



## **Relationship between Emotional Intelligence and Goal Orientation: Banking Sector in Sri Lanka**

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### **ABSTRACT**

The positive psychology movement has gained much attention in the recent past, well beyond the discipline of traditional psychology. Emotional intelligence draws from positive psychology in positive organizational behavior. Goal orientation has emerged as a prominent theory in organizational psychology that explains the behavior and performance of employees. The purpose of this study was to examine the relationship between emotional intelligence and goal orientation. For the study 168 managers were selected using stratified proportionate random sampling method. Collected data were analyzed using correlation coefficient analysis and multiple regression analysis. It was discovered that, significant positive relationship between emotional intelligence and goal orientation. Also found that significant positive relationship between emotional intelligence dimensions (self-efficacy, hope, optimism and resilience) and goal orientation. Findings of this study contribute to current insights about the interrelationships on manager's emotional intelligence and goal orientation, showing the importance of improving within organizational behavior.

Keywords: Emotional Intelligence, Goal Orientation

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### **1. Introduction**

In today's highly competitive business environment, organizations try to go beyond the traditional outline and realize new ways to obtain distinctive competitive advantages through the positive psychology movement, which was developed by Martin Seligman (Seligman & Csikszentmihalyi, 2000). Also, Luthans (2002) stated that, to deal with the turbulence, uncertainty, and challenges that characterize world today, more positive approaches are needed in the workplace (Naran, 2013).

Banking sector is the dominant sub sector within the financial sector. The failure of a single bank can lead to the failure of the entire economy. As Kappagoda, et al., (2014) stated that, success of the banks as one of the service sector organizations largely depends on customer satisfaction. If employees are performing well in the banks, customers are satisfied. Then, the managers in the banking sector need to find new ways to improve the performance of their employees.

In the current business environment, employee performance is a key factor in accomplishing the goals of an organization. This raises a number of important questions concerning organizational behavior. Specifically, some employees display, absolutely resist to change, experience great stress and other employees display remarkable success in their behavioral responses to changes in the organizations (Juan, 2018). Turner et al., (2002) stated that, goal orientation is most simply the way people define success and failure in reference to a specific desired outcome or goal (Bayardelle, 2019). Goal orientation provides the mental framework that individuals use to interpret and respond to achievement and failure situations (Dweck & Leggett, 1988). Factors such as, supervisory orientations (Kohli et al., 1998), organizational commitment to learning, organizational psychological climate (Li & Tsai, 2020), psychological capital (Huang & Luthans, 2015; Sánchez-Cardona, et al., 2021), emotional intelligence (Adigüzel, & Kuloğlu, 2019; Dastgeer, 2022; Supervía, et al., 2020a) are affect employees goal orientation.

As Dragoni et al., (2009) stated that, in organizations, managers with a stronger learning goal orientation are more likely to achieve a higher level of competence based on those experiences (D'Amato et al., 2020). Then, Managers goal orientation is one of the major factor that affecting goal achievement of the organization. Also, Bayardelle (2019) emphasized that an individual's goal orientation has shown to be a huge factor in their definitions of success. Then, Managers' goal orientation is the degree by which a managers work toward completing specific goals. Managers interpret and respond to goal attainment situations or goal orientation in banking sector will ultimately result goals of the banks. As Kaur (2015) stated that, the central issue for every banking organization is understanding bank employees' attitudes & perceptions, especially in terms of managerial goal orientation, and for this reason, managerial practices in the context of the banking environment need be explored (Yoo, & Jung, 2019). Therefore, there is an importance to focus on managers' goal orientation in the banking sector.

Before the emergence of positive psychology, researches have been focused on negatively oriented factors, such as human dysfunction and mental illness, distress, depression, racism and irrationality, ineffective leaders, organizational structures of employees on work outcomes and behaviors (Luthans, 2002; Seligman & Csikszentmihalyi, 2000). After the emergence of the positive psychology movement, researchers provided their attention to positivism and the positive psychological characteristics of employees. (Seligman & Csikszentmihalyi, 2000).

