3b, they suggest that self-esteem works as a moderator between mastery orientations and the career goals content. Regarding hypothesis H3a, it concerns mastery-approach orientation and proposes that self-esteem moderates the relationship between mastery-approach and professional fulfillment goal content dimension. On the other hand, hypothesis H3b is about mastery-avoidance and proposes that self-esteem moderates the relationship between mastery-avoidance and professional fulfillment goal

content dimension. Correlations between MAV, MAP, self-esteem and professional fulfillment dimensions are available on Table 15.

Results from regression analyses show that hypotheses were partially supported. About hypothesis H3a, as displayed in Table 19, self-esteem did not interact significantly in the relationship between mastery-approach and professional fulfillment goal content dimension, what makes this hypothesis unsupported. However, considering H3b, self-esteem did moderate the relationship between mastery-avoidance and professional fulfillment goal content dimension, evidencing support for the refereed hypothesis.

Table 19

*Hierarchical regression results of moderation analysis for PFS goal content part*

Predictor	$\beta$	R <sup>2</sup>	$\Delta R^2$
MAV			
Step 1: Main effects		.049	
MAV	.211***		
Self-esteem	.082		
Step 2: Interaction		.062	.013*
MAV x Self-esteem	-.115*		
MAP			
Step 1: Main effects		.031	
MAP	.166**		
Self-esteem	.033		
Step 2: Interaction		.032	.001
MAP x Self-esteem	-.029		

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

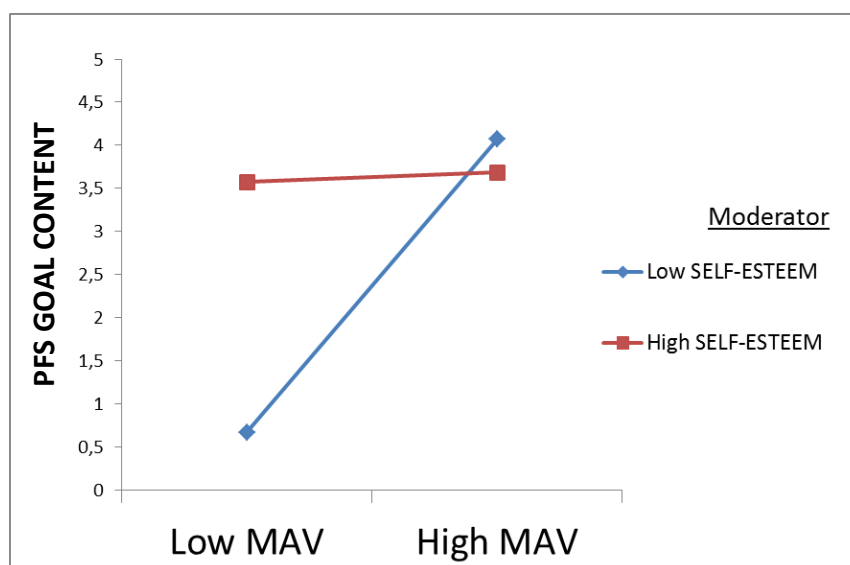


Figure 5. Interaction plot for H3b

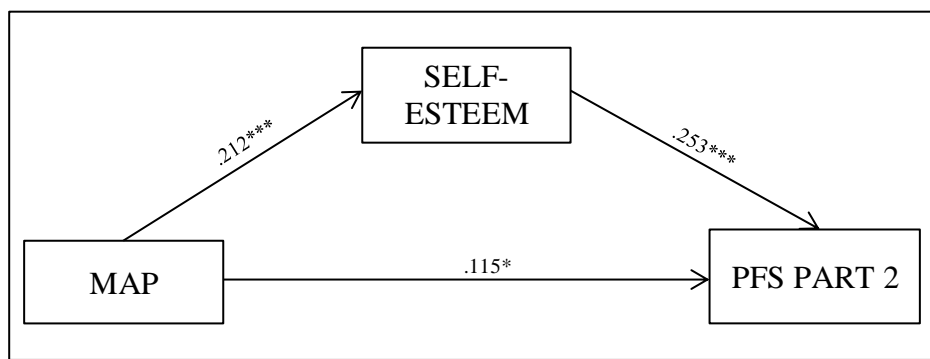
According to Figure 5, when self-esteem is high, the impact of MAV on professional fulfillment goal content part is dampened, such that professional fulfillment is not truly affected whether MAV is high or low. On the other hand, when self-esteem is low, it makes a big difference whether MAV is high or low, such that when MAV is low, professional fulfillment is also lower, and when MAV is high, professional fulfillment is higher. This means that high self-esteem contributes to reduce the impact of mastery avoidance orientation on professional fulfillment, whilst mastery-avoidance is a stronger predictor of professional fulfillment when self-esteem is low.

According to Tice (1991), high self-esteem is oriented toward self-enhancement and low self-esteem aims for self-protection, what is elucidated by our results, as high self-esteem diminishes the influence of MAV on professional fulfillment goal content dimension and low self-esteem raises the strength of MAV on professional fulfillment goal content dimension. Tice and Masicampo (2008) posit that high self-esteem relates to an approach strategy, whereas low self-esteem is associated with more avoidance strategies. They conceive that high self-esteem people expect frequent success and are more willing to take risks. In contrast, low self-esteem people anticipate that undertakings will turn out badly. The central focus is avoiding embarrassment, humiliation and other failures. Overall, these premises corroborate with our result, as low self-esteem was linked to higher strength of mastery-avoidance orientation.

About H3a, one possible reason that self-esteem did not moderate the relationship between MAP and professional fulfillment is that the relationship between mastery-approach and professional fulfillment was strong or direct enough not to be affected by self-esteem. Tamir and Diener's (2008) propose that if an individual is primarily motivated to approach, framing a goal in terms of a desired end-state increases the efforts to pursuing the goal, what enhances achievement initiatives itself, possibly buffering the effect of other self-concepts.



At last, regarding H4a and H4b, they hypothesize that self-esteem mediates the relationship between MAP/MAV and professional fulfillment goal progress dimension. Considering the required conditions to perform a mediation analyses proposed by Baron and Kenny (1986), mastery orientations (MAP and MAV) must predict self-esteem (Condition A), self-esteem must predict professional fulfillment (Condition B) and MAP/MAV must predict professional fulfillment (Condition C). According to these conditions, H4a was already refuted due to Condition A, as MAV did not significantly predict self-esteem ( $R^2 = .004$ ,  $\beta = -.066$ ,  $p = .216$ ). All the conditions were attended regarding H4b, as disposed in Figure 6.



\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Figure 6. Results of mediation conditions for H4b.

According to Table 20, results evidenced that H4b was supported, as self-esteem worked as a full mediator of the relationship between MAP and professional fulfillment goal progress dimension. This means that the significant effect of MAP on goal progress is annulled when self-esteem is added to the equation. Operationally, when self-esteem enters the equation, the explained variance ( $R^2$ ) presents a significant change of .056 and the strength of the effect ( $\beta$ ) of MAP on professional fulfillment drops from .117 to .075, besides losing its significance.

Table 20  
*Hierarchical regression results of mediation analysis for PFS goal progress part*

Predictor	$\beta$	$R^2$	$\Delta R^2$
Step 1: Main effect		.014	
MAP	.117*		
Step 2: Mediation		.070	.056***
MAP	.075		
Self-esteem	.240***		

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Adversely from professional fulfillment goal content dimension, which derives from the calculated product of importance of goals and current achievement of them, goal progress dimension represents purely the self-evaluation of how well someone perceives to be in their progress towards achieving goals. This is intuitively associated to people's self-image and self-value, which are represented by self-esteem. In that sense, it seems reasonable to understand that a better self-perception should lead to a better evaluation of how one is doing in relation to career goals. People with high self-esteem are primarily motivated to achieve success or pursuit a positive outcome, besides preferring to work under conditions in which is possible for them to attain a high level of success (Baumeister & Tice, 1985). Additionally, cross-sectional studies have suggested that self-esteem is positively related to job satisfaction (Judge & Bono, 2001), which is relevant as one of the questions of PFS goal progress part is about how one's current job contributes to goal achievement.

Relevant evidence to explain H4b comes from Di Paula and Campbell (2002), who demonstrated that individuals with higher self-esteem were more satisfied with their overall progress towards their goals, more engaged in higher overall levels of behavioral pursuit and ruminated less. The authors propose that people with higher self-esteem appear to make better use of cues and thus display optimal strategies in deciding when to persist. Moreover, recent studies appear to provide support for the idea that self-criticism is associated with diminished goal progress (Powers, Koestner, Zuroff, Milyavskaya & Gorin, 2011), what can also contribute to explain why self-esteem is so strongly related to goal progress, to the point of

nulling the effect of MAP. Thus, we can conclude that mastery-approach relates to a positive evaluation of goal progress only through self-esteem.

## **5.5. General discussion**

Results found in Study 2 show that achievement goal orientation may motivate professional fulfillment, taking into account professional fulfillment goal content and progress dimensions. Overall, the results evidenced that H1, H1a, H1b, H3b and H4b were supported, H3a and H4a were not supported and H2 was partially supported.

Hypotheses H1 and H2 propose that mastery orientation predicts professional fulfillment. Both mastery orientations – approach and avoidance – contribute to higher achievement of what people value the most. Social cognitive career theory (SCCT) had already predicted that mastery orientation was strongly related to goals. Zimmerman (2013), for example, found that students who set superior goals monitor their learning intentionally, use strategies effectively and respond to personal feedback adaptively. These students not only master tasks more quickly, but are also more motivated to sustain their efforts to learn.

Results obtained reinforce the already mentioned premise that goal orientations are believed to create different perceptual-cognitive frameworks for how individuals approach, interpret and respond to achievement situations (Dweck, 1999; Van Yperen, 2003). Mastery and performance goals stand for distinct definitions of success, present different reasons for approaching and engaging in achievement activities (Ames, 1992) and involve different ways of thinking about oneself, one's tasks and task outcomes (Nicholls, 1984). For mastery goals, the belief is that effort and outcome co-vary, whereby achievement directed behavior over time stands central (Weiner, 1986). Individuals holding a mastery goal are oriented toward developing new skills, trying to understand their work, improving their competence level or achieving a sense of mastering based on self-referenced standards (Ames, 1992). The fact that only mastery was related to professional fulfillment dimensions can be associated to research

which has shown that mastery-oriented individuals derive more satisfaction and enjoyment from their efforts to reach their goals than performance-oriented individuals (Elliot, 1999; Harackiewicz, Barton & Elliot, 1998; Van Yperen & Janssen, 2002). Moreover, mastery-oriented individuals have in general an internal locus of perceived control and causality (Dweck & Leggett, 1988).

Recalling that H2 was only partially supported, as only MAP predicted professional fulfillment goal progress dimension, previous findings had already evidenced that avoidance goals have been linked to perceptions of low goal progress (Elliot & Sheldon, 1998, 1997). In the achievement domain, avoidance goals have been linked to low enjoyment and fulfillment during goal pursuit, low goal progress perceptions and low subjective well-being (Elliot & Sheldon, 1997). Recent findings have shown that only autonomous goal motivation is significantly associated with goal progress (Koestner, 2008; Gaudreau et al., 2012), what is compatible with findings from H2.

Additionally, people with an approach orientation, in general, use their competences better. Regarding mastery approach orientation, it has a primary focus on learning, which fosters a continuous improvement attitude and makes it easier to deal with mistakes or failures that may occur within someone's career (Dierendonck & Gaast, 2013). These findings are similar to earlier studies that also emphasized how a mastery orientation can help deal with workplace challenges (e.g. Janssen & Van Yperen, 2004; Lee, Hui, Tinsley & Niu, 2006). Finally, according to Scholarios et al. (2008), to achieve career success, an attitude characterized by continuous learning, adaptation to new job demands, use of learned competences and ability to acquire new skills is essential, which can also serve to explain why only mastery-approach was related to goal progress dimension.

Regarding H1a and H1b, they represent a zoom into how mastery orientation influences different types of goals. It is important to highlight that results from H1a and H1b

evidenced that mastery approach and avoidance orientations influenced more strongly its most proximal goal contents, which were openness to change (related to mastery approach) and conservation (related to mastery avoidance). This means that people with mastery-approach orientation were more likely to professionally fulfill themselves through openness to change goals (finding them more important and making more effort to achieve them). Oppositely, mastery-avoidance oriented people fulfilled themselves through conservation career goals, as they put more value on it and try harder to achieve it. Openness to change career goals and mastery approach orientation have the *approach* component in common, as both involve the pursuit of challenging experiences, taking more risks and trying new things. Conservation career goals and mastery avoidance orientation, in turn, share the *avoidance* motivation, as both refer to conformation, inhibition and prevention. Self-transcendence and self-enhancement goal contents are not so closely related to MAP and MAV as openness to change and conservation goals, and maybe that is why the strength of their relationships with mastery orientations were weaker.

Hypotheses H3 and H4 address goal content dimension overall and not specific goal contents anymore, presenting self-esteem as a possible moderator-mediator variable between mastery orientations and professional fulfillment. With reference to H3a and H3b, self-esteem works as a moderator variable between mastery orientations career goals content. Hypothesis H3a concerns only mastery-approach orientation and proposes that self-esteem moderates the relationship between MAP and professional fulfillment goal content dimension. It was not supported, what indicates that self-esteem of mastery approach oriented individuals do not influence how much they achieve what they value in career.

