

What Affects Perceived Job Stress? Influence of Work Passion and Goal Orientation

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Abstract

The dualistic model of passion theorizes that passion is multidimensional, consisting of both harmonious passion and obsessive passion. Similarly, theories regarding goal orientation assert that goal orientation is a multifaceted construct, consisting of a learning goal orientation, prove performance goal orientation, and avoid performance goal orientation. Specifically, this study aimed to determine if the combination of an employee's work goal orientation and passion for work is predictive of the amount of job stress he or she perceives. Data from individuals ($N=116$) employed full-time were collected through Amazon's Mechanical Turk platform. Only obsessive work passion was found to be positively related to perceived job stress. Similarly, only obsessive work passion was a significant predictor of perceived job stress both when prove performance goal orientation was held constant and when avoid performance goal orientation was held constant. Each dimension of work domain goal orientation was not significantly related to either type of passion, nor were they related to or predictive of perceived job stress. Limitations and implications are also discussed.

What Affects Perceived Job Stress? Influence of Work Passion and Goal Orientation

Many individuals who hold full-time jobs take on many work roles in addition to family and life roles. Employees often report high levels of stress due to the intensity of stressors, role demands, and role conflict (Jex & Britt, 2014). For instance, in the current marketplace, emphasis is frequently placed on performance outcomes to the extent that employees often experience overwhelming strains and stress (Damon et al., 2005).

For decades, researchers have sought to identify factors which influence work outcomes such as stress and performance. Passion is a construct which has recently received increased attention by both employers and researchers (Yahui & Jian, 2015). For those passionate about their jobs, work is the object of their passion—an activity which one internalizes and engages in due to passion (Birkeland & Buch, 2015). Passion has been traditionally cast in a positive light (Yahui & Jian, 2015). However, research has shown that not all passion is related to positive outcomes. To aid in explaining this phenomenon, the dualistic model of passion was developed (Vallerand et al., 2003). Additionally, since goal-setting and achievement contexts frequently occur in organizational settings, researchers have explored how goal orientation, or one's disposition for goal-setting ability in achievement settings, aids in explaining motivation, interests, and behaviors in employees (VandeWalle, 1997). Goal orientation is typically considered dispositional in nature, but in some cases, contextual and situational factors have been found to activate a state goal orientation, suggesting that organizations may be able to manipulate environmental facets to incite the most beneficial state goal orientation (Button, Matieu, and Zajac, 1996; VandeWalle, 1997).

Adaptive and potentially malleable characteristics, such as passion and goal orientation, may influence the way an employee perceives his or her environment and the challenges he or she faces. Knowing the most advantageous combination of work passion and goal orientation may allow employers to select the employees most likely to perceive work to be appropriately stressful and therefore perform at their highest level. However, little is known about the linkages among work passion, work domain goal orientation, and perceived job stress.

The Dualistic Model of Passion: Harmonious and Obsessive Passion

Vallerand et al. (2003) defined passion as “a strong inclination toward an activity that people like, that they find important, and in which they invest time and energy” (p. 757). Furthermore, they asserted that passion is multifaceted, with two distinct dimensions: harmonious and obsessive passion. Therefore, it is often referred to as a dualistic model of passion. Both types of passion involve motivation, liking of an activity, and investment; however, the distinction lies in how one internalizes an activity. Vallerand et al. posited that there are certain activities which become so central to an individual’s identity that the activity can come to define the individual and become an integral part of his or her self-concept. These activities often fulfill inherent psychological needs such as autonomy, competence, and relatedness. This internalization of an activity can occur in either an autonomous or controlled manner, which is what differentiates harmonious and obsessive passion (Vallerand et al., 2003).

Harmonious passion involves autonomous internalization, in which the acceptance of an activity as highly valuable and defining oneself in relation to the activity occurs. Autonomous internalization produces a motivational force, which prompts those

with harmonious passion for an activity to engage in it (Yahui & Jian, 2015). This type of passion involves freely choosing to participate in an activity out of one's own volition. It is labeled as harmonious because the activity is considered to be in harmony with other aspects of the person's identity (Vallerand et al., 2003; Yahui & Jian, 2015).

Obsessive passion occurs when activities which are the object of passion are internalized in a controlled manner (Vallerand et al., 2003). Controlled internalization involves either external contingencies or pressures which compel a person to engage in an activity or irrepressible excitement that comes from engaging in the passionate activity (Vallerand et al., 2003; Yahui & Jian, 2015). Obsessive passion is generally considered to be the more maladaptive of the two types of passion, even if the person reports enjoying the activity. It is labeled obsessive and considered maladaptive because the individual cannot help but participate in the passionate activity to the extent that it takes up a large portion of his or her life and conflicts with other activities. Obsessive passions typically consume a significant and unhealthy portion of a person's identity, where removal of the ability to perform that activity results in losing a sense of self (Vallerand et al., 2003).

Separating Work Passion from Similar Constructs

Researchers have studied constructs comparable to passion, such as intrinsic and extrinsic motivation, engagement, and commitment (Birkeland & Buch, 2015; Frey, 1997; Tladinyane, Schreuder, & Coetzee, 2014). While work passion may appear to be similar to these constructs, it is distinctive in its own right. Some have made comparisons between harmonious passion and intrinsic motivation; however, harmonious passion involves the notions of not only liking the activity (comparable to intrinsic motivation), but also finding the activity important to oneself and defining oneself in relation to that

activity. Similar comparisons have been made between obsessive passion and extrinsic motivation, but it is important to note that Vallerand and colleagues initially defined obsessive passion as potentially developing without the presence of external pressures or stimuli. Additionally, the unidimensional nature of other constructs, such as engagement and commitment, lacks ability to explain the dark side of how one interacts with his or her work in the way that the dualistic model of passion can (Birkeland & Buch, 2015).

Outcomes of Passion at Work

Researchers have examined passion for work activities and how work passion is related to and influences individual and organizational outcomes such as performance, engagement, motivation, satisfaction, and well-being (Astakhova, 2015; Birkeland, & Buch, 2015; Forest, Mageau, Sarrazin, & Morin, 2011; Houliort, Philippe, Vallerand, & Ménard, 2013; Trépanier, Fernet, Austin, Forest, & Vallerand, 2014). Passion for one's work has been traditionally viewed as a positive and desired quality in employees (Yahui & Jian, 2015). However, research suggests that not all passion is equal. In fact, some types and levels of passion may not be considered favorable, desirable, or valuable (Ho, Wong, & Lee, 2011). These findings lead some to believe that the dualistic model of passion may be more comprehensive, when compared to unidimensional constructs such as job engagement, in explaining complex concepts such as employee engagement and interaction with work (Thorgren, Wincent, & Sirén, 2013). Therefore, most recent research regarding passion and organizational outcomes utilizes the framework of the dualistic model of passion (Yahui & Jian, 2015).

Research has shown that harmonious passion is generally related to positive outcomes, while obsessive passion is generally related to negative outcomes (Bélanger et

al., 2015; Burke & Fiksenbaum, 2009; Thorgren et al., 2013). For instance, various studies have found that harmonious passion is positively related to work satisfaction, life satisfaction, work engagement, performance, sense of control, concentration at work, and psychological well-being (Birkeland, & Buch, 2015; Forest et al., 2011; Ho et al., 2011; Houliort et al., 2013; Trépanier et al., 2014). Harmonious passion also was found to predict mental health, vitality, and affective commitment (Forest et al., 2011). Additionally, harmonious passion has been negatively related to depression, turnover intention, and burnout (Birkeland, & Buch, 2015; Houliort et al., 2013; Trépanier et al., 2014). On the contrary, obsessive passion has been repeatedly linked to negative work outcomes (Bélanger et al., 2015; Forest et al., 2011; Houliort et al., 2013; Trépanier et al., 2014). For instance, obsessive work passion has been positively correlated with depression, turnover intention, and burnout (Houliort et al., 2013; Trépanier et al., 2014). Moreover, Forest et al. (2011) found that obsessive passion was predictive of psychological distress. Obsessive passion has also been repeatedly found to have a negative relationship with psychological well-being (Bélanger et al., 2015; Burke & Fiksenbaum, 2009; Forest et al., 2011).

Goal Orientation: Learning, Avoid Performance, and Prove Performance

Goal orientation has come to be defined as, “an individual disposition toward developing or validating one’s ability in achievement settings” (VandeWalle, 1997, p. 995). Goal orientation involves choice behavior, stemming from either conscious or unconscious awareness, which results in certain behavioral patterns from which insights can be drawn in regards to goal orientation disposition (DeShon & Gillespie, 2005). Dweck (1986) was the first theorist to propose two types of goal orientation: learning and

performance. Button et al. (1996) found these two dimensions are dispositional, in that each person defaults to a particular response pattern if not affected by salient situational cues which may cause them to adopt a novel response pattern in specific circumstances. Vandewalle (1997), however, posited that goal performance is a three-factor construct, in which performance goal orientation is further broken down into an avoid performance and prove performance goal orientation. He asserted that these three goal orientations can help account for variance in motivation, interests, and behaviors in employees.

Those with a learning goal orientation strive for mastery of a subject or field. They seek to cultivate competence through skills and the mastery of navigating situations (Dweck, 1986). Persons with a learning goal orientation often seek challenges and desire to learn new information, methods, and skills through any given activity. These individuals have the tendency to respond adaptively to difficult situations and even failure, as they approach tasks with a more optimistic outlook. Failure is viewed as feedback, performance and affect are sustained or increased, and striving does not cease when obstacles are met (Button et al., 1996; DeShon & Gillespie, 2005).