Emotional intelligence has risen to its popularity in the field of positive psychology for its significant role in human performance and well-being, both of which are the primary focus of positive psychology (Li, 2020). People with high emotional intelligence are more likely than less emotionally intelligent people to gain success in the workplace. Also, emotionally intelligent employee carries psychological stability to understand not only his own emotions, but also the emotions of others (Nuha & Fasana, 2018). Boyatzis, Goleman, & Rhee, (2000) stated that, as dimensions of emotional intelligence are Self-awareness, self-management, social awareness, and relationship management.

As Saeed et al., (2017) stated emotional intelligence is a new topic in the area of organizational behavior and most research regarding emotional intelligence has been conducted in western countries and china. Also, negligible research has explored these concepts in Asian geographies. Therefore, there is a strong need to investigate this concept in Asian cultures. Majority of studies conducted in western countries have linked emotional intelligence to employee performance. However this link remains unexplored in Asian cultures particularly subcontinent region.

In empirical evidences, Supervía et al., (2020a), Dastgeer, G. (2022) and, Adigüzel, & Kuloğlu (2019) mentioned that, emotional intelligence had positive relationship with goal orientation, of middle school students in Spain, employees working in telecommunication sector of Pakistan, and white collar employees in private & public organizations in Turkey, respectively.

In the Sri Lankan context, goal orientation has been studied with constructs such as, athletes (Perera, 2020), secondary students from GCE (A/L) (Firose, 2020), and middle level managers of private business organizations (Poornima, et al., 2018). In the banking sector, emotional intelligence has been studied with constructs such as, organizational learning (Dissanayaka, et al., 2010), job satisfaction (Kappagoda, 2011a; Praveena, 2015), job performance (Praveena, 2015, Raisal et al., 2022), organizational citizenship behavior (Kappagoda, 2011b) and organizational performance (Nanayakkara, et al., 2019). Then, there is no research in studying the relationship of emotional intelligence and goal orientation of managers in the banking sector in Sri Lanka. Therefore, there is an empirical gap in studying the relationship of emotional intelligence and goal orientation of managers in the banking sector in Sri Lanka

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## 2. Research Objectives

This research study attempts to address the following research questions.

1. To identify the relationship between emotional intelligence and goal orientation of managers in the banking sector of North Central Province in Sri Lanka.
2. To identify the relationship between each dimension of emotional intelligence (self awareness, self management, social awareness and relationship management) and goal orientation of managers in the banking sector of North Central Province in Sri Lanka.

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## 3. Literature Review

Martin Seligman, a former president of the American Psychological Association (APA) used his 1998 presidential address to initiate a new emphasis in the field of psychology, referred to as positive psychology. He stated that, positive psychology is “the science of positive subjective experience, positive individual traits, and positive institutions promises to improve quality of life and prevent the pathologies that arise when life is barren and meaningless” (Seligman & Csikszentmihalyi, 2000).

### 3.1. Emotional Intelligence

Emotional intelligence has grown as an area of research since being popularized by Daniel Goleman (1995). His book, *Why it can matter more than IQ*, argues that today we live in a world where emotions are ignored and neglected. Goleman argues that emotions are positive contributors in everyday life, at work, and in different relationships. According to Goleman (1998), emotions enable individuals to reach their goals, create a workflow, persuade others, and come across as empathic and understanding. Daniel Goleman (1998) defines the emotional intelligence as “The capacity for recognizing our own feelings, and those of others, for motivating ourselves and in our relationships” and, four dimensions of emotional intelligence identified as self awareness, self management, social awareness and relationship management.

According to Chapman (2014), self-awareness is the ability of an individual to self-remember. He must remember his goals and objectives. He needs to know his short-term and future goals. A self-aware person is aware of his weaknesses and strengths and can determine all the factors that can influence him. Self-management draws from competencies of emotional self control, transparency, adapt ability, achievement, initiative, and optimism (Fernando & Gamage., 2019). Social awareness includes organizational awareness, empathy, skills and, service orientation. Empathy is the ability to recognize and understand the needs, wants, and perspectives of those around you Ayele (2015). Relationship management requires developed skills in inspirational leadership to motivate, influence that allows for persuasion, developing others through feedback and guidance, change catalyst, conflict management, maintain relationships, teamwork (Fernando & Gamage., 2019).