On the other hand, hypothesis H3b was supported, as it proposes that self-esteem moderates the relationship between mastery-avoidance and professional fulfillment. This means that, when individuals are mastery avoidance oriented, they depend on high self-

esteem to be professionally fulfilled, such that MAV is a stronger predictor of professional fulfillment mostly when self-esteem is low. As mentioned above, findings from Tice (1991) and Tice and Masicampo (2008) are useful for explaining this result, as well as McFarlin and Blascovich's (1981) findings, which conceive that people with low self-esteem may have the same values and aspirations as people with high self-esteem – however, people with low self-esteem simply have less confidence that they would actually achieve their goals. Furthermore, it is important to call attention to the role of self-esteem as an influential variable on how people with different orientations can achieve what they value in career. It would be pertinent, for example, to analyze how to use career development tools to foster higher self-esteem on avoidance motivated people and help them to experience professional fulfillment.

In a similar vein, H4a and H4b propose that self-esteem works as a mediator of the relationship between mastery orientations and goal progress evaluation. Self-esteem has already been analyzed as a mediator of personal characteristics and personal goals in Heimpel et al. (2006) study. However, H4a did not even get fully tested, as one of the conditions for mediation was not attended – the independent variable (MAV) did not predict the mediator (self-esteem). Previous research has shown that an indicator of avoidance temperament – neuroticism – negatively predicts self-esteem (Scheier, Carver & Bridges, 1994). In the present study, avoidance orientation did not present significant effects in self-esteem at all.

Hypothesis H4b, in turn, was supported, as it predicted that self-esteem would mediate the relationship between MAP and goal progress, which means that MAP only affects goal progress through self-esteem. This may be explained by the fact that goal progress dimension is basically self-evaluation, contrastively from goal content part, in which a third score is calculated based on individuals' responses, but are not the response itself, such that it cannot be purely considered self-evaluation. Goal progress evaluations involve cognitive and motivational biases, besides relying on essentially subjective evaluation of how satisfied the

individual perceives to be with their advancement rate toward personal goals (Monzani et al., 2015). The idea is that, beyond and above mastery orientation, self-esteem plays a central role in defining how optimistic one can be in evaluating their own goal progress, behaving as a proximal predictor (Heimpel et al., 2006).

Considering all hypotheses, Figure 7 presents the model resultant from Study 2. This model promotes a first perspective on motivations to professional fulfillment, considering specific orientations to achieve goals. This represents only a primary attempt to create an explanatory model of how people can be more professionally fulfilled in career. Hence, one of present study's major contributions is that achievement goal orientation, specifically mastery orientation, predicts professional fulfillment, being this relationship, under specific circumstances, moderated and mediated by self-esteem, as displayed in Figure 7.

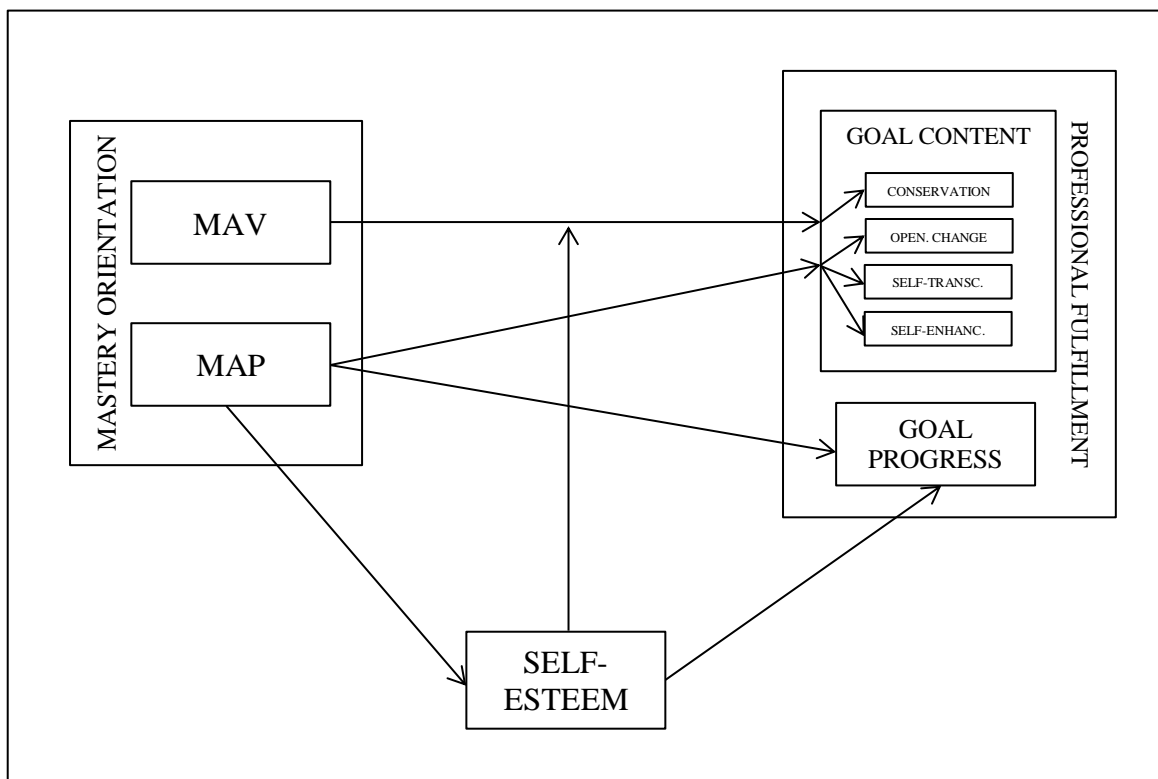


Figure 7. Resultant model from Study 2.

Although most hypotheses were supported, Study 2 presents some limitations. One of them is the strength of regression coefficients, which were relatively low, evidencing the need

for further research to corroborate mastery orientation influence on professional fulfillment. One of the reasons why that might have happened is that the Portuguese version of Framework of Achievement Goals for a Work Domain scale is still very new, with few validity evidences. Another reason may be due to the nature of achievement orientation construct, as most studies used to support the proposed hypotheses also found low effects with regard to achievement orientations. The role of contextual factors should also be taken into account, what was not accomplished by this study. It would be interesting if further studies could analyze what contextual factors may alter people's achievement orientations and, consequently, the way they experience professional fulfillment. One more limitation of this study refers to its cross-sectional and correlational design. However, as professional fulfillment is still a new and relatively callow concept, it seemed reasonable to explore this kind of design as a first attempt to analyze what motivates professional fulfillment.

For future research, it should be investigated which other personal factors may influence professional fulfillment, as well as contextual variables. Career attitudes and behaviors should also add to the explanation of how people could be more professionally fulfilled, as well as career theories, such as social cognitive career theory and social learning theory of career choice. Goal theories, such as expectancy-value theory, self-determination theory, control theory, self-concordant theory, theory of reasoned action and theory of planned behavior should also be useful for explaining how people can professionally fulfill themselves.

Positive psychology concepts such as psychological capital, goal inspiration, self-oriented perfectionism and dispositional optimism also appear in the literature as possible antecedents of effective goal pursuits and thus should be investigated. Fishbach and Dhar (2005), for example, evidenced that overoptimistic evaluations often lead individuals to overestimate their future goal progress. Further research in such topics may also contribute to



the explanation of how much people achieve what is important to them and the satisfaction degree with goal progress.

However, considering the latest goal pursuit literature, it is reasonable to state that the focus should be maintained on the influence of self-regulation aspects on professional fulfillment. According to Carver and Scheier (1998), individual self-regulation represents a process of monitoring one's present behavior, comparing one's actions with meaningful goals and adjusting one's behavior to minimize discrepancies between present actions and desired states. Besides the similarities of such description with the process involved in professional fulfillment, self-regulation represents a "hot topic" in the goal field and also has been providing the best explanations for which goals people pursue, why and how they pursue.

## **6. Study 3 – Effects of professional fulfillment on positive outcomes**

Whilst Study 2 had the purpose to analyze achievement goal orientation as a professional fulfillment predictor, Study 3 aims to investigate professional fulfillment outcomes. It seems reasonable to consider that professional fulfillment is already an important outcome itself. However, it is important to observe whether it generates other positive consequences not only at the work context, but also in life overall. In that sense, Study 3 tested two variables as possible professional fulfillment results. One of them considers the work setting, which is flourishing at work, and the other contemplates life overall, which refers to subjective well-being. Moreover, this study explored the possible ways through which both dimensions of professional fulfillment may result in higher flourishing at work and subjective well-being.

### **6.1. Subjective well-being and professional fulfillment**

With the enormous development and popularity of positive psychology in the last years, subjective well-being (SWB) has received a lot of attention from researchers. Since the emergence of the field over five decades ago, the SWB literature has progressed rapidly. Psychologists and other social scientists have taken huge steps in understanding the factors influencing people's SWB. Back in the 80's, Diener (1984) indicated three main characteristics for well-being: subjectivity, positive measures and a global evaluation. Well-being was understood as an internal individual experience (Campbell, Converse & Rodgers, 1976), such that external objective conditions as wealthy, physical health and comfort should not be considered part of SWB definitions. Subjective well-being is currently defined as "a person's cognitive and affective evaluations of his or her life" (Diener, Lucas, & Oishi, 2002, pp. 63).

In short, SWB is composed of three elements: 1) Life satisfaction; 2) Positive affect; 3) Negative affect (Anguas, 1997; Martinez & Garcia, 1994). Life satisfaction is considered the cognitive element of SWB and refers to what one thinks about his or her life satisfaction as a whole and in domain terms (areas of life such as work, relationships, etc.) (Emmons, 1986). Regarding affect, SWB experience is evidenced when the presence of positive affect is higher than negative affect. Affect is considered positive when the emotions, moods and feelings experienced are pleasant (e.g. joy, elation, affection, etc.), while affect is deemed negative when the emotions, moods and feelings experienced are unpleasant (e.g. guilt, anger, shame, etc.) (Diener, 1995). A person who has a high level of satisfaction with life, and who experiences a greater positive affect and little or less negative affect, would have a high level of SWB, which is considered an equivalent of happiness (Diener, 2001).

The relationship between professional fulfillment and SWB can be anticipated through previous evidence on goals importance/achievement and SWB, as well as between goal progress and SWB. Starting with goal progress, Emmons (1986) and Cantor and Sanderson

(1999), for example, have clearly shown that making progress toward goals is related to SWB. According to Carver (2004), pleasant feelings related to the affective component of SWB arise when progress rate towards a goal is faster than anticipated. On the other hand, unpleasant feelings arise when progress rate towards a goal is slower than anticipated.

Regarding the professional fulfillment goal content dimension, Brunstein et al. (1998) show that only advancement toward personally meaningful goals predicts increases in well-being. In a similar vein, Oishi, Diener, Sub and Lucas (1999) found that people feel better when they make progress toward highly valued goals than they do when they are successful at achieving less valued goals. Diener and Fujita (1995) evidenced that having resources (e.g., money, physical attractiveness, or social skills) in areas related to one's most important goals is a more accurate predictor of happiness than having resources less related to one's important goals. Building on self-determination theory, Sheldon and Elliot (1999) showed that when individuals' goals are congruent with their personal values and beliefs (autonomous motivation; self-concordant goals), they are more likely to attain their goals and to experience general well-being. In other words, goal fulfillment is associated with greater well-being, but only if goals are consistent with individual's core values (Sheldon & Elliot, 1999).

This body of evidence is in line with professional fulfillment proposal of achieving one's most important career goals. Some well-being theories posit that it is the active pursuit of goals, rather than their complete fulfillment, that contributes to well-being (Cantor & Sanderson, 1999), which is in line with professional fulfillment premise that perceiving to be on the right track to achieve one's most important goals is also important.

As publications regarding the relationship between achievement of one's most important goals, goal progress and SWB date since the 80's, it is possible to assume that this relationship is well established. In a recent study, Klug and Maier (2015) provide a quantitative review of the link between successful goal pursuit and subjective well-being

(SWB). Their meta-analysis integrates findings from 108 independent samples derived from 85 studies, showing robust evidence that goal pursuit is related to SWB. However, it is needed to analyze how career goals, in professional fulfillment framework, influence SWB, considering the three components of well-being separately. This is in accordance with premises that they are independent factors and therefore should be measured and studied separately (Andrews & Withey, 1976; Lucas, Diener & Suh, 1996). Thus, the following hypotheses are proposed:

**H1a: Professional fulfillment goal content dimension, including its factors separately, predicts positive affect, more than negative affect;**

**H1b: Professional fulfillment goal progress dimension predicts positive affect, more than negative affect;**

**H2a: Professional fulfillment goal content dimension, including its factors separately, predicts life satisfaction;**

**H2b: Professional fulfillment goal progress dimension predicts life satisfaction.**

## **6.2. Flourishing at work and professional fulfillment**

Flourishing at work concept has its origins in Positive Organizational Behavior (POB), which focuses on the development of positive psychological states that enhance human performance (Luthans, 2002). According to Mehrotra and Tripathi (2013), in a general perspective flourishing is a state of positive mental health that comprehensively captures the “feeling good” and the positive psychosocial functioning aspects. It would be achieved when an individual experiences a high level of purpose, meaning, optimism, competence and satisfaction with life (Diener et al., 2010). According to POB perspective, flourishing at work refers to a prosperity and development situation, linked to a progressive state of satisfaction and well-being at work context (Mendonça, Caetano, Ferreira, Sousa & Silva, 2013).

It is essential to mention that the flourishing concept, especially in work context, still represents a relatively new approach in POB. Not many researches have been made considering it as a main variable, despite the fact that many studies discuss it in a theoretical manner. Flourishing at work has been linked to prosperity, happiness, engagement, self-motivation, success and learning at work (Bono, Davies & Rasch, 2011), making it difficult for scholars to fully understand its distinctiveness from other positive concepts at work.

More recent studies on flourishing tend to associate the concept to meaningful work. Considering that work may be a primary avenue for development and exercise of human capabilities and skills, and since work instills virtues such as honor, pride, dignity and self-respect, meaningful work may contribute to human flourishing (Veltman, 2015). Some authors consider that flourishing at work includes both a hedonic aspect, wherein it involves positive emotions and satisfaction at work, and an eudemonic aspect, wherein flourishing involves being fully engaged in work, being viewed as an expression of the true self (Peterson, Park, & Seligman, 2005).