Individuals with the performance goal orientation either desire to demonstrate—through task performance—their abilities and competence or seek to avoid negative consequences and judgments associated with the inability to perform a task. When a performance goal orientation is adopted, the individual often engages in maladaptive response patterns such as avoidance of challenging tasks, self-handicapping when faced with difficulty, reduced performance in the face of adversity, and even complete withdrawal from the activity (Button et al., 1996; DeShon & Gillespie, 2005). With this

orientation, failure is often ascribed to one's lack of ability and often results in the display of negative affect (Button et al., 1996).

VandeWalle (1997) split the original definition of a performance goal orientation in half, since previous research had shown that prove performance and avoid performance goal orientations had different outcomes. A prove performance goal orientation is when an individual seeks, "to demonstrate and validate the adequacy of one's competence by seeking favorable judgments" (VandeWalle, 1997, p. 997). Additionally, those with a prove performance goal orientation orient themselves in a manner in which demonstrating their ability in relation to others is central to their self-identity. This often means "the self becomes salient rather than the task" (Middleton & Midgley, 1997, p. 711). According to VandeWalle (1997), the latter half of Dweck's performance goal orientation definition should be an independent dimension of goal orientation. He proposed that an avoid performance goal orientation involves "avoiding negative judgments about one's competence" (VandeWalle, 1997, p. 997). However, Elliot, Shell, Henry, and Maier (2005) found that this approach toward goals can actually hinder performance attainment.

Passion and Goal Orientation

Harmonious Work Passion and Learning Goal Orientation

Both harmonious passion and a learning goal orientation are conceptually similar and related to intrinsic motivation (Curran, Hill, Appleton, Vallerand, & Standage, 2015; Lee, McInerney, Liem, & Ortiga, 2010; Vallerand et al., 2008). Individuals with a learning goal orientation *strive* for mastery of a subject, skill, or competency rather than seek to perform a task to either prove their capability or avoid consequences

(VandeWalle, 1997). According to Lee et al. (2010), the main focus for those with a learning goal orientation relates to the intrinsic value associated with acquiring new skills, knowledge, and abilities. In fact, research suggests that in regards to challenging tasks, mastery goals are related to high intrinsic motivation (Bonneville-Roussy, Lavigne, & Vallerand, 2011). Those with a learning goal orientation hold the belief that the key to success is the effort one puts forth and therefore, they strive to develop understanding, competency, and mastery of new information and skills. These individuals strive for personal improvement and feel a sense of joy when this is accomplished, as opposed to comparing themselves to the performance of others or trying to win favorable judgments from others (Lee et al., 2010).

Similarly, external pressures are not what compel an individual to engage in the activity that is the object of his or her harmonious passion; rather, harmonious passion is characterized by the internalization of an activity, or integration of the activity into an individual's self-concept, in which an individual freely engages in the activity. The activity is considered to be in harmony with other activities in the individual's life (Vallerand et al., 2003). In a meta-analytic review of passion literature, Curran et al. (2015) found a significant positive correlation between harmonious passion and a learning goal orientation. Additionally, in a study of elite musicians, Bonneville-Roussy et al. (2011) were able to link both dimensions of passion to three types of goals, which are conceptually similar to VandeWalle's three dimensions of goal orientation. In fact, analyses revealed that the presence of harmonious passion predicted a musician's use of mastery goals. Harmoniously passionate musicians sought to continue playing and

performing with little external pressures or comparison to others; rather, they reported freely choosing to play and practice as a means to master the instrument.

Harmonious passion and a learning goal orientation have been shown to be conceptually connected (Vallerand et al., 2008). However, there appears to be little research conducted specifically regarding the direct relationship between harmonious work passion and a work domain learning goal orientation. Therefore, this study aims to establish a relationship between these two constructs. It is hypothesized that employees who experience harmonious work passion will also display a work domain learning goal orientation, while those low in harmonious work passion will also be low in the dimension of a work domain learning goal orientation.

Hypothesis 1: Harmonious work passion is positively related to the work domain learning goal orientation.

Obsessive Passion and the Performance Goal Orientations

Lee et al. (2010) asserted that for those with a performance goal orientation, their focus in an achievement setting remains both on their ability to surpass others, or achieve much with little effort focus, and the element of public recognition they receive that provides them with a sense of self-worth and identity. Individuals with a performance goal orientation rely on comparing themselves and their performance against the performance of others, norms, and external standards, which results in a sense of self-worth that is relative to external factors. This comparative disposition, in turn, means that their sense of self-worth and identity are easily threatened, such as a scenario in which they exert much effort without success or recognition (Lee et al., 2010). Just as those with a performance goal orientation form a sense of self-identity and self-worth from

competing with others through activities, those with obsessive passions internalize activities such that they become a part of their identity and can come to define who they are (Lee et al., 2010; Vallerand et al., 2003). Both approaches, to some extent, can be maladaptive (DeShon & Gillespie, 2005; Vallerand et al., 2008).

In a study of motivation in athletes, Vallerand et al. (2008) found that obsessive passion predicted all three types of goal orientations. However, Bonneville-Roussey et al. (2011) found that in elite musicians, obsessive passion only predicted the use of approach and avoidance goals (conceptually parallel to prove and avoid performance goals). The musicians reported an uncontrollable urge to continue playing music and comparing themselves to others. Their internal drive was to compete with other musicians to either perform at a higher level than they or avoid performing worse than they. While Bonneville-Roussey et al. (2011) had predicted a significant positive relationship between obsessive passion and mastery goals as well, this relationship was not found to be significant. Similarly, in a meta-analytic review of passion literature, Curran et al. (2015) found a small, but significant positive relationship only between obsessive passion and each type of performance goal—approach and avoidance (conceptually parallel to prove performance and avoid performance).

Based on the literature which has linked obsessive passion to both performance goal orientations, the same relationship is predicted to be found in regards to work. It is hypothesized that employees who display high levels of obsessive work passion will display high levels of one or both work domain performance goal orientations, while those with low levels of obsessive passion will display low levels of both work domain performance goal orientations.

Hypothesis 2: Obsessive work passion is positively related to the work domain avoid performance goal orientation and the work domain prove performance goal orientation.

Perceived Job Stress

Occupational stress and occupational health psychology both have brief histories. While each require further study, various researchers have proposed models of job stress emergence and processes (Jex & Britt, 2014). Beehr and Newman (1978) proposed a facet model of job stress, which suggests that personal and environmental factors influence the process of perceiving stress, thereby influencing human and organizational consequences and potentially resulting in adaptive or maladaptive responses. The personal facet in this model refers to stable characteristics of a person, such as gender, age, personality, and dispositions (Jex & Britt, 2014). These characteristics may determine one's reaction to stress, ability to cope with stress, and experience of stress (Beehr & Newman, 1978). Contrarily, the environmental facet is considered characteristics of one's environment which an individual is impacted by and may ultimately contribute to stress (Jex & Britt, 2014; Beehr & Newman, 1978). Subsequently, the personal and environmental facets interact in a manner that influences the process facet, which includes physiological, decision, and situational appraisal processes (Beehr & Newman, 1978). In this step, an individual perceives his or her environment and its stressors to be either harmful or not. Perceptions of harmful environmental stressors create feelings of stress (Jex & Britt, 2014).

Some conceptualize job stress as characteristics of one's work environment that one perceives as harmful. In this definition, there two antecedents of job stress: demands

which one may not have the ability to meet and the lack of resources to meet one's needs (Beehr & Newman, 1978). Essentially, job stress involves the interaction between employee and the characteristics of the one's job. Stressors and strains are inherently neither positive nor negative; rather, the way one perceives and reacts to these stressors and strains is what comprises his or her experience of stress, whether positive or negative. Stress experiences are person-specific, as they involve components of cognitive assessment and interpretation of the situation. Once stressors exceed one's resilience and ability to cope, consequences ensue (Morris, Messal, & Meriac, 2013).

Passion and Stress

Many studies have linked the dualistic model of passion to psychological health and work outcomes (Birkeland & Buck, 2015; Burke & Fiksenbaum, 2009; Lavigne, Forest, Fernet, & Crevier-Braud, 2014). For instance, both types of passion were found to be predictive of overall well-being and life satisfaction (Fernet, Lavigne, Vallerand, & Austin, 2014). In fact, Bélanger et al. (2015) has linked both dimensions of passion to stress and burnout.

Harmonious Passion and Perceived Job Stress

Burke and Fiksenbaum (2009) found that contrary to popular assumptions, long hours do not always result in negative outcomes in health and work. Individuals who have harmonious passion for an activity, such as work, tend to participate in the activity of their own volition, typically necessitating little external pressure (Vallerand, 2003). Individuals who are motivated intrinsically to fulfill their job tasks have been found to report more positive attitudes and outcomes, such as better psychological health and higher levels of work satisfaction (Burke & Fiksenbaum, 2009). Along these lines,

Bélanger et al. (2015) found that harmonious passion was negatively related to both stress and burnout. Based on the literature, it is hypothesized that those who score high in harmonious work passion will experience low levels of job stress.

Hypothesis 3: Harmonious work passion is negatively related to perceived job stress.

Obsessive Passion and Perceived Job Stress

Vallerand et al. (2003) asserted that those who experience obsessive passion for an activity internalize that activity as part of their self-identity and engagement in the activity is often the result of external pressures. Burke and Fiksenbaum (2009) asserted that those who are motivated extrinsically to work and score high on addiction are generally consumed with work and often report worse psychological health and lower levels of job satisfaction. In fact, obsessive passion has been positively correlated with both stress and burnout (Bélanger et al., 2015). It is hypothesized that those who report high levels of obsessive work passion will also report high levels of perceived job stress.

Hypothesis 4: Obsessive work passion is positively related to perceived job stress.