### 3.2. Goal Orientation

Dweck and Leggett (1988), defined goal orientation is a construct used to describe as individuals' mental representations and approaches to success situations (Blair, 2008). Button et al. (1996) proposed that goal orientation is a multidimensional construct with learning goal (LGO) and performance goal orientation (PGO) representing separate and distinct constructs. In addition, they proposed that LGO and PGO are unrelated. VandeWalle (1997) conceptualized goal orientation as a stable disposition toward developing or demonstrating ability in achievement situations. He defined learning goal orientation (LGO) as the goal of self-development through acquiring new skills, mastering new situations, and improving one's skills. He divided performance goal orientation into performance prove and performance avoid dimensions. Performance prove goal orientation (PPGO) is defined as "the desire to prove one's competence and to avoid negative judgments about it (obtain positive judgments about it), while performance avoid goal orientation (PAGO) is defined as the desire to avoid the disproving of one's competence and to avoid negative judgments about it".

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## 4. Hypotheses Development and Conceptual Framework

The following hypotheses are proposed for the study:

Adigüzel, & Kuloğlu (2019) have found a significant positive relationship between emotional intelligence on goal orientation of 498 white-collar employees working in the private and public sector in Turkey. Also, Supervía, et al., (2020a) have found a positive relationship between emotional intelligence on goal orientation of 2896 students from 15 Spanish high schools. Similarly, Dastgeer, G. (2022) stated that positive relationship between emotional intelligence on goal orientation of a sample of 162 employees working in telecommunication sector of Pakistan. Thus, we propose,

H<sub>1</sub>: There is a significant positive relationship between emotional intelligence and goal orientation.

Behina & Aveh (2015) have found a positive relationship between self-awareness and goal orientation within a sample of 294 students of high school athletes of Shiraz in Iran. Also, Reilly, et al., (2014) have found a significant positive relationship between self-awareness and learning goal orientation within a sample of 1295 part-time graduate students in Management programs from a public university in the southwestern United States and a private university in the northeastern United States. Thus, we propose,

H<sub>1a</sub>: There is a significant positive relationship between self-awareness and goal orientation.

Behina & Aveh (2015) have found a significant positive relationship between self-management and goal orientation within a sample of 294 students of high school athletes of Shiraz in Iran. Janssen & Prins (2007) have found a significant positive relationship between learning-approach goal orientation and self improvement within a sample of 170 medical residents of a Dutch university hospital in Netherlands. Thus, we propose,

H<sub>1b</sub>: There is a significant positive relationship between self-management and goal orientation.

Behina & Aveh (2015) have found a positive relationship between social awareness and goal orientation within a sample of 294 students of high school athletes of Shiraz in Iran. Chien and Hung (2008) have found a significant positive relationship between learning goal orientation & performance goal orientation on customer-oriented behaviors within a sample of 271 personal finance specialists and medical assistants in Taiwan. Templer, et al., (2020) have found a significant positive relationship between learning goal orientation to customer orientation within a sample of 323 employees of 4- and 5-star hotels in Singapore. Thus, we propose,

H<sub>1c</sub>: There is a significant positive relationship between social-awareness and goal orientation.

Behina & Aveh (2015) have found a positive relationship between relationship management and goal orientation within a sample of 294 students of high school athletes of Shiraz in Iran. Also, Johnson, et al., (2011) have found a significant positive relationship between Performance and learning goal orientation within a sample of 117 participants who were recruited from a large university in the southeastern United States. Thus, we propose,

H<sub>1d</sub>: There is a significant positive relationship between relationship management and goal orientation

Figure 1 depicts the conceptual framework of this study based on the relationships hypothesised above.