The premise that professional fulfillment may engender flourishing at work is based on evidence that some employees are more likely than others to flourish. Even when they share the same working conditions, aspects such as personality traits, values and goals lead them to engage in certain behaviors, to pursue specific goals or strategies and to interpret and make meaning of their experiences in systematic ways (McAdams, 1995; Bono et al., 2011). The proposition is that people who fulfill themselves through different types of goals and which present a positive goal progress evaluation may present distinct levels of flourishing at work. When people experience professional fulfillment, it is more likely that they are into a meaningful work, which also represents an indicator of flourishing at work (Veltman, 2015). Following these rationales, the following hypotheses are proposed:

**H3a: Professional fulfillment goal content dimension, including its factors separately, predicts flourishing at work;**

**H3b: Professional fulfillment goal progress dimension predicts flourishing at work.**

In the present study, flourishing is understood and measured in a comprehensive perspective, which includes competence, engagement, meaning and purpose, optimism, self-acceptance, supportive relationships, well-being of others, and being respected (Ryff & Keyes, 1995). This is the proposition of the researchers on the field (Diener et al., 2010; Silva & Caetano, 2011), thus it will be followed here.

### **6.3. Method**

#### *6.3.1. Instruments*

The PFS version obtained in Study 1b was used, which is composed by two parts or dimensions. Goal content part explores what types of career goals people perceive as more important for them (goal content) and how much they achieve them at the moment, observing the relationship (product) between importance and achievement, in order to create a new score. This part presents 16 items and 4 four factors – self-transcendence, self-enhancement, conservation and openness to change. PFS goal progress part presents one open question (to prime people's main career goal), a dichotomous question about whether the person has achieved the stated career goal or not and four scale-shaped questions, which inquire about: 1) How far the person is from achieving the goal; 2) How much the current job contributes to achieving the goal; 3) How satisfied one is with the degree of goal progress; 4) How professionally fulfilled one perceives to be. Reliability indexes are the same ones presented in Study 1b, with goal content part's alpha equal to .92 and goal progress part, .78.

For measuring subjective well-being, the instrument proposed by Albuquerque and Trócoli (2004) was used, known as EBES (*Escala de Bem-estar Subjetivo*). It represents an integrated and adapted Brazilian version of some of the most used international subjective

well-being instruments, such as PANAS (Watson, Clark & Tellegen, 1988) and Satisfaction With Life Scale (SWLS) by Diener, Emmons, Larsen and Griffin (1985). It presents 62 items, which comprehend three dimensions of subjective well-being: satisfaction with life, positive affect and negative affect. Answer options vary from 1 (not at all) from 5 (extremely). The complete scale presents .86 of reliability. In the used sample, the complete scale presented .77 of reliability, the satisfaction with life factor, .77; positive affect factor had .93; and negative affect, .94.

Flourishing at work was measured through EFLOT (*Escala de Florescimento no Trabalho* – Mendonça et al., 2013). The scale has well-established psychometric characteristics in different countries, such as America (Diener et al., 2010), Japan (Sumi, 2014), Portugal (Silva & Caetano, 2011), New Zealand (Hone, Jarden, & Schofield, 2015) and Germany (Esch, Jose, Gimpel, von Scheidt, & Michalsen, 2013). The majority of findings illustrated good reliability (Cronbach's  $\alpha$  higher than .80) and convergent validity (higher correlations with other well-being measurements). EFLOT represents an adaptation from Diener et al. (2010) and Silva and Caetano (2011) to work context and to Brazilian Portuguese. It presents 8 items, in a 7 point scale ranging from 1 – completely disagree to 7 – completely agree. It presents only one factor, with Cronbach's  $\alpha$  equal to .85 and items loading ranging from .40 to .75. For the present sample, Cronbach's  $\alpha$  was equal to .80.

### 6.3.2. *Participants*

**Sample 1:** Participated in the research 179 workers, between 18 to 54 years old (Mean = 27 years old), most women (74%), single (65%) and undergraduate (95,5%) in some college course (including second or third graduation). All of them were working at the time of the research, such that the average work tenure was 6,5 years, and the average work tenure in the same organization was 3,7 years. Most of them (80,7%) did not occupy a leadership position. Participants assumed a large variety of jobs and professions, which included positions in

organizations and autonomous jobs. This sample responded to PFS (Professional Fulfillment Scale) and EBES (*Escala de Bem-estar Subjetivo*).

**Sample 2:** Participants were 358 workers. Most were women (67%) and single (57%). Schooling ranged up to post-graduate, but most participants were college undergraduates (87,3%). The mean age was 29 years old, being the youngest 17 years old and the oldest, 64. Regarding the time they have been working, the mean was 8,3 years of work, such that the person with the minimum work tenure was less than a year, and the person with longer working time was 43 years. This sample responded to PFS (Professional Fulfillment Scale) and EFLOT (*Escala de Florescimento no Trabalho*).

### 6.3.3. *Procedures and data analysis*

Participants from both samples were recruited in their faculty classrooms, being invited to take part on a career research. All participants were informed about research academic purposes and ethical procedures, besides being given a document to read and sign whether they agreed to participate on the research. Those who accepted the invitation stood in their classrooms after lecture, when they were given the questionnaire. After completing the questionnaire, participants delivered it to research assistants, which waited until the last participant had finished.

Regarding data analysis, missing cases and outliers in Sample 1 lead to the exclusion of 25 cases because they had either more than 5% of missing responses or due to multivariate outliers. The original sample presented 204 cases, and after that there were 179, as reported above. Analyses of statistical assumptions evidenced that data attended statistical presupposes of normality, linearity and homoscedasticity. In Sample 2, 12 cases were excluded because of the same reasons mentioned in Sample 1. The final sample presented 358 cases (originally it was 370).



To obtain the power achieved by the statistical tests accomplished in this study, G-Power 3 program (Faul et al., 2007) was used. Estimates were obtained considering power analysis section protocol, T-test family, linear multiple regression statistical test and the power analysis type was post-hoc. For an effect of .25, alpha of .001, sample size of 179 (Sample 1) and 2 predictors (overall mean of professional fulfillment dimensions), a power of .99 was achieved. When tested with 4 predictors (goal content factors), the power remained the same. When considering Sample 2, for an effect of .10, alpha of .001, sample size of 358 and 2 predictors (PFS goal content part and 2), a power of .99 was also achieved.

#### **6.4. Results and discussion**

The present study aimed to analyze whether subjective well-being (SWB) and flourishing at work are fostered by professional fulfillment, building on a professional fulfillment framework that encompasses not only its possible antecedents, but also its consequences. Variables addressing life overall – SWB – and positive work experiences – flourishing – are analyzed as possible outcomes of professional fulfillment. This entails the importance of positive human being functioning, as well as the relevance of achieving what is important in one's career. Tables 21 and 22 evidence the bivariate correlations among variables in Study 3.

Table 21  
*Intercorrelations among SWB and PFS*

Variables	M	Scale	SD	1	2	3	4	5	6	7	8	9
1. PA	3.30	1-5	0.71	-								
2. NA	2.30	1-5	0.76	-.47**	-							
3. SL	3.39	1-5	0.66	.49**	-.52**	-						
4. Overall GC	9.70	0-20	3.57	.42**	-.10	.12	-					
5. ST	9.05	0-20	4.08	.22**	-.02	.08	.77**	-				
6. SE	11.34	0-20	4.66	.41**	-.12	.09	.82**	.45**	-			
7. OC	9.18	0-20	4.41	.40**	-.14	.15*	.84**	.55**	.64**	-		
8. C	9.24	0-20	4.35	.31**	-.03	.08	.81**	.55**	.56**	.54**	-	
9. Overall GP	2.64	1-5	0.60	.36**	-.15*	.26**	.38**	.24**	.36**	.40**	.25**	-

Note: PA = Positive affect; NA = Negative affect; SL = Satisfaction with life; ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation; GC = Goal content; GP = Goal progress.  
 \*  $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Table 22  
*Intercorrelations among Flourishing and PFS*

Variables	M	Scale	SD	1	2	3	4	5	6	7
1. FLR	5.20	1-7	0.99	-						
2. Overall GC	10.45	0-20	4.05	.39**	-					
3. ST	10.00	0-20	4.62	.30**	.72**	-				
4. SE	11.19	0-20	4.99	.34**	.73**	.36**	-			
5. OC	10.62	0-20	6.88	.28**	.80**	.44**	.40**	-		
6. C	9.90	0-20	4.80	.26**	.75**	.43**	.50**	.41**	-	
7. Overall GP	3.11	1-5	0.84	.44**	.27**	.19**	.27**	.17**	.20**	-

Note: FLR = Flourishing at work; ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation; GC = Goal content; GP = Goal progress.  
 \*  $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

Considering hypotheses H1a and H1b, they propose that professional fulfillment predicts subjective well-being, in form of positive affect, negative affect and life satisfaction. Starting with H1a, it posits that professional fulfillment goal content dimension (including the score overall and the four separate factors) predicts positive affect more than negative affect. On the other hand, H1b proposes the same thing, but analyzing professional fulfillment goal

progress dimension. Table 23 displays the regression coefficients for these hypotheses, considering that one separated regression was accomplished to each dependent variable.

Table 23  
*Regression coefficients for hypotheses H1a and H1b (Study 3)*

Predictor	PA		NA	
	$\beta$	R <sup>2</sup>	$\beta$	R <sup>2</sup>
GC	.417***	.174	-.098	.010
ST	.225**	.051	-.026	.001
SE	.410***	.168	-.122	.015
OC	.405***	.164	-.143	.020
C	.309***	.096	-.031	.001
GP	.363***	.131	-.155*	.024

*Note:* PA = Positive affect; NA = Negative affect; ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation; GC = Goal content; GP = Goal progress.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

According to Table 23, both H1a and H1b were supported. PFS goal content part and all four factors were strong predictors of positive affect, and none of them predicted negative affect significantly or positively. Regarding H1b, PFS goal progress part also showed to be a strong predictor of positive affect, more than of negative affect, although goal progress part did predict negative affect significantly, but negatively. Comparing results from goal content and goal progress parts, it is possible to observe that goal content part proved to be a slightly stronger predictor of positive affect. This means that, when people achieve what they value in career, they present more positive affect in life overall, even more than when they have a positive evaluation of goal progress. A possible explanation to this is that goal content part involves more concrete goal achievement than goal progress part, such that the latter depends more on an optimistic attitude. Considering goal contents separately, it is possible to verify that self-enhancement and openness to change career goals yielded the strongest impact on positive affect, which means that they can be acknowledged as the main predictors of positive

affect. In other words, people who fulfill themselves through self-enhancement and openness to change goals are more willing to experience positive affect in life.

About hypotheses H2a and H2b, they address satisfaction with life and posit that both goal content and goal progress parts predict life satisfaction. Hypothesis H2a proposes that goal content overall score, as well as its four factors, predict life satisfaction. The same is hypothesized for goal progress part (H2b). Table 24 illustrates the findings for these hypotheses.

Table 24  
*Regression coefficients for hypotheses H2a and H2b*

Satisfaction with life		
Predictor	$\beta$	R <sup>2</sup>
GC	.121	.015
ST	.079	.006
SE	.091	.008
OC	.150*	.023
C	.083	.007
GP	.265***	.070

Note: PA = ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation; GC = Goal content; GP = Goal progress.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

From results displayed in Table 24, it is possible to verify that H2a was not supported. Nor goal content overall score or the factors alone significantly predicted life satisfaction, except for openness to change. This means that only people who fulfill themselves through openness to change career goals may present a higher life satisfaction. The simple fact of achieving what is important in career does not guarantee that people will be more satisfied with life. On the other hand, to present a positive goal progress evaluation may contribute to a better view of life, as goal progress dimension presented a significative relationship with life satisfaction. This is quite interesting, as it indicates that a better subjective perception of how well one perceives to be doing in career fosters a better evaluation of life satisfaction. The sense-making for this result may be the premise that both goal progress and life satisfaction

represent subjective evaluations, influenced by one’s cognitions of optimism and positivity about the self.

Considering results from hypotheses H1a, H1b, H2a and H2b it is possible to state that professional fulfillment is a tenacious subjective well-being predictor, such that PFS goal content dimension is a strong predictor of positive affect, whilst goal progress part shows to be a better predictor of life satisfaction. This is relevant because it shows that professional fulfillment has a relevant impact in life overall, and not only in career. More implications of this result will be discussed further on.

The next hypotheses test concern H3a and H3b, which propose that professional fulfillment predicts flourishing at work. Whilst H3a states that professional fulfillment goal content dimension (including all four factors separately) predicts flourishing at work, H3b posits that flourishing is also influenced by goal progress dimension. In other words, the achievement degree of important goals contributes to people’s flourishing at work, as well as the positive evaluation of goal progress. Table 25 shows the regression coefficients obtained for these two hypotheses.

Table 25  
*Regression coefficients for hypotheses H3a and H3b*

Flourishing at work		
Predictor	$\beta$	R <sup>2</sup>
GC	.391***	.153
ST	.301***	.091
SE	.345***	.119
OC	.277***	.077
C	.263***	.069
GP	.437***	.191

*Note:* PA = ST = Self-transcendence; SE = Self-enhancement; OC = Openness to change; C = Conservation; GC = Goal content; GP = Goal progress.

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Results displayed in Table 25 evidence that both H3a and H3b were supported. Goal content overall score significantly predicted flourishing at work, as well as all four factors separately. This means that, when people achieve what they value in career, it is likely that they will flourish at work. Concerning the influence of the factors distinctively, self-transcendence and self-enhancement presented a slightly higher impact on flourishing at work (despite the overall score, which presented the highest coefficient). In other words, if people fulfill themselves through self-transcendence and self-enhancement career goals, they will probably flourish at work. Although these two career goals are considered opposite, they share the “self” component, which indicates that attending self-needs is very important to people who prioritize these values. It is also conceivable that meaningful work is a constant quest for them, therefore when they experience it, they experience flourishing.