Goal Orientation and Stress

Learning Goal Orientation and Perceived Job Stress

Cron, Slocum, VandeWalle, and Fu (2005) found that those who scored high in the learning goal orientation dimension alleviated the experience of negative emotions by setting repeat goals, suggesting an adaptive response pattern in adversity. These individuals take an approach to goals and life which is viewed as developmental, rather than a measurement view, in which they often view challenging tasks as an opportunity to grow, persevere, and ultimately thrive—a view which may negate feelings and

perceptions of work stress (Middleton & Midgley, 1997). In a meta-analysis of goal orientation's nomological network, Payne, Yountcourt, and Beaubien (2007) found that state anxiety, conceptualized as a negative emotional state characterized by uneasiness and distress, was negatively related to a learning goal orientation. Ultimately, those with a learning goal orientation have a tendency to hold more positive beliefs about their self-efficacy, which can reduce feelings of anxiety and potentially stress (Wolters, Yu, & Pintrich, 1996). Based on these findings, it is expected that employees who are high in a work domain learning goal orientation will perceive less stress in relation to their job.

Hypothesis 5: The learning goal orientation is negatively related to perceived job stress.

Performance Goal Orientations and Perceived Job Stress

Morris et al. (2013) found that the higher an employee scored in either dimension of performance goal orientation, the more work stress the employee reported experiencing. This relationship makes conceptual sense, as those with a performance goal orientation are constantly measuring themselves against others rather than viewing challenging tasks as an opportunity to develop oneself. In a study on the influence of dispositional characteristic on stress, Morris et al. (2013) found that the prove performance goal orientation mediated the relationship between core self-evaluations and work stress. Payne et al. (2007) found that state anxiety, conceptually comparable to stress, was positively correlated with both a prove and avoid performance goal orientation. Likewise, in a study of sixth graders, Middleton and Midgley (1998) found a positive relationship between avoid performance goals and test anxiety. This conclusion is logical because an avoidance goal orientation, by eliciting fear of failure and ill-

comparison, can impact anxiety and other stress-related variables (Wang & Takeuchi, 2007). Based on findings in previous literature, it is hypothesized that those high on one or both dimensions of a performance goal orientation will perceive work tasks and their environment to be stressful and therefore, also score highly on perceived job stress.

Hypothesis 6: The avoid performance goal orientation and the prove performance goal orientation are each positively related to perceived job stress.

Work Passion, Goal Orientation, and Perceived Job Stress

Through review of the extant literature, it has been established that passion, goal orientation, and perceived stress are related. While past studies have examined these three variables, none have sought to directly link all three constructs together. Furthermore, this linkage has not been made within the work domain. Based on past findings, it is hypothesized that even if there are stressors at one's job, a person with harmonious passion and learning goal orientation may perceive a less stressful environment than someone who displays obsessive passion and one or more performance goal orientation.

Hypothesis 7: Obsessive work passion and avoid performance goal orientation, when considered together, will be predictive of high perceived job stress.

Hypothesis 8: Obsessive work passion and prove performance goal orientation, when considered together, will be predictive of high perceived job stress.

Hypothesis 9: Harmonious passion and learning goal orientation, when considered together, will be predictive of low perceived stress.

Research Goals

The objective of this study is to fill the gap in the organizational literature by investigating whether a link exists among these three constructs and examine whether an

employee's combination of goal orientation and passion in regards to work allow researchers to predict their level of perceived job stress. This study seeks to answer the question: Is there more one can gain from examining how work passion and work domain goal orientation influence perceived job stress than examining how each variable affects perceived job stress on its own?

- *Hypothesis 1:* Harmonious work passion is positively related to the work domain learning goal orientation.
- *Hypothesis 2:* Obsessive work passion is positively related to the work domain avoid performance goal orientation and the work domain prove performance goal orientation.
- *Hypothesis 3:* Harmonious work passion is negatively related to perceived job stress.
- *Hypothesis 4:* Obsessive work passion is positively related to perceived job stress.
- *Hypothesis 5:* The learning goal orientation is negatively related to perceived job stress.
- *Hypothesis 6:* The avoid performance goal orientation and the prove performance goal orientation are each positively related to perceived job stress.
- *Hypothesis 7:* Obsessive work passion and avoid performance goal orientation, when considered together, will be predictive of high perceived job stress.
- *Hypothesis 8:* Obsessive work passion and prove performance goal orientation, when considered together, will be predictive of high perceived job stress.
- *Hypothesis 9:* Harmonious work passion and learning goal orientation, when considered together, will be predictive of low perceived job stress.

Method

Participants

Participants were gathered using a convenience sampling method through Amazon's Mechanical Turk platform. Of the 125 participants who completed the survey, only 120 had complete data. Those with incomplete data were eliminated from the sample using listwise deletion methods. Additionally, four participants who answered the attention check questions incorrectly were eliminated from the data set for a total of 116 participants. The average age of participants was 37.03, with a standard deviation of .925. Gender was evenly distributed, with males consisting of 53.4% ($n= 62$) of the sample and females 46.6% ($n= 54$). Most participants were Caucasian (73.3%), followed by Asian/Pacific Islander (12.9%), Black/African American (8.6%), and Latino (5.2%). Marital Status was reported, with a majority of participants being single (37.1%), followed closely by married (36.2%), then dating (10.3%), divorced (9.5%), engaged (5.2%) and separated (1.7%). The majority of participants either had a bachelor's level education (41.4%; $n=48$), master's level education (12.9%; $n=15$), associates level education (11.2%; $n=13$), or attended some college but did not complete a degree (19.8%; $n=23$). Participants indicated their job title, with 26.7% ($n= 31$) of the sample being in entry level positions, 38.8% ($n= 45$) being analysts/associates, and 28.4% ($n=33$) being managers; however, there were also three senior managers and four directors.

Measures

Work Passion. Work passion, the first independent variable in this study, was measured using the Passion Scale (PS; Vallerand et al., 2003). The PS was slightly modified for use in this study to specifically assess work-related passion (See Appendix

A for full scale). The scale consists of 14 statements which participants rated on a 7-point Likert-type scale ranging from *do not agree at all* (1) to *completely agree* (7). Seven of the statements assessed the sub-dimension of harmonious work passion, while the other seven assessed the sub-dimension of obsessive work passion. Scores range from 14-98, with a range of 7-49 for each subscale. Higher scores indicated higher levels of each dimension. An example of a statement from the harmonious work passion subscale is, "The new things that I discover with work allow me to appreciate it even more," while an example of a statement from the obsessive work passion subscale is, "I have difficulty imagining my life without my work." During scale construction, Cronbach's alpha was found to be .79 for harmonious passion and .89 for obsessive passion, indicating adequate reliability (Vallerand et al., 2003). In a subsequent follow-up study, Vallerand et al. (2003) again found adequate levels of reliability for both the obsessive passion ($\alpha = .85$) and harmonious passion ($\alpha = .73$) subscales. Additionally, confirmatory factor analysis revealed adequate fit and significant loadings (.44-.87) for all factors (Vallerand et al., 2003). In the current study, the harmonious passion subscale had a Cronbach's alpha of .910, while the obsessive passion subscale had a Cronbach's alpha of .885.

Work Domain Goal Orientation. Level of each goal orientation in relation to work, the second independent variable in this study, was measured using the Work Domain Goal Orientation Instrument (WDGOI; VandeWalle, 1997). The WDGOI includes 13 statements which measure three dimensions of goal orientation (see Appendix B for full instrument). Five of these statements tap into a learning goal orientation, while both the prove performance goal orientation and avoid performance goal orientation are assessed with four statements each. An example of a learning goal

orientation statement is, "I am willing to select a challenging work assignment that I can learn a lot from." On the other hand, an example of a prove performance goal orientation statement is, "I'm concerned with showing that I can perform better than my coworkers," while an avoid performance goal orientation statement is, "I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others." To stay true to the original scale, respondents rated each of the 13 statements on a 6-point Likert-type scale ranging from *strongly agree* (1) to *strongly disagree* (6). However, in analysis, these items were reverse scored in addition to a reversal of the Likert-type scale so that higher scores represented higher levels of each goal orientation. Participants' composite scores could range from 13 to 78, while subscale scores for a learning goal orientation could range from 6 to 30 and subscale scores for each of the performance goal orientations could range from 4 to 24. Confirmatory factor analysis showed goodness-of-fit and Cronbach's alpha ranged from .85-.89 for the three subscales, indicating that the scale is sufficiently valid and reliable. Additionally, test retest reliability coefficients for each subscale ($r = .56-.60$) are adequate, but suggest scores vary slightly over time (VandeWalle, 1997). Cronbach's alpha was .844 for the learning goal orientation subscale, .760 for prove performance goal orientation subscale, and .856 for avoid performance goal orientation in the current study.

Perceived Job Stress. Level of perceived job stress, the dependent variable in this study, was measured using the Perceived Stress Scale (PSS; Cohen, Kamarck, & Mermelstein, 1983). The PSS was modified in this study to reflect work related activities instead of general life activities. The PSS is a 14-item scale, which was developed to measure the degree to which one perceives his or her life-events and situations of the past

month as stressful (See Appendix C for full scale). Respondents rated each question on a 5-point Likert-type scale from never (0) to very often (4). Composite scores could range from 0 to 56, where higher scores indicated higher levels of perceived job stress. An example of a question on the PSS is, “In the past month, how often have you felt difficulties were piling up so high at work that you could not overcome them?” In the development of the scale, three samples were taken and found to have Cronbach’s alphas ranging from .84-.86, indicating that the measure is adequately reliable (Cohen, et al., 1983). The current study found a Cronbach’s alpha of .495 for the Perceived Job Scale. Implications of this low internal reliability are discussed in the limitations section.