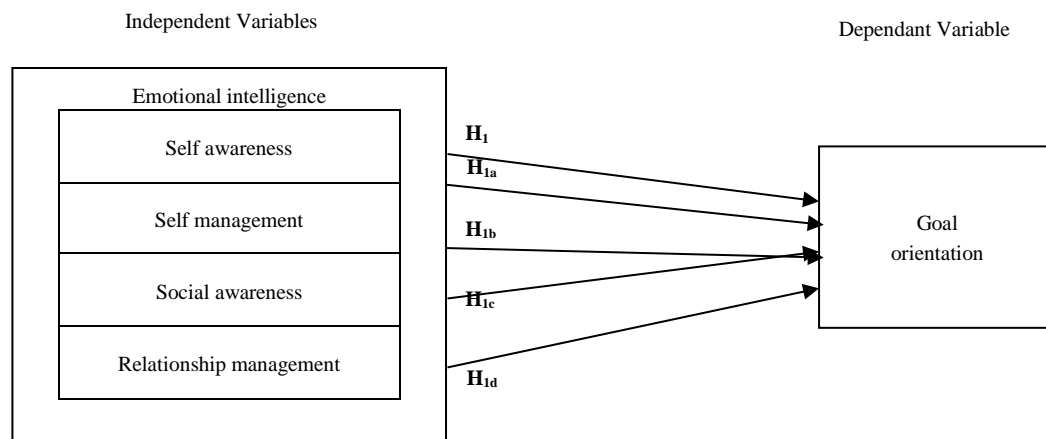


Fig 1 - Conceptual Framework of the Study

## 5. Research Methodology

### 5.1. Data Collection

The research is based on a quantitative research method. The likert scale is used to measure the respondent's attitudes towards a specific statement, which the respondent is asked to agree or disagree with the five-point Likert scales were used in the questionnaires. Assignment of scores for positive and negative responses categories in the Likert scale was mentioned in Table 1.

The questionnaire contains three sections. The first section covers the demographic information. Sections two and three cover the information regarding emotional intelligence and goal orientation of the employees, respectively.

Table 1: Responses Categories in the Likert Scale – Positive & Negative Questions

Response Categories	Scores for positive questions	Scores for negative questions
Strongly Agree	5	1
Agree	4	2
Neither agree nor disagree	3	3
Disagree	2	4
Strongly disagree	1	5

### 5.2. Population and Sample

It was not possible to include all managers of Sri Lanka in the banking sector in this study because of the geographical dispersion and the large population. The study's participants are all the managers in licensed commercial banks of North Central Province in Sri Lanka. 205 managers out of 425 managers were chosen from the stratified proportionate random sampling method.

Stratified Proportionate Random Sampling Formula,

$$n_h = (N_h / N) * n$$

$n_h$  = Sample size for  $h^{\text{th}}$  stratum

$N_h$  = Population size for  $h^{\text{th}}$  stratum

$N$  = Size of entire population

$n$  = Size of entire sample

The researcher checked the adequacy of the sample to represent the population and found the sample was adequate because Krejcie & Morgan (1970) stated that the sample should be 205 to represent 440 & 201 to represent 420 populations, respectively. Based on this evidence, it can be justified that the selected sample is reasonable and good enough. In the end, only 168 questionnaires from the managers were collected. Population and Sample are presented in Tables 2 and 3 respectively.

Table 2: Total Number of Managers in the Banking Sector of North Central Province in Sri Lanka.

Anuradhapura	Polonnaruwa	Total Managers
287	138	425

Table 3: Selected Managers in the Banking Sector of North Central Province in Sri Lanka.

Anuradhapura	Polonnaruwa	Total Managers
138	67	205

### 5.3. Measures

The measurement scales for demographic factors of, ownership of the bank, gender, marital status, age, educational qualification and working experience is presented in Table 4.