Regarding H3b, it is possible to observe that PFS goal progress part presented the highest influence on flourishing at work, overcoming goal content part and its factors. This indicates that when people present a positive evaluation of goal progress, it is more likely that they will flourish at work. One possible reason why this happens is that people who worry about how well they are doing in their career, in general, search for more meaningful work, where they can feel they are able to flourish. Namely, if people show good progress evaluation towards their career goals, it is more likely that they experience competence, engagement, meaning and purpose, optimism, self-acceptance, and supportive relationships at work (Diener et al., 2010; Silva & Caetano, 2011).

## **6.5 General discussion**

Results from Study 3 indicate that professional fulfillment predicts higher subjective well-being and flourishing at work. Evidence show that the more people perceive they achieve what they value and demonstrate a positive goal progress evaluation, the more they experience well-being in life overall and the more they flourish at work. This is important

because it means that professional fulfillment is not an end itself, but contributes to generate positive experiences not only at work, but also in life overall.

The premise that the pursuit of goals is associated to higher SWB is not a novelty. It has been previously assumed that personal goals are precursors of life satisfaction and long-term positive and negative affect (Diener et al., 1999; Emmons & Kaiser, 1996). In fact, considerable empirical evidence has shown that people involved in pursuit of personal goals indicate higher subjective well-being than individuals who lack sense of goal directedness (Emmons, 1986; Cantor & Sanderson, 1999). Specifically, people who pursue individually important goals experience higher levels of SWB than people who have no concrete goal in mind (Freund & Baltes, 2002). Furthermore, not only pursuing important goals influences SWB, but also the perception of making progress or even attaining these goals (Brunstein, 1993; Wiese, 2007; Klug & Maier, 2015). This is in tune with the proposition of the present study, according to which not only goal progress, but also the achievement of most important goals foster well-being.

There is, however, considerable individual variance in the link between goal progress and well-being (Kruglanski, 1996). In life-span psychology, it has been emphasized that it is adaptive to choose goals that converge with individual capacities and personal motives (Baltes & Baltes, 1990; Heckhausen, 1999). The core idea underlying this notion is that personal goals are hierarchically dependent on higher-order motives or needs (Emmons, 1989), which is also the idea brought by professional fulfillment as career goals are based on personal values theory. According to Klug and Maier (2015), selecting and pursuing specific goals is instrumental in fulfilling these enduring motives or needs and therefore lead to long lasting increases in SWB. Furthermore, the reason why goal pursuit predicts SWB is that while striving for personal goals, people focus their energy on relevant activities and invest continual effort in goal pursuit. If goals are well organized in a hierarchy, these effects are

even more pronounced as goal hierarchies provide individuals with diverse and expanding opportunities to achieve a desired goal (Klug & Maier, 2015).

The link found between a career aspect (professional fulfillment) and a general life aspect (subjective well-being) is relevant, as influence of development evaluation in one domain (e.g. career) in other domain (e.g. life overall) has yet been scarcely demonstrated. In that sense, a successful example is from Wiese and Freund (2005), which propose that work domain goal progress is judged with reference to intra-domain standards as well as with reference to personal development and circumstances in other life domains. Both professional fulfillment parts can be identified in Wiese and Freund's (2005) study, as authors test and confirm not only the effect of positive goal progress in well-being, but also the discrepancies between one's expectations concerning goals and the actual reality of the desired state, which is, the current degree of achievement.

Regarding the relationship between specific goal contents and SWB, the present study evidenced that self-enhancement and openness to change goals had a higher impact on SWB. This is compatible with Klug and Maier's (2015) findings, which evidence the conceptual correspondence of goal content and SWB, what is also the case of our study. Contents of self-enhancement and openness to change career goals are more similar to what is proposed by SWB measure, and probably that is why the relationship is stronger than with self-transcendence and conservation goals, which show no conceptual similarities with the used SWB scale.

Important career goals achievement impact in positive affect has also been previously addressed. Empirical evidence suggested that achievement of highly self-valued goals results in positive emotional states as joy, happiness and satisfaction, besides significantly impacting subjective well-being (Brunstein, 1993; Emmons, 1986; Hortop, Wrosch, & Gagné, 2013; Klug & Maier, 2015; Oishi & Diener, 2001). The degree to which goals are self-relevant is



thought to influence the size of the relationship between goal pursuit and SWB (Cantor & Fleeson, 1994). This may also contribute to understand why, in our study, PFS goal content part is so strongly related to positive affect.

The lack of impact of both PFS parts on negative affect has also been previously indicated. There is clear evidence that successful goal pursuit is related to SWB positive indicators, especially positive affect (Emmons & Diener 1986; Kehr 2003; Wanberg, Zhu & Van Hooft, 2010). Studies that differentiated between qualitative facets of emotional SWB and assessed positive and negative affect simultaneously mostly showed that successful goal pursuit has comparatively lower or no effects on negative affect (Sheldon & Kasser, 1998; Wiese & Freund, 2005). Maybe that is the reason why professional fulfillment did not even present significant influence on negative affect, except for goal progress part, which presents a significant but low and inverse influence on negative affect.

Regarding the exclusive influence of goal progress in life satisfaction, resultant from H1b, the study from Monzani et al. (2015) can contribute to explain this result, as it evidences the fostering role of optimism on perceived goal progress. Similarly, life satisfaction has also been predicted by optimism (Scheier & Carver, 1992; Leung, Moneta & McBride-Chang, 2005), what may help to explain the higher influence of goal progress on life satisfaction. A study by Jackson, Weiss, Lundquist & Soderlind (2002) also demonstrated that optimists report more progress, higher goal value and lower levels of perceived goal conflict than pessimists. Additionally, considering that goal progress evaluation may be understood as a self-evaluation, there is also evidence that self-evaluations predict life satisfaction (Judge, Locke, Durham & Kluger, 1998).

One possible reason why goal content part did not predict life satisfaction is given by Deci and Ryan (2000) and Csikszentmihalyi (1993), according to whom personally relevant or important goals are goals that are intrinsically rewarding, express enduring interests and

values, and therefore serve basic needs; therefore, not necessarily it engenders satisfaction beyond the self. With reference to the self-concordance model (Sheldon & Elliot 1999), goals which represent person's authentic interests and values are pursued for autonomous reasons. Taking these premises into account, it may be pertinent to argue that professional fulfillment goal content dimension, related to achievement of important career goals, represents satisfaction itself. Another reason is given by Klug and Maier (2015), who posit that if personal goals refer to a specific domain (in this case, career) and SWB is measured with respect to a different domain (life overall), there might be a mismatch. Although they assume that spillover effects from personal life domain to work domain are possible, they argue that the relationship between successful goal striving in one domain with SWB in a different domain may be weaker than when compared cases in which there is a match.

Finally, the recent meta-analytic review from Klug and Maier (2015) shows that analysis of the relationship between goal pursuit and subjective well-being is really the path to be followed. In their study, they evidenced that the association of goal pursuit with positive indicators of subjective well-being is true, that successful goal pursuit was related to goal progress and that SWB matched goal content. All these findings are congruent with our results and enhance the relevance of professional fulfillment for well-being in life.

About the influence of professional fulfillment on flourishing at work, similar findings are much less common in literature, especially in comparison with SWB, probably because flourishing is not so well developed and investigated as SWB. Flourishing represents a quite recent concept, therefore its investigations usually are fairly scarce and under development. A study by North, Holahan, Carlson and Pahl (2014) evidenced that reengagement with new, intrinsically meaningful goals after failure was associated with greater subsequent flourishing. This is compatible with our findings, which demonstrate that both professional fulfillment dimensions predict higher levels of flourishing at work. The importance of such findings also

relies on the connection of flourishing with positive physical health outcomes, productivity at work, and absenteeism (Keyes & Haidt, 2003).

Moreover, the influence of professional fulfillment on flourishing may also be explained by the factor that flourishing itself is also seen as fulfillment (Ryff & Singer, 2008), which is divided into six categories: Autonomy, personal growth, self-acceptance, purpose in life, environmental mastery, and positive relations with others. Some of these categories, such as autonomy, personal growth and environmental mastery may be easily associated to some goal contents, namely self-enhancement and self-transcendence. The association to fulfillment is also important as it establishes, at first sight, a conceptual link to professional fulfillment.

A study from Bono et al. (2011) shows that people who flourish at work because of their personality tend to have a positive approach to the self, others, and work situations. They also tend to take an active, engaged, and forward-looking approach to work, especially in novel or challenging situations. These aspects may be engendered by professional fulfillment experience, leading people to present higher flourishing at work. Another possibility is that professional fulfillment relates to meaningful work, which also contributes to human flourishing (Veltman, 2015).

Despite the lack of further studies that reinforce the obtained results for professional fulfillment and flourishing at work, it is important to highlight the contribution of this study to the field, as it presents findings regarding career goals and flourishing at work. As earlier said, flourishing at work still represents a relatively new approach in POB. Therefore, it seems reasonable to state that the present findings might contribute to flourishing concept development, evidencing that it is not only related to work aspects, but also to individuals' career.

In general, Study 3 has shown to be successful. It adds to the comprehension of how professional fulfillment influences not only work-related variables, but also happiness in life overall. Figure 8 displays the resultant model from the hypotheses proposed in this study.

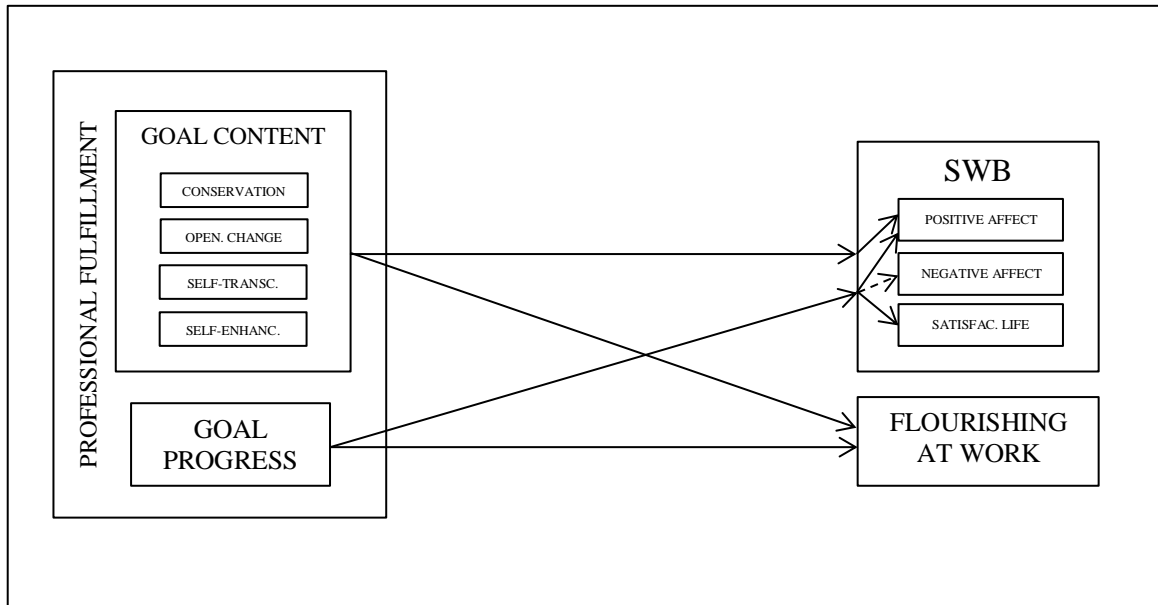


Figure 8. Resultant model from Study 3.

Concerning the limitations of this study, one of them is the relatively simple design, analyzing only direct relationships and not considering possible moderators or mediators for the relationship between professional fulfillment and SWB and flourishing at work. One of the reasons of why this has been made this way is the need to check the true and simple influence of professional fulfillment in positive psychology outcomes, stating that professional fulfillment is not an end itself. Therefore, parsimony of the model was prioritized. However, the role of intervenient variables is not discarded and should be considered in next studies, as well as possible moderators and mediators.

Another limitation is the cross-sectional design. A longitudinal investigation of how alterations in career goals – level of importance, of achievement or evaluation of goal progress – could alter levels of SWB and flourishing at work over time would undoubtedly be striking. The use of other strategies to measure SWB and flourishing at work rather than self-

report could also contribute to further understanding professional fulfillment impact on these variables.

Despite limitations, this study presents some important highlights. A major highlight is the use of data from two different and independent samples. This strategy contributes to avoid the overlapping of well-being and flourishing among respondents, considering that participants can take them as quite similar and, consequently, respond to them in an analogous manner (e.g. Gevers & Baytalskaya, 2015). Another relevant contribution concerns career goals investigation in specific. Most evidence reported here involves goals in general. The demonstration that career goals reproduce the results found for goals in general adds to research not only for distinct domains of goals, but especially in career field.

A possibility regarding further studies relies on the meta-monitoring system influence on goal progress and positive/negative affect. This system was proposed by Carver and Scheier (1998) in their self-regulation theory and monitors the effectiveness of movement toward goals. If progress rate is too slow, negative affect of sadness and depression arises; if progress rate is satisfactorily quick, the person experiences satisfaction and happiness. Maybe this could be useful to explain the influence of perceived goal progress on positive affect, evidenced by the present study. In this conceptualization, perceived goal progress rather than effective goal attainment or failure exerts a greater influence in determining positive or negative affect (Monzani et al., 2015).