Procedure

The survey was marketed on Amazon’s Mechanical Turk platform. Participants were able to complete the Qualtrics-based survey for a small amount of compensation in return. Respondents were first presented with the informed consent form after entering the link, which required agreement before moving on. Next were two qualifying questions, making sure that participants were both over the age of 18 and currently employed full-time. If participants were under 18 or not employed full-time, they were sent to the end of the survey. If allowed to continue, the participants were subsequently presented with three scales: the modified Passion Scale, the Work Domain Goal Orientation Instrument, and the modified Perceived Stress Scale. The presentation of the scales was randomly ordered as well as the questions within each scale. Additionally, embedded into each scale was an attention check in which participants had to select the answer indicated in the question to ensure that they were answering the questions thoughtfully. In the final section of the survey, participants were asked to complete

demographic questions related to age, gender, ethnicity, income, education level, job status, company type, and so forth. Once completed, the participants were thanked for their participation and presented with a unique code used for completion confirmation and compensation purposes. The Qualtrics software automatically coded the data, which was then downloaded into SPSS 23 for analysis. The analysis of collected data consisted of running descriptive statistics, Pearson correlations, and a multiple linear regression.

Results

Table 1

Descriptive Statistics of Passion, Goal Orientation, and Job Stress for a Sample of Participants Employed Full-Time.

	Mean	SD	SEM
Obsessive Work Passion	23.69	10.108	.939
Harmonious Work Passion	30.94	10.202	.947
Learning Goal Orientation	11.95	4.714	.438
Prove Performance Goal Orientation	11.82	4.232	.393
Avoid Performance Goal Orientation	15.46	4.916	.456
Perceived Job Stress	43.89	5.335	.495

Participants reported higher levels of harmonious work passion than obsessive work passion ($M= 30.94$, $SD = 10.202$ and $M= 23.69$, $SD= 10.202$, respectively).

Meanwhile, the avoid performance goal orientation subscale had a mean of 15.46 and a standard deviation of 4.916. The learning goal orientation subscale had a mean of 11.95 and a standard deviation of 4.714, and the prove performance goal orientation subscale had a mean of 11.82 and a standard deviation of 4.232. Additionally, levels of perceived job stress were reported by participants ($M= 43.89$, $SD= .495$).

Table 2

Correlation Coefficients Among Facets of Passion, Goal Orientation, and Job Stress for a Sample of Participants Employed Full-Time.

	OWP	HWP	LGO	PPGO	APGO	PJS
OWP		.602**	-.199*	-.207*	-.001	.227*
HWP	.602**		-.414**	-3.40**	.134	.156
LGO	-.199*	-.414**		.521**	-.391**	-.134
PPGO	-.207*	-3.40**	.521**		.155	-.139
APGO	-.001	.134	-.391**	.155		.025
PJS	.227*	.156	-.134	-.139	.025	

*. Correlation is significant at the 0.05 level (2- tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

Work Passion and Work Domain Goal Orientations

Contrary to predictions in hypothesis 1, harmonious work passion was found to be negatively related to a learning goal orientation, $r = -.414$, $p < .001$ (See Appendix D). These findings do not provide support for hypothesis 1. Additionally, obsessive work passion was not significantly correlated with an avoid performance goal orientation, $r = -.001$, ns (See Appendix E), and was negatively correlated with a prove performance goal orientation, $r = -.207$, $p = .026$ (See Appendix F). These results contradict hypothesis 2, which predicted obsessive work passion would be positively related to both performance goal orientations.

Work Passion and Perceived Job Stress

Harmonious work passion was not found to have a significant negative relationship with perceived job stress, $r = .156$, ns (See Appendix G). This finding did not

support predictions from hypothesis 3. However, the results suggest that obsessive work passion has a small, significant positive relationship with perceived job stress, $r = .227$, $p = .014$ (See Appendix H), supporting hypothesis 4.

Work Domain Goal Orientation and Perceived Job Stress

Contrary to predictions in hypothesis 5, a significant negative relationship between the work domain learning goal orientation and perceived job stress was not found, $r = -.134$, *ns* (See Appendix I). Meanwhile, neither work domain performance goal orientation—avoid ($r = .025$, *ns*) nor prove ($r = -.139$, *ns*)—was found to be positively related to perceived job stress (See Appendix J and K). These results do not provide support for hypotheses 5 or 6.

Although not addressed in the hypotheses, there were additional significant correlations worth noting. For instance, harmonious work passion and obsessive work passion were positively related, $r = .602$, $p < .001$. Meanwhile, harmonious work passion was found to have a significant negative relationship with a prove performance goal orientation, $r = -.340$, $p < .001$. Additionally, results indicated that obsessive work passion had a significant, negative relationship with a learning goal orientation, $r = -.199$, $p = .016$ and was found to be negatively related to a prove performance goal orientation, $r = -.207$, $p = .026$.

Work Passion, Work Domain Goal Orientation, and Perceived Job Stress

Table 3

Multiple Linear Regression Statistics for Obsessive Work Passion, Prove Performance Goal Orientation, and Perceived Job Stress for a Sample of Participants Employed Full-Time.

Variable	Unstandardized Coefficients		Standardized Coefficients		Sig.	sr ²
	B	SE B	β	t		
OWP	.109	.049	.207	2.226	.028	.205
PPGO	-.121	.118	-.096	1.033	.304	-.097
<i>R</i> ²		.061				
<i>F</i>		3.642				
<i>Sig.</i>		.029				

Multiple linear regression analysis was used to calculate a model for predicting perceived job stress based on obsessive work passion and a prove performance goal orientation. Basic regression coefficients are shown in Table 3. The model was significant, but obsessive work passion and a prove performance goal orientation accounted for only 6.1% of the variance in perceived job stress scores, $F(2, 113) = 3.642, p = .029, R^2 = .061, 95\% \text{ CI } [38.673, 46.785]$. Participants' predicted level of perceived job stress is equal to $42.729 + .109 (\text{obsessive work passion}) - .121(\text{prove performance goal orientation})$. Perceived job stress increased .109 for each unit of obsessive work passion, and increased .121 for each unit of prove performance goal orientation. However, only obsessive work passion was a significant predictor of

perceived job stress when holding prove performance goal orientation constant ($\beta = .207$, $p = .028$). This finding provides partial support for hypothesis 7.

Table 4

Multiple Linear Regression Statistics for Obsessive Work Passion, Avoid Performance Goal Orientation, and Perceived Job Stress for a Sample of Participants Employed Full-Time.

Variable	Unstandardized Coefficients		Standardized Coefficients		Sig.	sr ²
	B	SE B	β	t		
OWP	.120	.048	.227	2.483	.015	.227
APGO	.027	.099	.025	.269	.788	.025
R ²	.052					
F	3.117					
Sig.	.048					

A second multiple linear regression was calculated to predict perceived job stress based on obsessive work passion and an avoid performance goal orientation. Basic regression coefficients are shown in Table 4. Obsessive work passion and an avoid performance goal orientation accounted for 5.2% of the variance in perceived job stress scores, $F(2, 113) = 3.117$, $p = .048$, $R^2 = .052$, 95% CI [36.714, 44.549]. Participants' predicted perceived job stress is equal to $40.632 + .120$ (*obsessive work passion*) + $.027$ (*avoid performance goal orientation*). Perceived job stress increased .120 for each unit of obsessive work passion, and increased .027 for each unit of avoid performance goal orientation. However, only obsessive work passion was a significant predictor of

perceived job stress when the avoid performance goal orientation was also taken into account ($\beta = .227, p = .015$). These findings provide partial support for hypothesis 8.

Table 5

Multiple Linear Regression Statistics for Harmonious Work Passion, Learning Goal Orientation, and Perceived Job Stress for a Sample of Participants Employed Full-Time.

Variable	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	sr ²
	B	SE B	β				
HWP	.063	.053	.121		1.191	.236	.111
LGO	-.095	.115	-.084		-.823	.412	-.077
R ²		.030					
F		1.756					
Sig.		.177					

A final multiple linear regression was calculated to predict perceived job stress based on harmonious work passion and a learning goal orientation. Basic regression coefficients are shown in Table 5. Harmonious work passion and a learning goal orientation accounted for only 3% of the variance in perceived job stress, $F(2, 113) = 1.756, ns, R^2 = .030, 95\% \text{ CI } [37.920, 48.198]$. Neither harmonious work passion, nor a learning goal orientation were significant predictors of perceived job stress when considered together. These findings do not support hypothesis 9.

Discussion

Goal orientation, passion, and stress are prevalent topics in scientific literature; however, researchers have not directly linked these three variables together, nor have

they done so in an organizational context. The main objective of this study was to examine the relationships among passion, goal orientation, and perceived stress in a work domain—specifically, to see which dimensions of work passion and work domain goal orientation predict perceived job stress. As such, correlations were run among all combinations of constructs and their sub-dimensions, followed by three multiple linear regressions with perceived job stress serving as the dependent variable. Of the nine proposed hypotheses, three were supported in this study.

Work Passion and Work Domain Goal Orientation

Extant literature suggests that harmonious passion and a learning goal orientation are positively related (Bonneville-Roussy et al., 2011; Curran et al., 2015; Vallerand et al., 2008). However, this study found that harmonious work passion was not positively related to a learning goal orientation. In fact, unexpectedly, harmonious work passion had a significant negative relationship with a learning goal orientation ($r = -.414, p < .001$)—a relationship opposite of what was predicted. This finding contrasts a study conducted by Bonneville-Roussy et al. (2011), which found that harmonious passion was predictive of the implementation of mastery goals in elite musicians. It is important to note that these studies examined different populations, which may account for the variance in results. Elite musicians may not be comparable to average workers who have careers spanning multiple disciplines and levels of management. These musicians have already worked to establish mastery and elite status in their field. It is surprising, however, that the significant negative correlation found between harmonious work passion and a work domain learning goal orientation opposes the findings of a recent meta-analysis, which

found a significant positive relationship between harmonious passion and a learning goal orientation (Curran et al., 2015).