Table 4: Measure of Demographic Factors

Question Number	Demographic factors	Definitions
01	Ownership of the bank	Whether the bank belongs to public or private ownership
02	Gender	Whether the employee is a male or female
03	Marital Status	Whether the employees are single or married
04	Age	Age in years of employee on the date of data collection
05	Educational Qualification	Highest education qualification obtained by the employee
06	Working Experience	Number of years in the current work place

Emotional intelligence and goal orientation were measured using questioners developed by, Bennis (2003) in appendix A and, Attenweiler & Moore (2006) in appendix B, respectively. SPSS package was used to analyze the data. Average of the four items (self-awareness, self-management, social awareness and relationship management) was computed and saved as emotional intelligence. Average of the four items (learning goal orientation, performance - prove goal orientation and performance - avoid goal orientation) was computed and saved as goal orientation.

## 6. Results and Discussion

### 6.1. Sample Profile of the study

The sample of this research was 168 managers in licensed commercial banks of North Central Province in Sri Lanka. According to the results presented in Table 5, majority of the managers were representative of the public sector banks 64.3%. There were 59.5% and 40.5% male and female managers respectively. Also, 47.0% managers had 11 to 15 years working experience.

Table 5: Illustration of Ownership of the Bank, Gender, Marital Status, Age, Highest Education Qualification and Work Experience

Demographic Information	Variable	Total	%
Ownership of the bank	Public	108	64.3
	private	60	35.7
Gender	Male	100	59.5
	Female	68	40.5
Marital Status	Single	58	34.5
	Married	110	65.5
Age (in years)	Less than 30	29	17.3
	31- 40	95	56.5
	41- 50	35	20.8

	More than 51	9	5.4
Education Qualification	A/L	2	1.2
	Professional Qualification	48	28.6
	Degree	108	64.2
	Postgraduate	10	6.0
Work experience	Less than 5	25	14.9
	5 -10	34	20.2
	11-15	79	47.0
	16- 20	20	11.9
	More than 20	10	6.0

### 6.2. Reliability Analysis

The researcher has tested the reliability of the constructs that were used to measure the key variables of the study before further analysis. For this purpose Cronbach's alpha test was performed. According to the results in Table 6, each reliability coefficient was higher than 0.7 which indicates that the existence of internal consistency was high.

Table 6: Results of Reliability Analysis

Variable and constructs		No. of items	Cronbach's Alpha value
Emotional intelligence	Self - awareness	03	0.853
	Self - management	06	0.864
	Social awareness	03	0.867
	Relationship management	08	0.925
Goal orientation	Learning goal orientation	08	0.951
	Performance - prove goal orientation	06	0.942
	Performance - avoid goal orientation	07	0.951

### 6.3. Correlation Analysis

Person correlation coefficient was used to analyze the relationship between the independent variable (emotional intelligence) and dependent variable (goal orientation).

#### 6.3.1. Correlation Analysis of Emotional Intelligence and Goal Orientation

According to the results in Table 7, relationship between self- awareness and goal orientation ( $r = 0.445^{***}$ ,  $P < 0.01$ ), self-management and goal orientation ( $r = 0.642^{***}$ ,  $P < 0.01$ ), social awareness and goal orientation ( $r = 0.662^{***}$ ,  $P < 0.01$ ) & relationship management and goal orientation ( $r = 0.530^{***}$ ,  $P < 0.01$ ) are positive and significant. Also, correlation between emotional intelligence and goal orientation ( $r = 0.716^{***}$ ,  $P < 0.01$ ) is strong positive and significant.

Table 7: Correlation Coefficient between Emotional Intelligence and Goal Orientation.

Variable	GO	SEA	SEM	SOA	REM	EI
Goal Orientation (GO)	1.000					
Self – Awareness (SEA)	.445***	1.000				
Self – Management (SEM)	.642***	.414***	1.000			
Social Awareness (SOA)	.662***	.374***	.690***	1.000		
Relationship Management (REM)	.530***	.375***	.556***	.442***	1.000	
Emotional Intelligence (EI)	.716***	.622***	.867***	.743***	.840***	1.000

\*\*\*Correlation is significant at the 0.01 level (one-tailed)

#### 6.4. Multiple Regression Analysis

Multiple regression analysis was used to predict the impact of the independent variable on the dependent variable. In this study,  $\beta$  value, adjusted R Square, F value have been used to interpret the results of regression analysis. Beta ( $\beta$ ) values represent the nature of the relationship as positive or negative. Also, Significance of that relationship is determined based on the sig value.