Another possibility is to analyze under which specific conditions the pursuit of goals have a higher or lower impact on SWB. Carver and Scheier (1998), for example, suppose that once a goal is achieved, it loses its power to enhance SWB or sometimes even produces negative emotions. To analyze whether the attained goal is a dead end and buffers SWB, or if new goals and progress on them can maintain SWB is at least inquisitive.

## **7. Final considerations**

The main purpose of this dissertation was to build on professional fulfillment construct, outlining it as a career-based concept and developing it in a goal-shaped operationalization, as well as investigating its correlate variables, antecedents and consequents, aiming to reach a comprehensive professional fulfillment framework. Taking into account what has been done in studies 1, 2 and 3, it is possible to consider that this objective was fairly reached.

Regarding specific objectives, the three first ones demanded that this dissertation should propose a professional fulfillment concept and model, discuss the theoretical basis for it and build Professional Fulfillment Scale (PFS). These were achieved as Study 1 introduced a conceptual framework of professional fulfillment and a psychometrically satisfactory measurement instrument. Both definition and scale present solid theoretical and empirical basis, which strengthens the model. Specific objective four involved the verification of construct and divergent validity, as well as test-retest reliability for PFS, what was successfully done by studies 1a, 1b and 1c.

Another specific objective regarded the analysis of how achievement goal orientation and self-esteem worked as motivations of professional fulfillment. This was attended by Study 2, which evidenced that mastery orientation predicts both professional fulfillment dimensions, being this relationship rather moderated and mediated by self-esteem. The last objective demanded analysis of how professional fulfillment fostered flourishing at work and subjective well-being, which was attended by Study 3. Results evidenced that professional fulfillment strongly predicted subjective well-being and flourishing at work, completing the framework of antecedents and consequents. The summary of results obtained from these studies is shown in Figure 9.

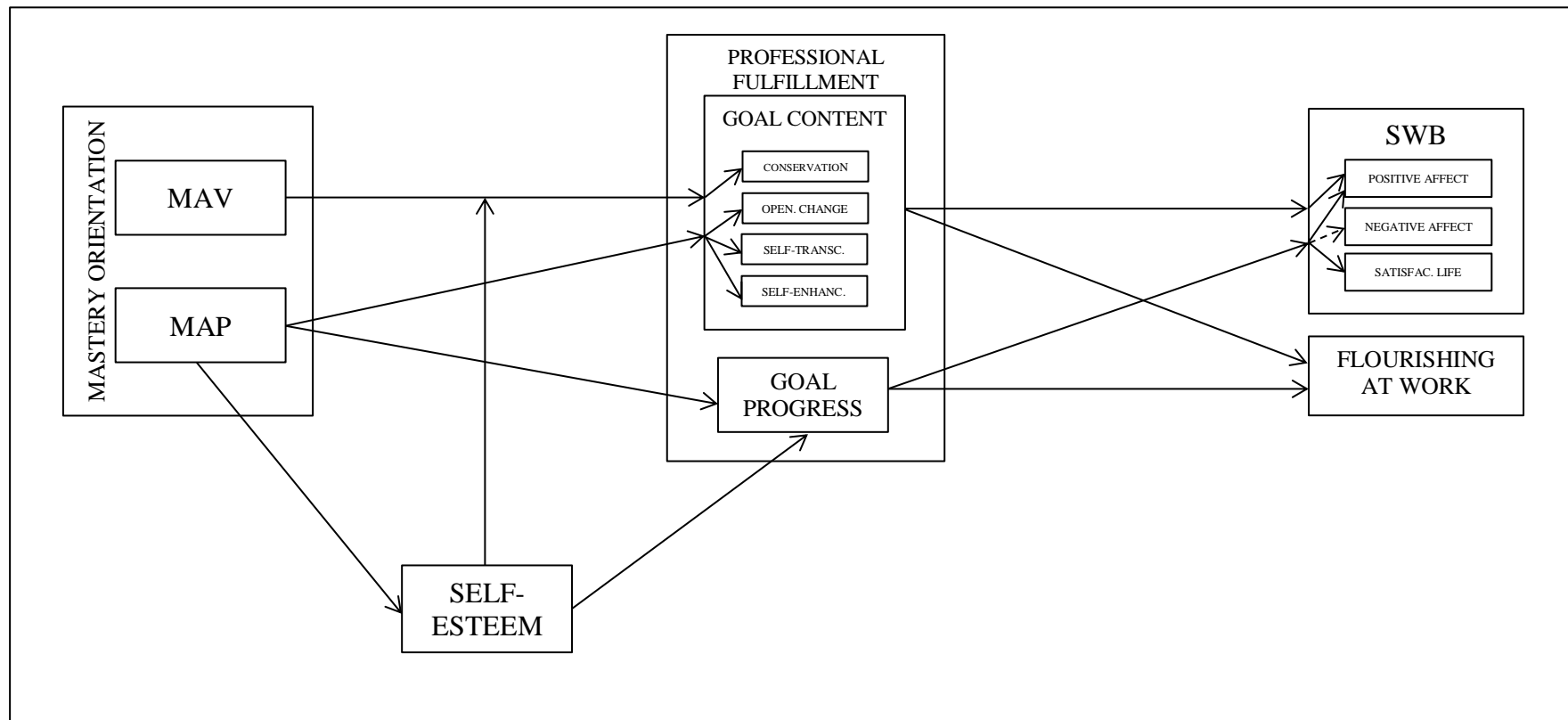


Figure 9. Final model.

As previously said, studies conducted here aimed to represent an initial effort on professional fulfillment construct. The main point of this dissertation was to propose what professional fulfillment is about and show evidence that it can be objectively measured through a reliable instrument. The expectation is that this dissertation is only the beginning of a fruitful field of research, which in future should address many other aspects regarding professional fulfillment and its relationship with personal and contextual factors.

One especially important contribution is the proposed analysis of the relationship between importance and achievement of goals. It seems reasonable that both are needed to state whether people are professional fulfillment or not, but the main question was how to analyze the interaction between those two. The generation of a product, which specifies how much people are achieving what is more important to them is relevant because not all achievement situations are the same – it is better when people achieve what they value the most, as well as it is better to achieve something, even if it is not the most important thing, than to achieve nothing at all. Therefore, to psychometrically capture this subtlety represents a significant accomplishment.

In addition to that, another contribution of this work is the focus on goal theory. Internationally speaking, this field of research represents a considerable mature area, whilst in Brazil studies regarding the importance of goals are still limited. Thus, we call the attention to the need of further investigations on how goals can push people into action and improve their working lives. Goals can affect behavior and performance in a diverse number of ways: they can spur high levels of effort; they can give focus or direction to effort, as specific goals provide a particular target toward what to strive; they can produce high levels of persistence on a task; they can help one develop a useful strategy for accomplishing a task; finally, because of their concrete nature, goals provide opportunities for feedback on task performance (Latham & Locke, 2006). Regarding career goals, the quality of one's career



depends on whether the achievement of career goals is compatible with individual's preferred work environment and whether the goal can be realistically achieved (Greenhaus et al., 2010), what is addressed by professional fulfillment concept.

Still about goal theory, the proposed model of professional fulfillment also brings relevant contribution as it proposes a solid framework of goal content. In the literature it is possible to find a considerable set of different goal content frameworks, lacking replications and coverage. Schwartz's theory, in turn, represents a solid set of goal contents, such that the two bipolar second-order dimensions – self-enhancement, self-transcendence, openness to change and conservation – have been found and replicated in several studies (for a review, see Elster & Sagiv, 2015). By using Schwartz et. al (2012) theory, generalization and replicability possibilities of professional fulfillment model and scale are enhanced, also helping to redeem the consensus problem on career goals content.

The present dissertation also contributes to the progress of positive psychology scholarship, as it indicates how people can take the most of their careers and associates how this can engender positive aspects such as flourishing at work and subjective well-being. The relationship between goals and positive psychology outcomes has already been addressed in literature and emphasizes the importance of findings presented here. According to the telic theories of SWB (Diener, 1984), personal goals play a central role in pursuit of happiness. It is suggested that people's behavior and emotions can be best understood by examining their self-generated personal goals, which is, what they are trying to attain or avoid in different life domains and how successful they are. Thus, goals are thought to be important reference for the affect system. Diener et al. puts this way: "People react in positive ways when making progress toward goals and react negatively when they fail to achieve goals" (1999, p. 284). The relationship between both professional fulfillment dimensions and positive affect adds to this statement.

Despite its contributions, the present dissertation also has some limitations and possible criticisms. Regarding the importance and achievement of career goals, which constitute the first dimension of professional fulfillment, there is some discussion in the literature if in this era of downsizings and economic uncertainty, how much the pursuit of specific career goals is a relevant exercise, as things change rapidly and no one knows for sure what may happen next. Under this view, content and specificity of career goals may promote rigidity in terms of actions and strategies, when what is really needed is flexibility in being able to pursue other options or career directions (Greenhaus et al., 2010). However, professional fulfillment purpose is not to cause inflexibility in career management; it is simply a descriptive-evaluative target towards what people aim regarding their working lives. Besides, it is said in professional fulfillment theorizing that it is not and static state, or as something that once achieved, is no longer modified. Professional fulfillment is supposed to represent a dynamic process, derived from one's subjective evaluation of their career status, which can be altered depending on life events. People's values and goals may change, and then the way they pursuit these goals and also the meaning of professional fulfillment also changes.

Another possible criticism regards professional fulfillment goal progress dimension. As a merely self-report of how one perceives to be doing in relation to their career, this may be susceptible to various influences. Firstly, this dimension depicts a mental representation of goal progress, and not necessarily the concrete goal progress (considering that it really exists). In many situations, one's precise progress on attaining a goal may be difficult to gauge. People tend to exaggerate progress levels in their mental representations to signal a higher chance of eventual goal attainment, which in turn helps to elicit greater motivation, for example (Huang et al., 2012). Therefore, goal progress dimension of PFS could be improved.

Some authors propose that the direction of bias in mental representation depends on a person's stage of goal pursuit (Fishbach, Zhang, & Koo, 2009; Koo & Fishbach, 2008). That is, depending on whether people have just started to pursue a goal or have made substantial progress and are approaching the end point, they either exaggerate or downplay, respectively, their specific progress level in their mental representations, so their motivation for subsequent pursuit remains high (Huang et al., 2012). Considering these issues, professional fulfillment further studies should investigate how goal progress evaluation might be altered by personal bias or contextual factors. Some possibilities for settling the self-report problem is to ask people to present concrete evidence of their progress or to enquire close friends or relatives, or even co-workers and supervisor, about one's progress in career.

Another important limitation concerns the samples obtained in every study. It is noteworthy that, in general, participants were very young and unexperienced, which may have affected some results. Some people may not have enough background to analyze their goal progress, for example. Therefore, it could be argued that professional fulfillment was analyzed in regard to young workers, so further studies should consider more mature participants.

A further limitation of this dissertation concerns professional fulfillment framework as a whole, as it emphasized individual variables with thwarting of contextual variables. The organizational setting was also putted aside, due to spotlight on boundaryless and protean career approaches. Although this is consistent with a considerable parcel of career studies, which focus is usually the individual, studies from now on should also contemplate contextual and environmental factors related to professional fulfillment. The acknowledgement of organizational behavior and atmosphere shall also be taken into account, as a contribution to career organizational management field. Studies focusing on how people from different organizations experience professional fulfillment would also be alluring, as well as what

organizations actually do to promote employee's professional fulfillment. Finally, to analyze professional fulfillment of workers from different professions, with distinct work bonds and acting in diverse job market segments would also be compelling.

Likewise, future studies should involve the interaction of professional fulfillment with career issues, such as career choice, planning, management and development. This body of research regarding career aspects is still scarcely broadened in Brazil, thus it is expected that professional fulfillment contributes to call attention to its importance and adds to its evolution.

More studies involving possible antecedents and consequents of professional fulfillment are still required, especially about what other personal aspects engender more professionally fulfilled people and mainly what contextual aspects contribute to it. It is also needed to analyze how professional fulfillment can be changed over time or even whether it can be altered through manipulations.

The author personally expects that, as a first trial, this dissertation could have accomplished what it stood for, which was mainly to answer what is professional fulfillment about. To keep this journey is not an option, but a duty, because once so much effort has been made to reach this point, the least to be done is to keep going. To further explore and propagate professional fulfillment is the goal from now on. Then, some years later, maybe more people are aware of how they can experience professional fulfillment, being able to make their careers more productive and, why not, more joyful.

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## Appendix 1

### *Standard research presentation*



Programa de Pós-Graduação em Psicologia Social, do Trabalho e das Organizações - PSTO

Prezado (a) participante,

Somos professores e alunos da Universidade de Brasília. Fazemos parte de uma equipe de pesquisadores que tem o compromisso de produzir conhecimentos que contribuam para o bem-estar dos trabalhadores, assim como apoiar a gestão das empresas a alcançar os objetivos da organização.