Few have examined the relationship between obsessive passion and goal orientation in the context of work; however, some have investigated the relationship between these two constructs in the disciplines of music and sports (Bonneville-Roussey et al., 2011; Vallerand et al., 2008). In athletes, obsessive passion predicted all three types of goal orientation; however, in musicians, obsessive passion only predicted the use of approach and avoidance goals (conceptually parallel to prove and avoid performance goals). Contrarily, the current study found that obsessive work passion was not significantly correlated with an avoid performance goal orientation ($r = -.001$, *ns*), and was negatively correlated with a prove performance goal orientation ($r = -.207$, $p = .026$)—contradicting hypothesis 2, which predicted obsessive work passion would be positively related to both performance goal orientations. Overall, those high in obsessive passion appear to experience lower levels of goal achievement striving only when they hold to a prove performance goal orientation.

An unexpected finding worth noting is the large positive relationship between harmonious and obsessive work passion ($r = .602$, $p < .001$). This finding suggests that work passion may not be as dichotomous as typically defined in research. In fact, multicollinearity may have influenced outcomes of the regression models tested because it was assumed that each dimension of passion was distinct. Perhaps harmonious passion and obsessive passion are two ends of a spectrum instead of two separate dimensions of a construct. This finding could also indicate that the two subsections of the passion scale are not wholly independent of each other and therefore, both tap into a general

conceptualization of passion. Another important finding was obsessive passion's negative relationship with a learning goal orientation, ($r = -.199, p = .032$), which contrasts the non-significant relationship found by Bonneville-Roussey et al. (2011) in their study of elite musicians and by Curran et al. (2015) in their meta-analysis of passion literature. This relationship may be present because a learning goal orientation and obsessive passion are conceptually conflicting. A learning goal orientation involves internal motivation to reach a state of mastery in an achievement context, while obsessive passion often involves external pressure to engage in an activity such as work (Lee et al., 2010; Vallerand et al., 2003; Yahui & Jian, 2015).

Work Passion and Perceived Job Stress

Previous studies have shown that the two types of passion—harmonious and obsessive—are independent and therefore, independently related to organizational outcomes (Bélanger et al., 2015; Burke & Fiksenbaum, 2009; Thorgren et al., 2013). This differentiation was also seen in the results of this study. Unlike what was predicted in hypothesis 3, harmonious work passion did not have a significant negative relationship with perceived job stress ($r = .156, ns$). However, obsessive work passion did have a significant positive relationship with perceived job stress ($r = .227, p = .014$), supporting hypothesis 4 and aligning with the findings in Bélanger et al. (2015). While findings regarding the relationship between harmonious work passion and perceived job stress were unexpected, it is logical that there was a significant relationship between obsessive work passion and perceived job stress. Those who experience obsessive passion for work tend to engage in work activities because of external pressures or an uncontrollable desire to perform work tasks. They also internalize work as part of their own identity (Vallerand

et al., 2003). When stressors occur and result in not feeling in control or able to complete one's work, this may threaten one's sense of self, since work is at the forefront of his or her identity. Someone who experiences harmonious passion toward work may still experience job stress; however, for them, work is in harmony with other activities in their lives and not the sole composition of their self-concept (Vallerand et al., 2003).

Employees who experience harmonious passion may not experience additional stress associated with the threats to one's identity when work is perceived to be stressful.

Work Domain Goal Orientation and Perceived Job Stress

Those with a learning goal orientation have previously been found to respond to negative emotions and adversity in an adaptive manner, while retaining positive beliefs about self-efficacy (Cron et al., 2005; Middleton & Midgley, 1997; Wolters et al., 1996). In fact, Payne et al. (2007) found that state anxiety was negatively related to a learning goal orientation. However, this study did not find a significant negative relationship between a work domain learning goal orientation and perceived job stress ($r = -.134, ns$). Similarly, both performance goal orientations were not found to be positively related to perceived job stress. This finding fails to align with previous literature which has established a positive linear relationship between both work domain performance goal orientations and both perceived job stress and state anxiety (Middleton & Midgley, 1998; Morris et al., 2013; Payne et al., 2007). In a work setting, goal orientation does not appear to influence employee perceptions of job stress.

Predicting Perceived Job Stress

Multiple linear regressions were run with work passion and work domain goal orientation as predictor variables and perceived job stress as the criterion variable. Three

models were run, two of which were significant. The model with harmonious passion paired with a learning goal orientation was not significant. However, when obsessive work passion was paired with each performance goal orientation, the model was significant. In these two models, obsessive work passion was the only significant predictor of perceived job stress, accounting for 5-6% of perceived job stress. This suggests that those who experience high levels of obsessive passion for work may also perceive their jobs and the interaction between their personal characteristics and the work environment to be slightly more stressful, as obsessive work passion accounted for some variance of perceived job stress but harmonious passion was not predictive of perceived job stress. Indeed, previous research has shown that obsessive passion is positively related with stress and burnout (Bélanger et al., 2015). Those who feel external pressure to complete work tasks or feel an uncontrollable need to work, may do so to maintain a sense of identity since their self-concept is dominated by their passion for and ability to work (Vallerand et al., 2003). For employees who have an obsessive passion for work, stressors at work may be amplified by the additional attack to their sense of self.

Additionally, there were no significant relationships found among any of the types of goal orientation and perceived job stress. Similarly, work domain goal orientation was not found to be a significant predictor of perceived job stress. It appears that goal orientation in the achievement context of one's work may be unrelated to the amount of stress one perceives in his or her job.

Conclusions

The most important findings in this study are that obsessive work passion was predictive of perceived job stress while harmonious passion was not, and goal orientation

did little to account for the variance in perceived job stress. In fact, results suggest that work domain goal orientation was unrelated to perceived job stress. These findings suggest that organizations should aim to develop training programs and work environments which seek to reduce obsessive passion—a seemingly maladaptive and stressful motivational state since it appears to be predictive of high levels of perceived job stress. Setting goals in an achievement context may be best done when the motivation does not stem from obsessive passion.

Limitations

Limitations for this study include fence-sitting, social desirability, and generalizability. Since respondents are self-reporting, there is a possibility for the emergence of response patterns. Errors in measurement may have occurred due to acquiescence, response sets, and fence sitting. Additionally, the ability to recall accurate levels of perceived job stress may have been compromised by bleed-over from stressful events or stress related to activities which took place outside of work. Therefore, the data may be skewed or biased because of recent or current relational conflict or resolution. Additionally, when analyzing the results, caution should be taken when generalizing outcomes to different populations since convenience sampling was utilized. It is possible that those who use Amazon's Mechanical Turk platform differ from those who do not. Also, in trying to adapt the PSS to the domain of work, there was an issue with reliability among all 14 items. It appears with the narrow object of stress, items became more specific rather than general, potentially changing what they were assessing—leading to a lower level of reliability as shown by the .459 Cronbach's alpha. This low internal reliability may have strongly influenced the regression analyses.

Future Research

Future research could take a narrower approach and examine only one independent variable with perceived job stress as the dependent variable, while controlling for other potential confounding factors. By doing so, a more in-depth investigation could be conducted to investigate why obsessive work passion was a significant predictor of perceived job stress but not harmonious work passion was not. Researchers could also potentially examine stress by utilizing an objective measure such as cortisol levels in a laboratory setting in which a person is given an achievement task. Additionally, since the relationships between work domain goal orientations were, overall, not what was seen in previous literature, future researchers could further investigate these relationships through replication, aiming to firmly establish the direction and magnitude of the relationship between work passion and work domain goal orientations, as well as between work domain goal orientations and perceived job stress. Another relationship to explore is the considerable overlap between obsessive work passion and harmonious work passion. It may be beneficial to examine whether a dichotomous model of work passion accounts for variance in outcome variables. It is possible that this dual model is not sufficient in explaining individual differences and therefore, a continuum approach may be better suited to explain variances in outcome variables.

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Appendix APassion Scale

Please rate each of these statements on a scale from 1-7. In each case, you will be asked to indicate how often you felt or thought a certain way about your job. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.

- 1 - *do not agree at all*
- 2 - *do not agree most of the time*
- 3 - *do not agree somewhat*
- 4 - *neither agree nor disagree*
- 5 - *agree somewhat*
- 6 - *agree most of the time*
- 7 - *completely agree*

Passion Scale

Factor I: Harmonious Passion

1. Work allows me to live a variety of experiences.
2. The new things that I discover with work allow me to appreciate it even more.
3. My work allows me to live memorable experiences.
4. Work reflects the qualities I like about myself.
5. My work is in harmony with other activities in my life.
6. For me, my work is a passion that I still manage to control.
7. I am completely taken with my work.

Factor II: Obsessive Passion

8. I cannot live without my work.
9. The urge is so strong. I can't help myself from working.
10. I have difficulty imagining my life without my work.
11. I am emotionally dependent on work.
12. I have a tough time controlling my need to work.
13. I have almost an obsessive feeling for work.
14. My mood depends on me being able to my work.

Appendix BWork Domain Goal Orientation Instrument

Please rate each of these statements on a scale from 1-6. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate.

1 - strongly agree

2 - agree

3 - somewhat agree

4 - somewhat disagree

5 - disagree

6 - strongly disagree

Factor I: Learning Goal Orientation

1. I am willing to select a challenging work assignment that I can learn a lot from.
2. I often look for opportunities to develop new skills and knowledge.
3. I enjoy challenging and difficult tasks at work where I'll learn new skills.
4. For me, development of my work ability is important enough to take risks.
5. I prefer to work in situations that require a high level of ability and talent.