##### 6.4.1. Multiple Regression Analysis of Emotional Intelligence Dimensions and Goal Orientation

According to the results in Table 8, beta values for self- awareness ( $\beta = 0.144^{**}$ ,  $P < 0.05$ ), self-management ( $\beta = 0.219^{**}$ ,  $P < 0.05$ ), social awareness ( $\beta = 0.373^{**}$ ,  $P < 0.05$ ) and, relationship management ( $\beta = 0.190^{**}$ ,  $P < 0.05$ ) have explained significant positive impact on goal orientation.

Table 8: Multiple Regression Analysis between Emotional Intelligence Dimensions and Goal Orientation.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.770	0.133		20.869	0.000
Self – Awareness (SEA)	0.054	0.022	0.144	2.435	0.016
Self – Management (SEM)	0.092	0.033	0.219	2.753	0.007
Social Awareness (SOA)	0.162	0.032	0.373	5.087	0.000
Relationship Management (REM)	0.091	0.031	0.190	2.948	0.004

a. Dependent Variable: GO

##### 6.4.2. Multiple Regression Analysis of Emotional Intelligence and Goal Orientation

According to the results in Table 9, beta values for emotional intelligence ( $\beta = 0.392^{**}$ ,  $P < 0.05$ ), has explained significant positive impact on goal orientation.

Table 9: Multiple Regression Analysis Results of Emotional Intelligence on Goal Orientation.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.798	0.133		21.018	0.000
EI	0.392	0.030	0.716	13.217	0.000

a. Dependent Variable: GO

According to the results in Table 10 manager's goal orientation explained 51.3% of emotional Intelligence as represented by the R Square. F values of emotional Intelligence on goal orientation ( $F = 174.686^{**}$ ,  $P < 0.05$ ) explained significant linear relationship between these variables.

Table 10: Model Summary of Multiple Regression Analysis Results of Emotional Intelligence on Goal Orientation.

R	R Square	Adjusted R Square	. F Change	Sig. F Change
.716 <sup>a</sup>	.513	.510	174.686	.000

- a. Predictors: (Constant), EI
- b. Dependent Variable: GO

### 6.4.3. Results of Hypothesis Tests

According to the, correlation analysis results, found significant positive relationship between emotional intelligence and goal orientation & its dimensions (self awareness, self management, social awareness and relationship management) and goal orientation. Also, according to the, multiple regression analysis results, found significant positive impact of emotional intelligence on goal orientation & its dimensions (self awareness, self management, social awareness and relationship management) on goal orientation. This result is consistent with the results obtained by past researchers. Adigüzel, & Kuloğlu (2019) have found a significant positive relationship ( $r = 0.51$ ,  $p < 0.001$ ) between goal orientation and emotional intelligence. Behina & Aveh (2015) have found a positive relationship between self-awareness and goal orientation ( $r = 0.11$ ), social awareness, goal orientation ( $r = 0.09$ ), relationship management and goal orientation ( $r = 0.04$ ) and significant positive relationship between self-management and goal orientation ( $r = 0.21$ ,  $p < 0.01$ ).

## 7. Conclusion

The results of this study provide evidence that significant positive relationship between emotional intelligence and goal orientation & its dimensions (self-awareness, self-management, social awareness and relationship management) and goal orientation of managers in banking sector. Based on the findings, it can be concluded that emotional intelligence of managers in the banking sector can be used as a good predictor of goal orientation.

Also, organizations can increase its managers emotional intelligence on goal orientation, first by hiring and promoting people into management roles those are with high emotional intelligence and secondly by improving the emotional intelligence of managers through a learning and development intervention.

## 8. Future research

The present study has provided many potential paths for future researchers. The researcher has considered banks in one Province in Sri Lanka only. Also, researcher has used only 168 of sample for this study. Therefore, researcher recommends increasing the sample size by increasing the geographical coverage of sample. Future studies can be extended to check the applicability of emotional intelligence on goal orientation using different samples from different sectors, occupations etc.