Esta pesquisa, em especial, faz parte de uma tese de doutorado. Ela tem por objetivo coletar informações sobre como você é enquanto trabalhador e também sobre o funcionamento e características do seu ambiente de trabalho. Portanto, você está recebendo um questionário com questões que se referem ao seu ambiente de trabalho e a você. **Leia atentamente as instruções do questionário e responda com toda SINCERIDADE.**

As informações fornecidas por você são **SIGILOSAS**, serão encaminhadas diretamente para a equipe de pesquisadores e serão analisadas em conjunto com as informações fornecidas por outros participantes. Sinta-se inteiramente à vontade para responder às questões. Não há respostas certas nem erradas, o que importa é sua opinião sincera. Depois que você responder o questionário, devolva-o diretamente ao pesquisador. **Não é preciso se identificar.**

Contamos com o seu apoio para o desenvolvimento do nosso trabalho. Nos colocamos ao seu dispor para quaisquer esclarecimentos pelo e-mail [ligiacarol1987@hotmail.com](mailto:ligiacarol1987@hotmail.com) (Lígia Carolina Oliveira Silva – doutoranda) ou [porto.juliana@gmail.com](mailto:porto.juliana@gmail.com) (Juliana Porto – orientadora). Antecipadamente agradecemos a sua **valiosa colaboração.**

Atenciosamente,

A equipe de pesquisa da Universidade de Brasília

**Os questionários que devem ser respondidos estão apresentados a seguir.**

## Appendix 2

### Professional Fulfillment Scale – First version

#### PARTE I

Neste questionário você deve perguntar a si próprio: “O que considero importante alcançar na minha carreira?”. Essas prioridades constituem seus objetivos de carreira e, a seguir, há uma lista contendo vários possíveis objetivos de carreira. Pedimos sua colaboração para avaliar quão importante cada objetivo é para você como algo que se busca alcançar na sua carreira, marcando com um X o número, à direita de cada valor, que melhor indique a sua opinião. Use a escala de avaliação abaixo:

COMO ALGO QUE BUSCO ALCANÇAR NA MINHA CARREIRA, esse objetivo é:

1	2	3	4	5
Nada importante	Pouco importante	Importante	Muito importante	Extremamente importante

Quanto maior o número (1, 2, 3, 4, 5), mais importante é o objetivo como algo que você deseja alcançar na sua carreira. Tente diferenciar, tanto quanto possível, os objetivos entre si, usando para isso todos os números. Evidentemente, você poderá repetir os números em suas respostas/avaliações.

Ao mesmo tempo em que você avalia a IMPORTÂNCIA de cada objetivo para você, pedimos que você também avalie o quanto, atualmente, você acha que alcança cada um dos objetivos apresentados. Ou seja, esta parte se refere à coluna ALCANCE. Para responder aos itens, utilize a seguinte escala:

O ALCANCE DESTES OBJETIVOS NO MOMENTO ATUAL DA MINHA CARREIRA É:

0	1	2	3	4
Nenhum	Baixo	Moderado	Alto	Total

Sendo assim, ao ler cada sentença, você fará duas avaliações:

- 1) Qual a importância deste objetivo para sua carreira?
- 2) O quanto que, no momento atual da sua carreira, você alcança este objetivo?

Vamos lá?

	IMPORTÂNCIA					ALCANCE				
1. Colaborar para o desenvolvimento da sociedade	1	2	3	4	5	0	1	2	3	4
2. Ter um trabalho em que opiniões divergentes são consideradas	1	2	3	4	5	0	1	2	3	4
3. Melhorar a vida das pessoas	1	2	3	4	5	0	1	2	3	4
4. Ter um trabalho com oportunidades de desenvolvimento	1	2	3	4	5	0	1	2	3	4
5. Proteger a natureza de ameaças.	1	2	3	4	5	0	1	2	3	4
6. Ter um trabalho excitante	1	2	3	4	5	0	1	2	3	4
7. Ter um trabalho em que a diversidade é aceita	1	2	3	4	5	0	1	2	3	4
8. Ajudar o mundo a ser um lugar melhor	1	2	3	4	5	0	1	2	3	4
9. Ter liberdade para decidir a forma de realização do meu trabalho	1	2	3	4	5	0	1	2	3	4
10. Ter um trabalho em que as diferenças individuais são aceitas	1	2	3	4	5	0	1	2	3	4
11. Ter experiências variadas	1	2	3	4	5	0	1	2	3	4
12. Ter um trabalho que aguça minha curiosidade	1	2	3	4	5	0	1	2	3	4
13. Ter estabilidade no emprego	1	2	3	4	5	0	1	2	3	4
14. Ter liberdade para decidir as metas que devo alcançar no trabalho	1	2	3	4	5	0	1	2	3	4
15. Preservar o meio-ambiente	1	2	3	4	5	0	1	2	3	4
16. Realizar um trabalho compatível com meus valores e crenças	1	2	3	4	5	0	1	2	3	4
17. Fazer parte de um negócio ecologicamente sustentável	1	2	3	4	5	0	1	2	3	4
18. Ter um trabalho estimulante	1	2	3	4	5	0	1	2	3	4
19. Competir para vencer desafios	1	2	3	4	5	0	1	2	3	4
20. Conhecer lugares novos	1	2	3	4	5	0	1	2	3	4

21. Ter estabilidade financeira	1	2	3	4	5	0	1	2	3	4
22. Executar tarefas desafiantes	1	2	3	4	5	0	1	2	3	4
23. Pertencer a um grupo de trabalho	1	2	3	4	5	0	1	2	3	4
24. Ter um trabalho interessante	1	2	3	4	5	0	1	2	3	4
25. Conhecer pessoas novas	1	2	3	4	5	0	1	2	3	4
26. Realizar atividades que não arrisquem minha integridade física ou mental	1	2	3	4	5	0	1	2	3	4
27. Ter um trabalho que traga novidades constantes	1	2	3	4	5	0	1	2	3	4
28. Ter poder e status	1	2	3	4	5	0	1	2	3	4
29. Ter um trabalho criativo	1	2	3	4	5	0	1	2	3	4
30. Reconhecer minha insignificância perante a grandiosidade das coisas	1	2	3	4	5	0	1	2	3	4
31. Ser aceito como eu sou pelos meus colegas de trabalho/profissão	1	2	3	4	5	0	1	2	3	4
32. Ser financeiramente bem-sucedido	1	2	3	4	5	0	1	2	3	4
33. Ser admirado pelas pessoas	1	2	3	4	5	0	1	2	3	4
34. Demonstrar minhas competências	1	2	3	4	5	0	1	2	3	4
35. Ser modesto no meu trabalho	1	2	3	4	5	0	1	2	3	4
36. Influenciar outras pessoas	1	2	3	4	5	0	1	2	3	4
37. Ganhar muito dinheiro	1	2	3	4	5	0	1	2	3	4
38. Identificar-me com meus colegas com relação às nossas aspirações e preferências	1	2	3	4	5	0	1	2	3	4
39. Usar minha imaginação no trabalho	1	2	3	4	5	0	1	2	3	4
40. Exercer autoridade sobre outras pessoas	1	2	3	4	5	0	1	2	3	4
41. Ser tratado com respeito e dignidade	1	2	3	4	5	0	1	2	3	4
42. Ter uma boa imagem pessoal	1	2	3	4	5	0	1	2	3	4
43. Ser respeitado e reconhecido pelo meu trabalho	1	2	3	4	5	0	1	2	3	4
44. Satisfazer-me com o que tenho e não desejar mais	1	2	3	4	5	0	1	2	3	4
45. Ser obedecido pelas pessoas	1	2	3	4	5	0	1	2	3	4
46. Cumprir normas e regras bem estabelecidas	1	2	3	4	5	0	1	2	3	4
47. Gostar do que faço	1	2	3	4	5	0	1	2	3	4
48. Ter sucesso no trabalho	1	2	3	4	5	0	1	2	3	4
49. Realizar um trabalho que deixe um legado	1	2	3	4	5	0	1	2	3	4
50. Ter rotinas para realizar o trabalho	1	2	3	4	5	0	1	2	3	4
51. Atender às expectativas que a sociedade tem de mim	1	2	3	4	5	0	1	2	3	4
52. Evitar decepcionar pessoas	1	2	3	4	5	0	1	2	3	4
53. Ter um ambiente de trabalho com hierarquia clara	1	2	3	4	5	0	1	2	3	4
54. Contribuir para o bem-estar de pessoas próximas	1	2	3	4	5	0	1	2	3	4
55. Realizar um trabalho compatível com as crenças e valores da sociedade em que vivo	1	2	3	4	5	0	1	2	3	4
56. Submeter-se à opinião dos outros	1	2	3	4	5	0	1	2	3	4
57. Ajudar meus amigos	1	2	3	4	5	0	1	2	3	4
58. Poder me divertir no trabalho	1	2	3	4	5	0	1	2	3	4
59. Ter um trabalho valorizado socialmente	1	2	3	4	5	0	1	2	3	4
60. Sentir-me bem com o trabalho que realizo	1	2	3	4	5	0	1	2	3	4
61. Executar tarefas que exijam superação	1	2	3	4	5	0	1	2	3	4
62. Demonstrar-me confiável para as pessoas próximas	1	2	3	4	5	0	1	2	3	4
63. Alcançar uma função ou cargo importante	1	2	3	4	5	0	1	2	3	4
64. Suprir necessidades da minha família	1	2	3	4	5	0	1	2	3	4
65. Realizar um trabalho socialmente aceito	1	2	3	4	5	0	1	2	3	4
66. Ter lealdade	1	2	3	4	5	0	1	2	3	4
67. Demonstrar que as pessoas podem contar comigo	1	2	3	4	5	0	1	2	3	4
68. Poder manter meus costumes e tradições culturais no trabalho	1	2	3	4	5	0	1	2	3	4
69. Ter prazer no trabalho	1	2	3	4	5	0	1	2	3	4

## PARTE II

Agora pense novamente em sua carreira. Escreva abaixo, em no máximo 5 palavras, o principal objetivo que você estabeleceu para si mesmo enquanto profissional:

**Meu objetivo profissional é...**

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Você já conseguiu atingir este objetivo?

(  ) **SIM** (pule a próxima pergunta)      (  ) **NÃO** (siga para a próxima pergunta)

Se você respondeu **NÃO** na pergunta anterior, numa escala de 1 a 5, avalie o quanto você acha que está próximo de atingir este objetivo?

1	2	3	4	5
Nada próximo	Pouco próximo	No meio do caminho	Bem próximo	Praticamente lá

O quanto você acha que seu trabalho atual contribui para que você atinja este objetivo?

1	2	3	4	5
Nada	Pouco	Indiferente	Muito	Totalmente

O quanto você está satisfeito com o seu avanço em relação ao seu objetivo de carreira?

1	2	3	4	5
Nada satisfeito	Pouco satisfeito	Mais ou menos satisfeito	Altamente satisfeito	Totalmente satisfeito

O quão realizado profissionalmente você se considera atualmente?

1	2	3	4	5
Nada realizado	Pouco realizado	Mais ou menos realizado	Altamente realizado	Totalmente realizado

## Appendix 3

### Professional Fulfillment Scale – Second version

Neste questionário você deve perguntar a si próprio: “O que considero importante alcançar na minha carreira?”. Essas prioridades constituem suas metas de carreira e, a seguir, há uma lista contendo várias possíveis metas de carreira. Pedimos sua colaboração para avaliar quão importante cada meta é para você como algo que se busca alcançar na sua carreira, marcando com um X o número, à direita de cada valor, que melhor indique a sua opinião. Use a escala de avaliação abaixo:

COMO ALGO QUE BUSCO ALCANÇAR NA MINHA CARREIRA, esta meta é:

1	2	3	4	5
Nada importante	Pouco importante	Importante	Muito importante	Extremamente importante

Quanto maior o número (1, 2, 3, 4, 5), mais importante é a meta como algo que você deseja alcançar na sua carreira. Tente diferenciar, tanto quanto possível, as metas entre si, usando para isso todos os números. Evidentemente, você poderá repetir os números em suas respostas/avaliações.

Ao mesmo tempo em que você avalia a IMPORTÂNCIA de cada meta para você, pedimos que você também avalie o quanto, atualmente, você acha que alcança cada uma das metas apresentadas. Ou seja, esta parte se refere à coluna ALCANCE. Para responder aos itens, utilize a seguinte escala:

O ALCANCE DESTA META NO MOMENTO ATUAL DA MINHA CARREIRA É:

0	1	2	3	4
Nenhum	Baixo	Moderado	Alto	Total

Sendo assim, ao ler cada sentença, você fará duas avaliações:

**3) Qual a importância desta meta para sua carreira?**

**4) O quanto que, no momento atual da sua carreira, você alcança esta meta?**

Vamos lá?

	IMPORTÂNCIA					ALCANCE				
1. Colaborar para o desenvolvimento da sociedade	1	2	3	4	5	0	1	2	3	4
2. Melhorar a vida das pessoas	1	2	3	4	5	0	1	2	3	4
3. Proteger a natureza de ameaças.	1	2	3	4	5	0	1	2	3	4
4. Ajudar o mundo a ser um lugar melhor	1	2	3	4	5	0	1	2	3	4
5. Ter experiências variadas	1	2	3	4	5	0	1	2	3	4
6. Competir para vencer desafios	1	2	3	4	5	0	1	2	3	4
7. Conhecer lugares novos	1	2	3	4	5	0	1	2	3	4
8. Executar tarefas desafiantes	1	2	3	4	5	0	1	2	3	4
9. Ter um trabalho que traga novidades constantes	1	2	3	4	5	0	1	2	3	4
10. Ser tratado com respeito e dignidade	1	2	3	4	5	0	1	2	3	4
11. Ter uma boa imagem pessoal	1	2	3	4	5	0	1	2	3	4
12. Ser respeitado e reconhecido pelo meu trabalho	1	2	3	4	5	0	1	2	3	4
13. Gostar do que faço	1	2	3	4	5	0	1	2	3	4
14. Ter sucesso no trabalho	1	2	3	4	5	0	1	2	3	4
15. Ter rotinas para realizar o trabalho	1	2	3	4	5	0	1	2	3	4
16. Atender às expectativas que a sociedade tem de mim	1	2	3	4	5	0	1	2	3	4
17. Evitar decepcionar pessoas	1	2	3	4	5	0	1	2	3	4
18. Ter um ambiente de trabalho com hierarquia clara	1	2	3	4	5	0	1	2	3	4
19. Realizar um trabalho compatível com as crenças e valores da sociedade em que vivo	1	2	3	4	5	0	1	2	3	4
20. Submeter-se à opinião dos outros	1	2	3	4	5	0	1	2	3	4
21. Sentir-me bem com o trabalho que realizo	1	2	3	4	5	0	1	2	3	4
22. Ter prazer no trabalho	1	2	3	4	5	0	1	2	3	4



## PARTE II

Agora pense novamente em sua carreira. Escreva abaixo, em no máximo 5 palavras, a principal meta que você estabeleceu para si mesmo enquanto profissional:

**Minha meta profissional é...**

---

Você já conseguiu atingir esta meta?