Factor II: Prove Performance Goal Orientation

6. I'm concerned with showing that I can perform better than my coworkers.
7. I try to figure out what it takes to prove my ability to others at work.
8. I enjoy it when others at work are aware of how well I am doing.
9. I prefer to work on projects where I can prove my ability to others.

Factor III: Avoid Performance Goal Orientation

10. I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others.
11. Avoiding a show of low ability is more important to me than learning a new skill.
12. I'm concerned about taking on a task at work if my performance would reveal that I had low ability.
13. I prefer to avoid situations at work where I might perform poorly.

Appendix CPerceived Stress Scale

The questions in this scale ask you about your feelings and thoughts during the last month. In each case, you will be asked to indicate how often you felt or thought a certain way. Although some of the questions are similar, there are differences between them and you should treat each one as a separate question. The best approach is to answer each question fairly quickly. That is, don't try to count up the number of times you felt a particular way, but rather indicate the alternative that seems like a reasonable estimate. For each question choose from the following alternatives:

0 - never

1 - almost never

2 - sometimes

3 - fairly often

4 - very often

1. In the past month, how often have you been upset because of something that happened unexpectedly at work?
2. In the past month, how often have you felt that you were unable to control the important things at work?
3. In the past month, how often have you felt nervous and "stressed" about your work?
4. In the last month, how often have you dealt successfully with irritating work hassles?
5. In the last month, how often have you felt that you were effectively coping with important changes that were occurring at work?
6. In the past month, how often have you felt confident about your ability to handle your work?
7. In the past month, how often have you felt that things were going your way at work?
8. In the past month, how often have you found that you could not cope with all the things that you had to do at work?
9. In the past month, how often have you been able to control irritations at your work?
10. In the past month, how often have you felt that you were on top of things at work?
11. In the past month, how often have you been angered because of things that were outside of your control at work?
12. In the last month, how often have you found yourself thinking about things that you have to accomplish at work?
13. In the last month, how often have you been able to control the way you spend your time at work?
14. In the past month, how often have you felt difficulties were piling up so high at work that you could not overcome them?

Appendix D

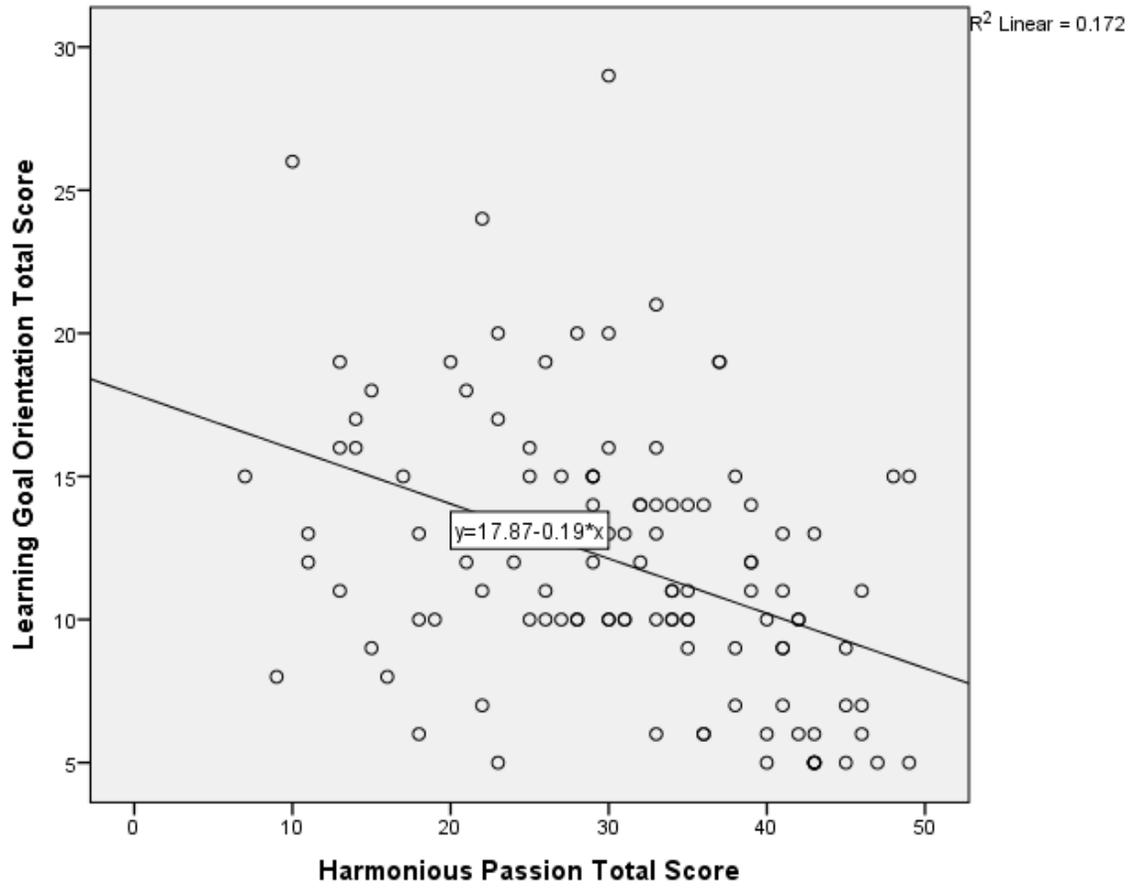


Figure 1. Scatterplot of relationship between harmonious work passion and learning goal orientation for a sample of individuals employed full-time.

Appendix E

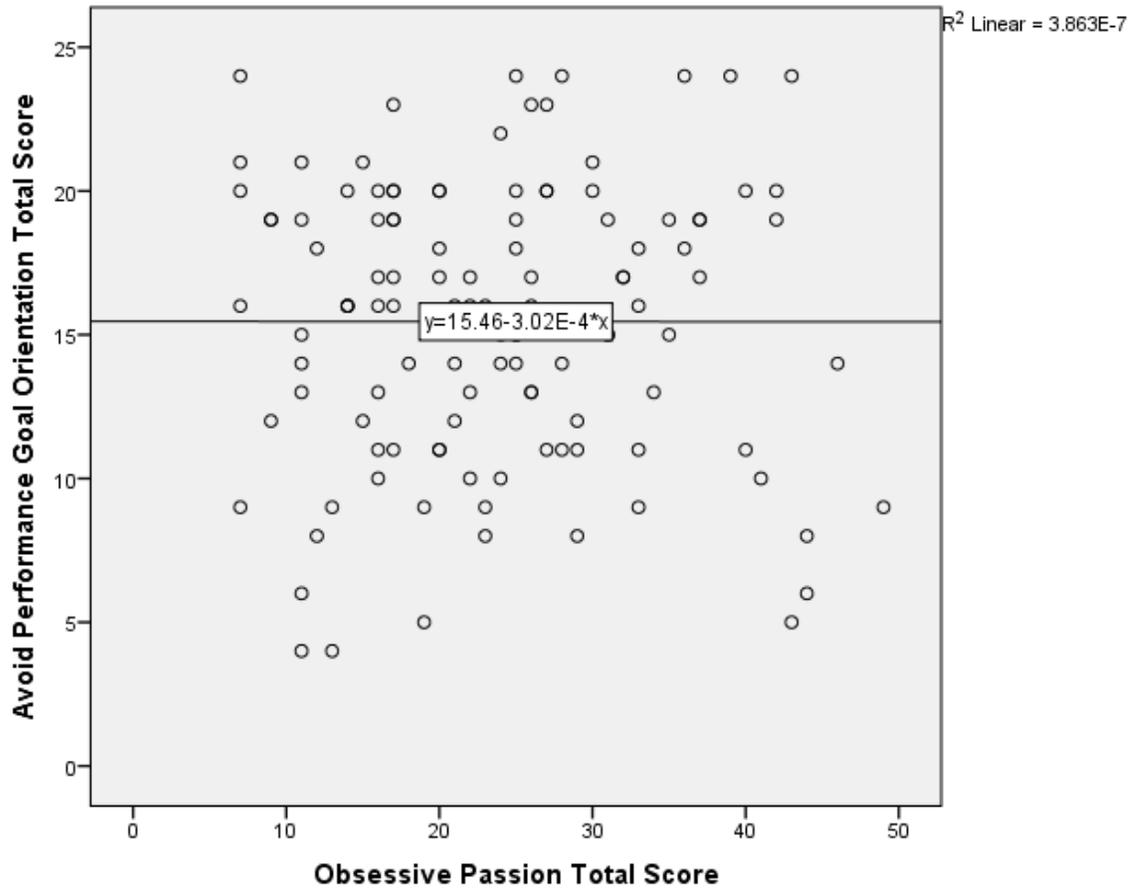


Figure 2. Scatterplot of relationship between obsessive work passion and avoid performance orientation for a sample of individuals employed full-time.