Further this research has only considered the independent variable and dependent variable and has not considered any moderating variables or mediating variables. Therefore researcher suggests including moderating and mediating variables where this conceptual framework can be developed. Also, researcher recommends more research on newly establish positive psychological concepts that include positive psychology, emotional intelligence, and psychological well-being.

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### Emotional intelligence

Dimensions	Questions	Reference
Self-awareness	<ol style="list-style-type: none"> <li>1. Emotional self-awareness - Recognizing one's emotions and their effects.</li> <li>2. Accurate self-assessment - Knowing one's strengths and limits.</li> <li>3. Self-confidence - A strong sense of one's self-worth and capabilities.</li> </ol>	Bennis (2003)
Self-management	<ol style="list-style-type: none"> <li>1. Emotional self-control - Keeping disruptive emotions and impulses under control.</li> <li>2. Trustworthiness - Displaying honesty and integrity.</li> <li>3. Conscientiousness - Demonstrating responsibility in managing oneself.</li> <li>4. Adaptability - Flexibility in adapting to changing situations or obstacles.</li> <li>5. Achievement Drive - The guiding drive to meet an internal standard of excellence.</li> <li>6. Initiative - Readiness to act.</li> </ol>	Bennis (2003)

Social-awareness	<ol style="list-style-type: none"> <li>1. Empathy - Understanding others, and taking an active interest in their concerns.</li> <li>2. Service orientation - Recognizing and meeting customers' needs.</li> <li>3. Organizational awareness - Empathizing at the organizational level.</li> </ol>	Bennis (2003)
Relationships management	<ol style="list-style-type: none"> <li>1. Developing others - Sensing others' development needs, and bolstering their abilities.</li> <li>2. Influence - Wielding interpersonal influence tactics.</li> <li>3. Communication - Sending clear and convincing messages.</li> <li>4. Conflict management - Resolving disagreements.</li> <li>5. Visionary leadership - Inspiring and guiding groups of people.</li> <li>6. Catalyzing change - Initiating or managing change.</li> <li>7. Building bonds - Nurturing instrumental relationships.</li> <li>8. Teamwork and collaboration - Creating a shared vision and synergy in teamwork, working with others toward shared goals.</li> </ol>	Bennis (2003)

**Goal orientation**

Dimensions	Questions	Reference
Learning goal orientation	<ol style="list-style-type: none"> <li>1. I enjoy challenging and difficult tasks where I learn new skills.</li> <li>2. I want to learn as much as possible.</li> <li>3. The opportunity to learn new skills and knowledge is important to me.</li> <li>4. I prefer to work on tasks that force me to learn new things.</li> <li>5. The opportunity to extend the range of my abilities is important to me.</li> <li>6. I like best when something I learn makes me want to find out more.</li> <li>7. When I fail to complete a difficult task, I plan to try harder the next time I work on it.</li> <li>8. The opportunity to learn new things is important to me.</li> </ol>	Attenweiler & Moore (2006).
Performance prove goal orientation	<ol style="list-style-type: none"> <li>1. I prefer to work on projects in which I can prove my ability to others.</li> <li>2. I want others to think I am smart.</li> <li>3. I enjoy proving my ability to others.</li> <li>4. I am motivated by the thought of outperforming my peers.</li> <li>5. The opinions of others about how well I do certain things are important to me.</li> <li>6. I strive to demonstrate my ability relative to others.</li> </ol>	Attenweiler & Moore (2006).
Performance avoid goal orientation	<ol style="list-style-type: none"> <li>1. The things that I enjoy most are the things I do best.</li> <li>2. I prefer to do things that I can do well rather than things that I do poorly.</li> <li>3. I like to work on tasks that I have done well in the past.</li> <li>4. Because I know my work will be compared to others, I get nervous.</li> <li>5. My fear of performing poorly is often what motivates me.</li> <li>6. I prefer to avoid situations in which I might perform poorly.</li> <li>7. I like to be fairly confident that I can successfully perform a task before I attempt it</li> </ol>	Attenweiler & Moore (2006).