(  ) **SIM**                      (  ) **NÃO**

Se você respondeu **NÃO** na pergunta anterior, numa escala de 1 a 5, avalie o quanto você acha que está próximo de atingir esta meta?

1	2	3	4	5
Nada próximo	Pouco próximo	No meio do caminho	Bem próximo	Praticamente lá

O quanto você acha que seu trabalho atual contribui para que você atinja esta meta?

1	2	3	4	5
Nada	Pouco	Indiferente	Muito	Totalmente

O quanto você está satisfeito com o seu avanço em relação à sua meta de carreira?

1	2	3	4	5
Nada satisfeito	Pouco satisfeito	Mais ou menos satisfeito	Altamente satisfeito	Totalmente satisfeito

O quão realizado profissionalmente você se considera atualmente?

1	2	3	4	5
Nada realizado	Pouco realizado	Mais ou menos realizado	Altamente realizado	Totalmente realizado

## Appendix 4

### Professional Fulfillment Scale – Final version

#### PARTE I

Neste questionário você deve perguntar a si próprio: “O que considero importante alcançar na minha carreira?”. Essas prioridades constituem suas metas de carreira e, a seguir, há uma lista contendo várias possíveis metas de carreira. Pedimos sua colaboração para avaliar quão importante cada meta é para você como algo que se busca alcançar na sua carreira, marcando com um X o número, à direita de cada valor, que melhor indique a sua opinião. Use a escala de avaliação abaixo:

COMO ALGO QUE BUSCO ALCANÇAR NA MINHA CARREIRA, esta meta é:

1	2	3	4	5
Nada importante	Pouco importante	Importante	Muito importante	Extremamente importante

Quanto maior o número (1, 2, 3, 4, 5), mais importante é a meta como algo que você deseja alcançar na sua carreira. Tente diferenciar, tanto quanto possível, as metas entre si, usando para isso todos os números. Evidentemente, você poderá repetir os números em suas respostas/avaliações.

Ao mesmo tempo em que você avalia a IMPORTÂNCIA de cada meta para você, pedimos que você também avalie o quanto, atualmente, você acha que alcança cada uma das metas apresentadas. Ou seja, esta parte se refere à coluna ALCANCE. Para responder aos itens, utilize a seguinte escala:

O ALCANCE DESTA META NO MOMENTO ATUAL DA MINHA CARREIRA É:

0	1	2	3	4
Nenhum	Baixo	Moderado	Alto	Total

Sendo assim, ao ler cada sentença, você fará duas avaliações:

**5) Qual a importância desta meta para sua carreira?**

**6) O quanto que, no momento atual da sua carreira, você alcança esta meta?**

Vamos lá?

	IMPORTÂNCIA					ALCANCE				
	1	2	3	4	5	0	1	2	3	4
1. Colaborar para o desenvolvimento da sociedade <sup>1</sup>										
2. Melhorar a vida das pessoas <sup>1</sup>										
3. Proteger a natureza de ameaças <sup>1</sup>										
4. Ajudar o mundo a ser um lugar melhor <sup>1</sup>										
5. Ter experiências variadas <sup>2</sup>										
6. Conhecer lugares novos <sup>2</sup>										
7. Executar tarefas desafiantes <sup>2</sup>										
8. Ter um trabalho que traga novidades constantes <sup>2</sup>										
9. Gostar do que faço <sup>3</sup>										
10. Ter sucesso no trabalho <sup>3</sup>										
11. Atender às expectativas que a sociedade tem de mim <sup>4</sup>										
12. Evitar decepcionar pessoas <sup>4</sup>										
13. Ter um ambiente de trabalho com hierarquia clara <sup>4</sup>										
14. Realizar um trabalho compatível com as crenças e valores da sociedade em que vivo <sup>4</sup>										
15. Sentir-me bem com o trabalho que realizo <sup>3</sup>										
16. Ter prazer no trabalho <sup>3</sup>										

Nota: 1=Auto-transcendência (*self-transcendence*); 2=Abertura à mudança (*Openness to change*); 3=Autopromoção (*self-enhancement*); 4=Conservação (*Conservation*).

## PARTE II

Agora pense novamente em sua carreira. Escreva abaixo, em no máximo 5 palavras, a principal meta que você estabeleceu para si mesmo enquanto profissional:

### 1. Minha meta profissional é...

---

2. Você já conseguiu atingir esta meta?

( ) **SIM**                      ( ) **NÃO**

3. Se você respondeu **NÃO** na pergunta anterior, numa escala de 1 a 5, avalie o quanto você acha que está próximo de atingir esta meta:

1	2	3	4	5
Nada próximo	Pouco próximo	No meio do caminho	Bem próximo	Praticamente lá

4. O quanto você acha que seu trabalho atual contribui para que você atinja esta meta?

1	2	3	4	5
Nada	Pouco	Indiferente	Muito	Totalmente

5. O quanto você está satisfeito com o seu avanço em relação à sua meta de carreira?

1	2	3	4	5
Nada satisfeito	Pouco satisfeito	Mais ou menos satisfeito	Altamente satisfeito	Totalmente satisfeito

6. O quão realizado profissionalmente você se considera atualmente?

1	2	3	4	5
Nada realizado	Pouco realizado	Mais ou menos realizado	Altamente realizado	Totalmente realizado

## Appendix 5

*Scales used for divergent validity – Study 1a*

### ESCALA DE SATISFAÇÃO GERAL NO TRABALHO

*Silva, Azevedo e Dias (1995)*

Leia os itens abaixo e escolha a alternativa que melhor corresponde à avaliação que você faz do sua satisfação geral com o trabalho.

1 Nunca	2 Raramente	3 Às vezes	4 Frequentemente	5 Sempre
------------	----------------	---------------	---------------------	-------------

ITEM	Opinião sobre o item						
1. No Geral, estou muito satisfeito (a) com este trabalho?	1	2	3	4	5	6	7
2. Penso frequentemente em abandonar este trabalho?	1	2	3	4	5	6	7
3. No geral, sinto-me satisfeito (a) com o tipo de trabalho que faço?	1	2	3	4	5	6	7
4. A maior parte das pessoas neste trabalho sentem-se muito satisfeitas com o trabalho que fazem?	1	2	3	4	5	6	7
5. As pessoas neste trabalho pensam frequentemente em abandoná-lo?	1	2	3	4	5	6	7

### ESCALA DE BEM-ESTAR NO TRABALHO

*Paschoal e Tamayo (2008)*

Para responder a esta parte do questionário, utilize a escala abaixo e escreva o número que melhor expressa sua resposta ao lado de cada item.

Nem um pouco	Um pouco	Moderadamente	Bastante	Extremamente
1	2	3	4	5

Nos últimos seis meses, meu trabalho tem me deixado...

- |                    |                       |                     |
|--------------------|-----------------------|---------------------|
| 1) alegre ____     | 8) animado ____       | 15) incomodado ____ |
| 2) preocupado ____ | 9) chateado ____      | 16) nervoso ____    |
| 3) disposto ____   | 10) impaciente ____   | 17) empolgado ____  |
| 4) contente ____   | 11) entusiasmado ____ | 18) tenso ____      |
| 5) irritado ____   | 12) ansioso ____      | 19) orgulhoso ____  |
| 6) deprimido ____  | 13) feliz ____        | 20) com raiva ____  |
| 7) entediado ____  | 14) frustrado ____    | 21) tranqüilo ____  |

Agora você deve indicar o quanto as afirmações abaixo representam suas opiniões sobre o seu trabalho. Para responder aos itens, utilize a escala seguinte e assinalo o número que melhor corresponde à sua resposta.

Discordo Totalmente	Discordo	Concordo em parte	Concordo	Concordo Totalmente
1	2	3	4	5

Neste trabalho...

1) Realizo o meu potencial	1	2	3	4	5
2) Desenvolvo habilidades que considero importantes	1	2	3	4	5
3) Realizo atividades que expressam minhas capacidades	1	2	3	4	5
4) Consigo recompensas importantes para mim	1	2	3	4	5
5) Supero desafios	1	2	3	4	5
6) Atinjo resultados que valorizo	1	2	3	4	5
7) Avanço nas metas que estabeleci para minha vida	1	2	3	4	5
8) Faço o que realmente gosto de fazer	1	2	3	4	5
9) Expresso o que há de melhor em mim	1	2	3	4	5

### ESCALA DE PERCEPÇÃO ATUAL DE DESENVOLVIMENTO PROFISSIONAL Mourão, Puente-Palacios, Porto e Monteiro (2012)

As frases abaixo abordam a temática desenvolvimento profissional. Leia cada frase com atenção e, pensando em sua situação atual, avalie o quanto você concorda ou discorda de cada uma delas. Escolha o ponto da escala abaixo que melhor descreve a sua opinião e registre o número correspondente nos parênteses antes de cada frase.

0	1	2	3	4	5	6	7	8	9	10
Discordo					Concordo					
Totalmente					Totalmente					

1. ( ) Atualmente domino todas as habilidades necessárias para a realização do meu trabalho.
2. ( ) Minha chefia já fez elogios sobre o meu desenvolvimento como profissional.
3. ( ) Atualmente, sinto-me bem preparado para realizar as atividades que me são destinadas.
4. ( ) Tive um expressivo desenvolvimento profissional desde que comecei a trabalhar.
5. ( ) Meus colegas elogiam meu crescimento profissional.
6. ( ) Com meus conhecimentos atuais, consigo realizar satisfatoriamente o meu trabalho.
7. ( ) Tenho me tornado um profissional mais qualificado.
8. ( ) Considero que meu desempenho como profissional tem melhorado.

As frases abaixo abordam a temática desenvolvimento profissional. Leia cada frase com atenção e responda nas duas colunas, considerando, respectivamente, o seu grau de preparo para a realização de cada item listado, no momento em que começou a trabalhar e no momento atual. Em cada caso, escolha o ponto da escala abaixo que melhor descreve a sua opinião e registre o número correspondente nos parênteses antes de cada frase.

0	1	2	3	4	5	6	7	8	9	10
Nenhum					Totalmente					
Preparo					Preparado					

Aspectos a serem avaliados	Grau de preparo quando começou a trabalhar para...	Grau de preparo atual para...
1. Realizar as atividades de forma autônoma	( )	( )
2. Planejar o trabalho	( )	( )
3. Executar as tarefas demandadas	( )	( )

4. Tomar decisão na realização das tarefas	( )	( )
5. Trabalhar em equipe	( )	( )
6. Fazer auto-avaliação do seu desempenho	( )	( )
7. Propor melhorias	( )	( )
8. Demonstrar conhecimento técnico	( )	( )
9. Trabalhar sozinho	( )	( )
10. Interagir com os colegas	( )	( )
11. Atuar nos diferentes processos de trabalho	( )	( )
12. Ter atitudes adequadas ao ambiente de trabalho	( )	( )
13. Interagir com a chefia	( )	( )

## ESCALA DE PERCEPÇÃO DE SUCESSO NA CARREIRA *Costa (2010)*

Todas as questões a seguir devem ser respondidas levando em consideração a SUA interpretação sobre as SUAS realizações em relação à carreira, ou seja, à sequência de posições ocupadas e de trabalhos realizados até este momento em sua vida profissional. Portanto, responda levando em consideração:

- Todo o seu progresso profissional e todos os trabalhos que você desenvolveu até hoje;
- Incluindo trabalhos voluntários;
- Sem se prender a um tipo de trabalho específico que você desenvolve hoje;
- Ou a uma organização específica para a qual você trabalha hoje.

A seguir estão listadas várias frases com percepções que você pode ter em relação a sua carreira, seu trabalho e sua vida pessoal ligada ao trabalho. Para cada item, você deve escolher e escrever, entre os parênteses, um grau entre 1 e 5 conforme você discorda totalmente (1) ou concorda totalmente (5).