Appendix F

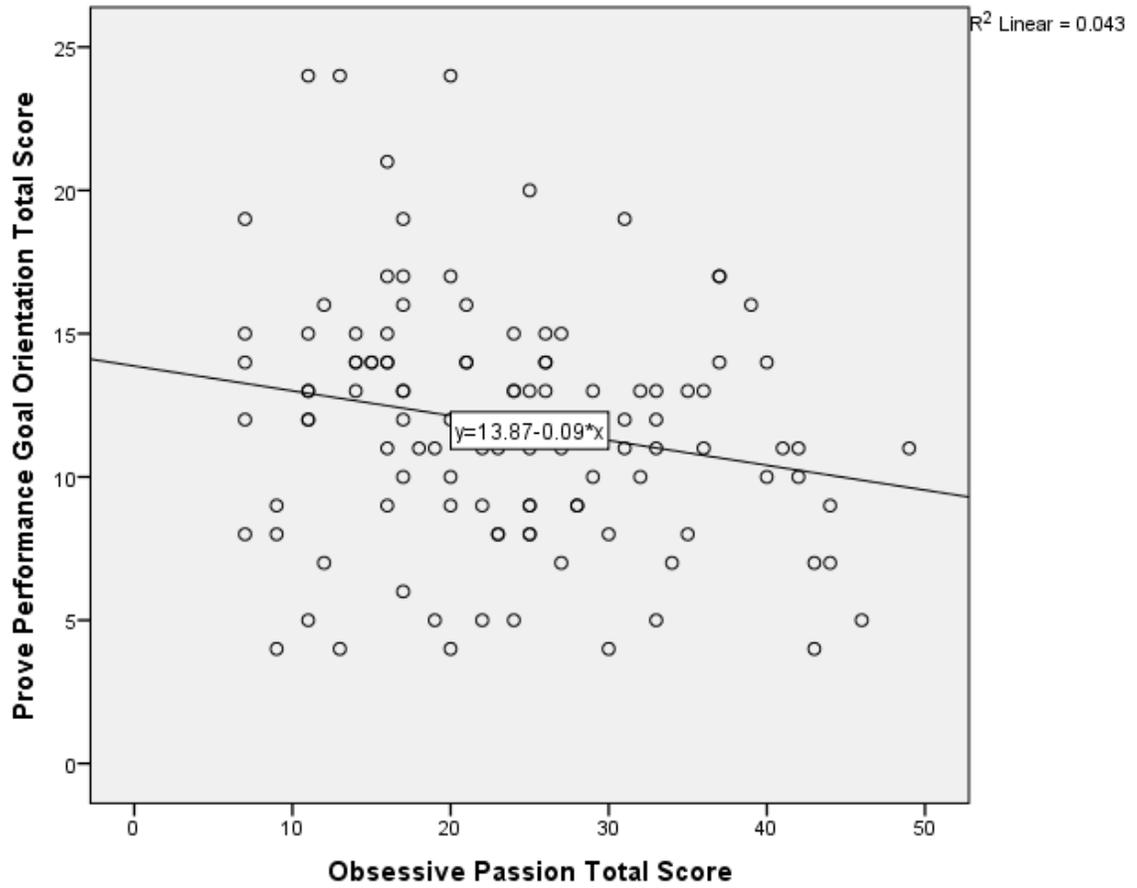


Figure 3. Scatterplot of relationship between obsessive work passion and prove performance orientation for a sample of individuals employed full-time.

Appendix G

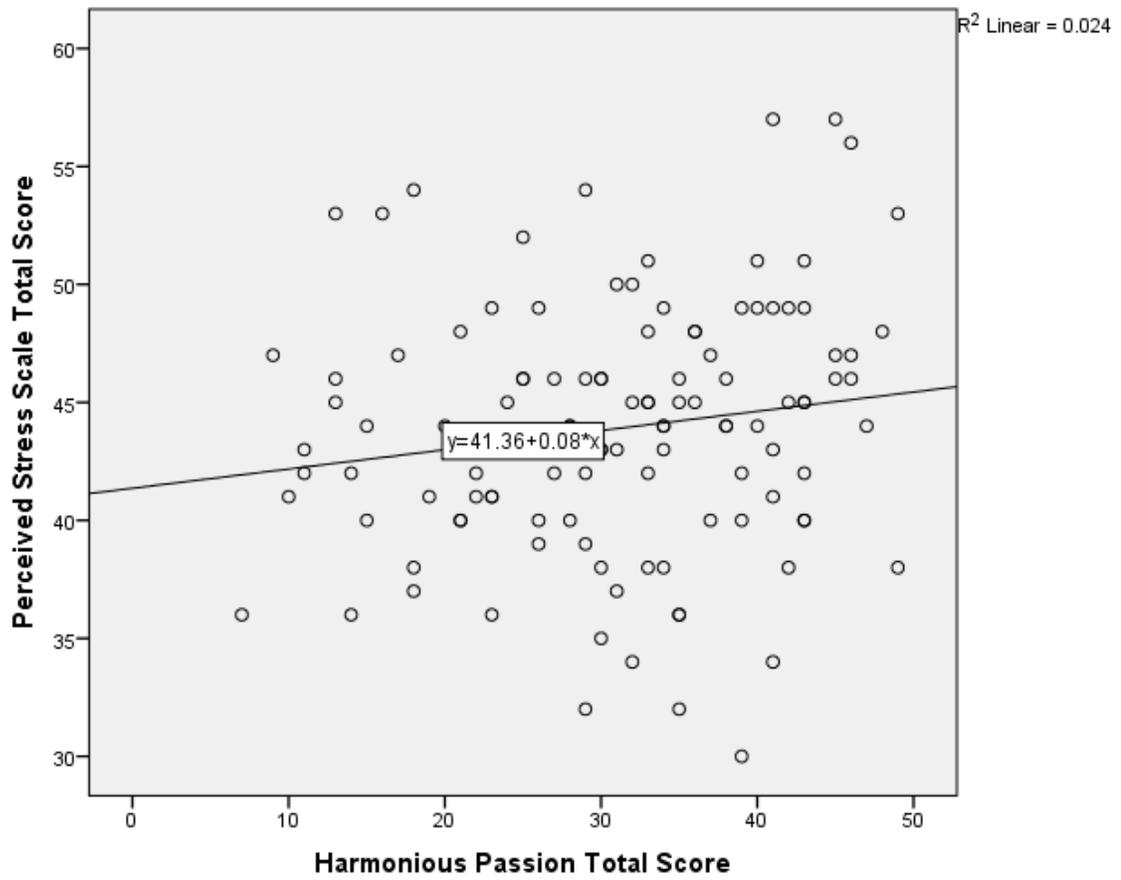


Figure 4. Scatterplot of relationship between harmonious work passion and perceived job stress for a sample of individuals employed full-time.

Appendix H

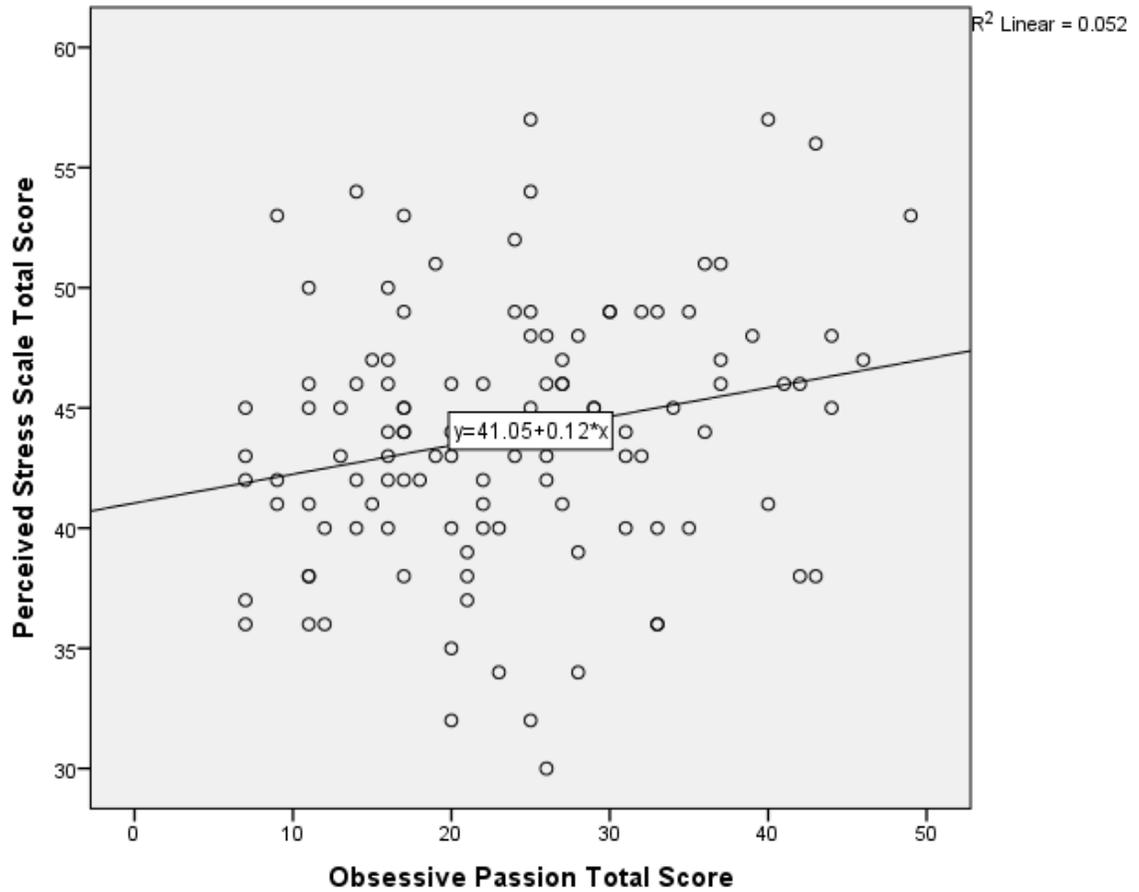


Figure 5. Scatterplot of relationship between obsessive work passion and perceived job stress for a sample of individuals employed full-time.