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Discordo totalmente</b>	<b>Discordo</b>	<b>Nem concordo, nem discordo</b>	<b>Concordo</b>	<b>Concordo totalmente</b>

1. Encontro soluções criativas para os problemas que aparecem em minhas atividades profissionais.	1	2	3	4	5
2. Tenho recebido recompensas justas comparadas com as de outras pessoas que conheço (não só na minha área).	1	2	3	4	5
3. Apresento ideias fora do comum.	1	2	3	4	5
4. A remuneração que recebo por minhas atividades profissionais é justa, pelo que já investi na carreira.	1	2	3	4	5
5. Minha carreira me permite desfrutar a vida fora do trabalho.	1	2	3	4	5
6. Os trabalhos que tenho desenvolvido são cada vez mais complexos.	1	2	3	4	5
7. Coopero com a gestão dos negócios em que estou envolvido.	1	2	3	4	5
8. Minha carreira é ética.	1	2	3	4	5
9. Tenho uma vida equilibrada.	1	2	3	4	5
10. Tenho orgulho do que faço profissionalmente.	1	2	3	4	5
11. Tenho uma clara identidade profissional construída ao longo da minha carreira	1	2	3	4	5
12. Meu(s) trabalho(s) é(são) importante(s) para a(s) organização(ões) onde atuo.	1	2	3	4	5
13. Minha carreira é reconhecida pelos meus amigos e familiares.	1	2	3	4	5
14. Tenho construído bons relacionamentos durante a carreira.	1	2	3	4	5

15. Tenho atingido as metas de desempenho com competência.	1	2	3	4	5
16. Hoje atuo em níveis hierárquicos coerentes com minha capacidade.	1	2	3	4	5
17. Estou tranquilo sobre meu futuro quanto às minhas necessidades financeiras e materiais.	1	2	3	4	5
18. Ajudo meus colegas de trabalho.	1	2	3	4	5
19. Sinto-me feliz com minha vida profissional.	1	2	3	4	5
20. Posso ser considerado um profissional de competência diferenciada.	1	2	3	4	5
21. Os desafios que enfrento no trabalho são coerentes com minhas competências.	1	2	3	4	5
22. Tenho estabilidade em minha vida profissional.	1	2	3	4	5
23. Os trabalhos que executo compreendem grande variedade de tarefas.	1	2	3	4	5
24. Estou constantemente aprendendo e me desenvolvendo em minha carreira.	1	2	3	4	5
25. Tenho criado inovações importantes durante minha carreira profissional.	1	2	3	4	5
26. Não tenho violado meus valores enquanto exerço minha carreira.	1	2	3	4	5
27. Estou tranquilo quanto a ter emprego ou trabalho no futuro.	1	2	3	4	5
28. Tenho uma boa rede de contatos profissionais.	1	2	3	4	5
29. Eu e as equipes com quem trabalho temos alcançado resultados de sucesso juntos.	1	2	3	4	5
30. Minha carreira é compatível com minhas vocações.	1	2	3	4	5
31. Tenho sucesso nas avaliações da minha competência.	1	2	3	4	5
32. As oportunidades de promoção que vejo pela frente são coerentes com meus interesses.	1	2	3	4	5
33. Sou feliz com minha vida pessoal/familiar.	1	2	3	4	5
34. Sou competente na realização das minhas atividades profissionais.	1	2	3	4	5
35. Os clientes das minhas atividades profissionais reconhecem meu trabalho.	1	2	3	4	5
36. Meu trabalho gera efeitos positivos na sociedade.	1	2	3	4	5
37. Tenho alcançado minhas metas de nível hierárquico (ou cargos) em minha carreira.	1	2	3	4	5
38. Os trabalhos que desenvolvo atualmente em minha carreira exigem um alto nível de competência.	1	2	3	4	5
39. Tenho controle sobre as fronteiras entre o meu tempo pessoal, da família e do trabalho.	1	2	3	4	5
40. Sou reconhecido pelos meus superiores.	1	2	3	4	5
41. Minha carreira tem impacto positivo na comunidade.	1	2	3	4	5
42. Sou reconhecido pelos colegas de trabalho.	1	2	3	4	5
43. O prestígio (ou <i>status</i> ) profissional da minha posição hierárquica está de acordo com meus interesses.	1	2	3	4	5
44. Meu(s) trabalho(s) é(são) útil(eis) para a vida das outras pessoas.	1	2	3	4	5
45. Tenho várias oportunidades de trabalho disponíveis.	1	2	3	4	5
46. Meus colegas de trabalho me ajudam.	1	2	3	4	5
47. Sou importante onde atuo.	1	2	3	4	5
48. Minha renda supre as minhas necessidades e as de meus dependentes	1	2	3	4	5

## APPENDIX 6

### Scales used in Study 2

#### ESCALA DE ORIENTAÇÃO PARA METAS DE ALCANCE

A seguir você encontrará uma série de frases que abordam aspectos da sua vida profissional. Use a chave de respostas abaixo para informar o seu grau de concordância com o significado da frase. Quanto maior o número, mais você concorda com a frase. Assinale apenas uma resposta por frase, e, por favor, não deixe nenhum item sem resposta.

1	2	3	4	5	6	7
É totalmente <b>falso</b> a meu respeito						É totalmente <b>verdadeiro</b> a meu respeito

1. Minha principal meta no trabalho é evitar falhar nas tarefas requeridas para a minha função.	1	2	3	4	5	6	7
2. Eu apenas tento não ser incompetente ao desempenhar as habilidades e tarefas necessárias para a minha função.	1	2	3	4	5	6	7
3. Eu espero ser capaz de dominar habilidades suficientes para ser competente na minha função.	1	2	3	4	5	6	7
4. Quando eu estou engajado em uma tarefa no trabalho, eu me pego pensando muito sobre o que eu preciso fazer para não falhar.	1	2	3	4	5	6	7
5. No trabalho, meu foco é em não piorar o que eu já fiz na minha função no passado.	1	2	3	4	5	6	7
6. Minha meta é evitar ser incompetente ao desempenhar as habilidades e tarefas necessárias para a minha função.	1	2	3	4	5	6	7
7. Eu evito assumir novas tarefas no trabalho quando estou incerto se serei capaz de aprender ou dominar tais tarefas.	1	2	3	4	5	6	7
8. Com frequência eu penso que eu talvez não seja capaz de dominar todas as habilidades requeridas para a minha função.	1	2	3	4	5	6	7
9. Eu espero ser capaz de manter habilidades suficientes para ser competente na minha função.	1	2	3	4	5	6	7
10. No trabalho, com frequência eu sinto que não sou capaz de dominar o que é necessário para realizar a minha função.	1	2	3	4	5	6	7
11. No trabalho, eu tento evitar que o meu desempenho nas tarefas requeridas para a minha função seja ruim.	1	2	3	4	5	6	7
12. Eu estou disposto a escolher uma tarefa desafiante no trabalho com a qual eu possa aprender bastante.	1	2	3	4	5	6	7
13. Para mim, o desenvolvimento das minhas habilidades no trabalho é importante o suficiente para correr riscos.	1	2	3	4	5	6	7
14. Com frequência eu procuro oportunidades para desenvolver novas habilidades e conhecimentos.	1	2	3	4	5	6	7
15. Eu gosto de tarefas difíceis e desafiadoras no trabalho, que me façam aprender novas habilidades.	1	2	3	4	5	6	7
16. Eu gosto de mostrar que eu posso ter um melhor desempenho do que meus colegas de trabalho.	1	2	3	4	5	6	7
17. Eu prefiro trabalhar em projetos nos quais eu possa provar minhas habilidades para os outros.	1	2	3	4	5	6	7
18. Eu tento descobrir o que é necessário para provar minha habilidade para os outros no trabalho.	1	2	3	4	5	6	7
19. Eu gosto quando as pessoas no meu trabalho sabem o quanto eu estou indo bem no trabalho.	1	2	3	4	5	6	7
20. Eu evitaria assumir uma nova tarefa se houvesse chance de eu parecer muito incompetente para as outras pessoas.	1	2	3	4	5	6	7
21. Evitar mostrar pouca habilidade é mais importante para mim do que aprender uma	1	2	3	4	5	6	7



nova habilidade.							
22. Eu prefiro evitar situações no trabalho nas quais eu poderia ter um desempenho ruim.	1	2	3	4	5	6	7
23. Eu tenho receio de assumir uma tarefa no trabalho se o meu desempenho nela puder revelar que eu tenho poucas habilidades.	1	2	3	4	5	6	7

## ESCALA DE AUTOESTIMA DE ROSENBERG

Leia cada frase com atenção e faça um círculo em torno da opção mais adequada, de acordo com a escala abaixo:

1	2	3	4
Discordo totalmente	Discordo	Concordo	Concordo totalmente

1. Eu sinto que sou uma pessoa de valor, no mínimo, tanto quanto as outras pessoas.	1	2	3	4
2. Eu acho que eu tenho várias boas qualidades.	1	2	3	4
3. Levando tudo em conta, eu penso que eu sou um fracasso.	1	2	3	4
4. Eu acho que sou capaz de fazer as coisas tão bem quanto a maioria das pessoas.	1	2	3	4
5. Eu acho que eu não tenho muito do que me orgulhar.	1	2	3	4
6. Eu tenho uma atitude positiva com relação a mim mesmo.	1	2	3	4
7. No conjunto, eu estou satisfeito comigo.	1	2	3	4
8. Eu gostaria de poder ter mais respeito por mim mesmo.	1	2	3	4
9. Às vezes eu me sinto inútil.	1	2	3	4
10. Às vezes eu acho que não presto para nada.	1	2	3	4

## APPENDIX 7

### *Scales used in Study 3*

#### **ESCALA DE BEM-ESTAR SUBJETIVO**

*Albuquerque e Tróccoli (2004)*

Gostaria de saber como você tem se sentido ultimamente. Esta escala consiste de algumas palavras que descrevem diferentes sentimentos e emoções. Não há respostas certas ou erradas. O importante é que você seja o mais sincero possível. Leia cada item e depois escreva o número que expressa sua resposta no espaço ao lado da palavra, de acordo com a seguinte escala.

1	2	3	4	5
Nem um pouco	Um pouco	Moderadamente	Bastante	Extremamente

Ultimamente tenho me sentido ...

- |                       |                        |                        |
|-----------------------|------------------------|------------------------|
| 1) aflito _____       | 17) transtornado _____ | 33) abatido _____      |
| 2) alarmado _____     | 18) animado _____      | 34) amedrontado _____  |
| 3) amável _____       | 19) determinado _____  | 35) aborrecido _____   |
| 4) ativo _____        | 20) chateado _____     | 36) agressivo _____    |
| 5) angustiado _____   | 21) decidido _____     | 37) estimulado _____   |
| 6) agradável _____    | 22) seguro _____       | 38) incomodado _____   |
| 7) alegre _____       | 23) assustado _____    | 39) bem _____          |
| 8) apreensivo _____   | 24) dinâmico _____     | 40) nervoso _____      |
| 9) preocupado _____   | 25) engajado _____     | 41) empolgado _____    |
| 10) disposto _____    | 26) produtivo _____    | 42) vigoroso _____     |
| 11) contente _____    | 27) impaciente _____   | 43) inspirado _____    |
| 12) irritado _____    | 28) receoso _____      | 44) tenso _____        |
| 13) deprimido _____   | 29) entusiasmado _____ | 45) triste _____       |
| 14) interessado _____ | 30) desanimado _____   | 46) agitado _____      |
| 15) entediado _____   | 31) ansioso _____      | 47) envergonhado _____ |
| 16) atento _____      | 32) indeciso _____     |                        |

Agora você encontrará algumas frases que podem identificar opiniões que você tem sobre a sua própria vida. Por favor, para cada afirmação, marque com um X o número que expressa o mais fielmente possível sua *opinião* sobre sua vida atual. Não existe resposta certa ou errada, o que importa é a sua sinceridade.

1	2	3	4	5
Discordo plenamente	Discordo	Não sei	Concordo	Concordo plenamente

1. Estou satisfeito com minha vida	1	2	3	4	5
2. Tenho aproveitado as oportunidades da vida	1	2	3	4	5
3. Avalio minha vida de forma positiva	1	2	3	4	5
4. *Sob quase todos os aspectos minha vida está longe do meu ideal de vida	1	2	3	4	5
5. *Mudaria meu passado se eu pudesse	1	2	3	4	5
6. Tenho conseguido tudo o que esperava da vida	1	2	3	4	5
7. A minha vida está de acordo com o que desejo para mim	1	2	3	4	5
8. Gosto da minha vida	1	2	3	4	5
9. *Minha vida está ruim	1	2	3	4	5
10. *Estou insatisfeito com minha vida	1	2	3	4	5
11. *Minha vida poderia estar melhor	1	2	3	4	5
12. *Tenho mais momentos de tristeza do que de alegria na minha vida	1	2	3	4	5
13. *Minha vida é "sem graça"	1	2	3	4	5
14. Evitar decepcionar pessoas	1	2	3	4	5
15. Minhas condições de vida são muito boas	1	2	3	4	5
16. Considero-me uma pessoa feliz	1	2	3	4	5

## ESCALA DE FLORESCIMENTO NO TRABALHO

*Mendonça, Caetano, Ferreira, Sousa e Silva (2013)*

Assinale agora, por favor, em que medida concorda ou discorda com cada uma das informações abaixo

1	2	3	4	5	6	7
Discordo completamente	Discordo em grande parte	Discordo	Nem concordo, nem discordo	Concordo	Concordo em grande parte	Concordo completamente

1. Em meu trabalho, as minhas relações sociais me dão suporte e são recompensadoras.	1	2	3	4	5	6	7
2. Em meu trabalho, estou envolvido (a) e interessado (a) nas atividades diárias que executo.	1	2	3	4	5	6	7
3. Em meu trabalho, contribuo ativamente para a felicidade e o bem-estar dos outros.	1	2	3	4	5	6	7
4. Em meu trabalho, sou competente e capaz de fazer as atividades que são importantes para mim.	1	2	3	4	5	6	7
5. O meu trabalho contribui para que eu seja uma boa pessoa e viva uma boa vida.	1	2	3	4	5	6	7
6. O meu trabalho contribui para que eu seja otimista acerca do futuro.	1	2	3	4	5	6	7
7. O meu trabalho contribui para que eu leve uma vida com propósito e significado.	1	2	3	4	5	6	7
8. Em meu trabalho, as pessoas me respeitam.	1	2	3	4	5	6	7

## APPENDIX 8

### *Standard sociodemographic questionnaire*

Dando continuidade, ainda contamos com um pouco mais da sua paciência. Agradeceríamos se pudesse nos informar os dados solicitados nesta última parte.

**1) Idade:**

até 25 anos                       de 36 a 45 anos

de 26 a 30 anos     de 46 a 55 anos

de 31 a 35 anos     mais de 55 anos

**2) Sexo:**  Masculino  Feminino

**3) Estado civil:**

Solteiro (a)     Casado (a)                       Outro – Qual? \_\_\_\_\_

**4) Religião:**  Não tenho                       Tenho – Qual? \_\_\_\_\_

**5) Escolaridade:**

Ensino fundamental completo     Ensino médio completo

Cursando ensino superior     Ensino superior completo

Cursando pós-graduação     Pós-graduado (a)

**6) Qual é a sua profissão/trabalho?** \_\_\_\_\_

**7) Você ocupa cargo de chefia?**  Sim                       Não

**8) Há quanto tempo você trabalha na mesma organização (Responda em ANOS)?** \_\_\_\_\_