Appendix I

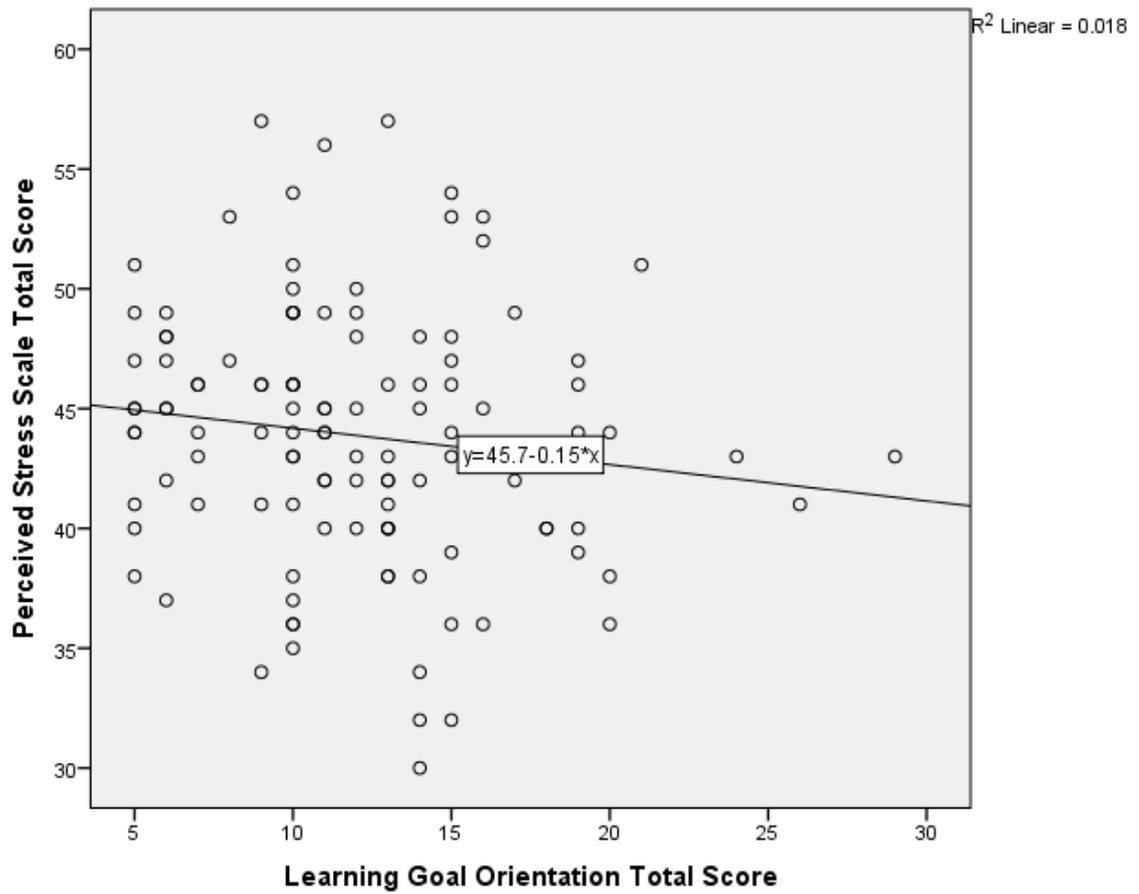


Figure 6. Scatterplot of relationship between learning goal orientation and perceived job stress for a sample of individuals employed full-time.

Appendix J

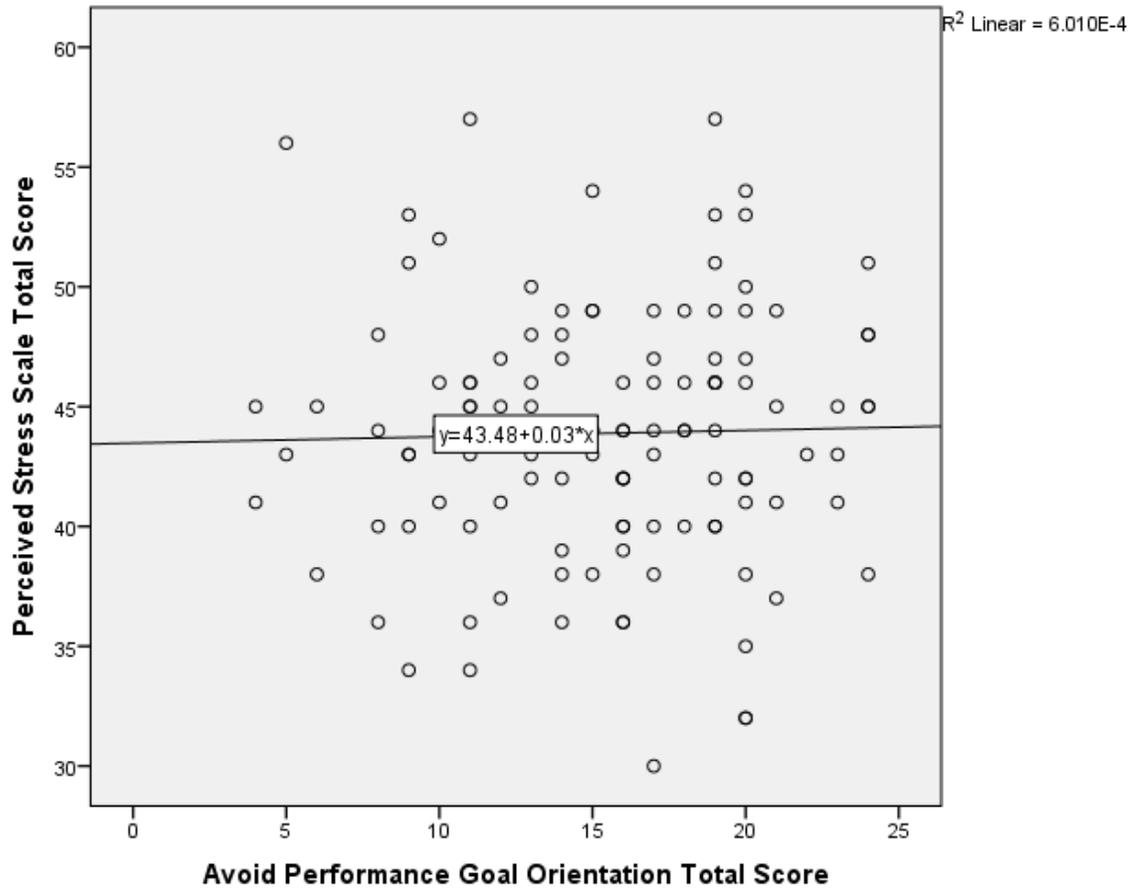


Figure 7. Scatterplot of relationship between avoid performance goal orientation and perceived job stress for a sample of individuals employed full-time.

Appendix K

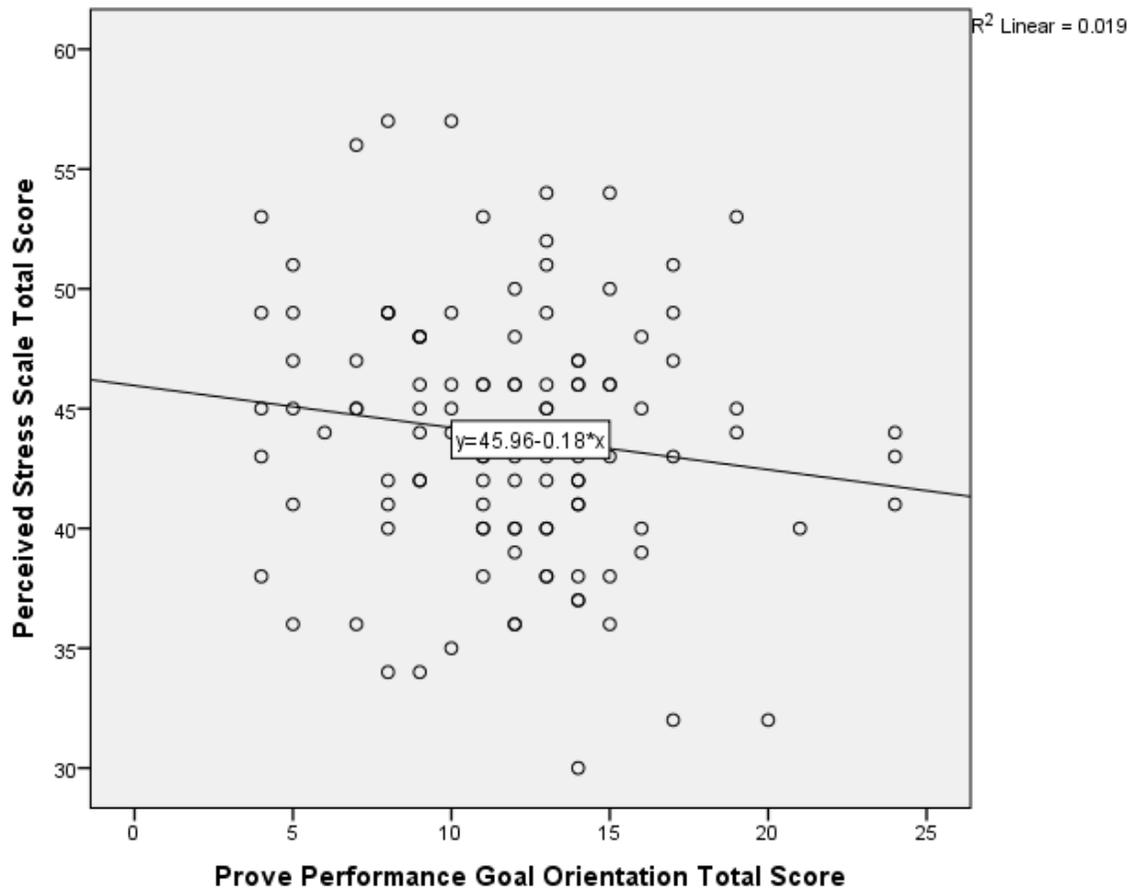


Figure 8. Scatterplot of relationship between prove performance goal orientation and perceived job stress for a sample of individuals employed full-time.