

The Performance Failure Appraisal Inventory

User's Manual

Second Edition © 2002

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Introduction

Thank you for your interest in the Performance Failure Appraisal Inventory (PFAI), a self-report tool for measuring fear of failure (FF). This user's manual summarizes the primary sources of evidence for score validity and provides copies of the PFAI, profile sheets, and norms to facilitate use of the PFAI. Before providing additional information about the conceptual basis of the PFAI or the composition of this manual, several acknowledgements must be made.

My interest in fear of failure as a research topic began in the course of my work under the supervision of Dr. Bruce Ogilvie in Los Gatos, CA in the summer of 1995. Conversations with Brent Walker during our days as graduate students working with Dr. John Silva at the University of North Carolina at Chapel Hill deepened my interest in the topic. After leaving Chapel Hill to pursue doctoral study at the University of Utah in Salt Lake City, many mentors and colleagues supported my interest in FF. Dr. Ted Packard introduced me to the cognitive-motivational-relational theory of emotion that provided the theoretical platform for developing the PFAI. Dr. Keith Henschen (my doctoral advisor), Dr. Barry Shultz, and Dr. Artur Poczwardowski were all instrumental in early attempts to define the domain of FF and measure aspects of that domain. Data collection and entry for the studies described in this manual would not have been possible without the assistance of a number of friends, research assistants, and students including Dawn Anderson-Butcher, Jordi Ciambrone, Jon Metzler, Steve Portenga, Sumiyo Shiina, Traci Sommer, and Jason Willow. To each of these individuals (as well as others who I may have carelessly neglected to identify), I owe a debt of gratitude.

Conceptual Background on the PFAI

The PFAI was designed to be a clinically useful device for assessing why an individual fears failure. Lazarus (1991) asserted that an individual's appraisal of a (real or imagined) perceived change in their relationship to the environment results in an emotion. In the case of fear and anxiety, appraisals center emphasize threatening or aversive consequences associated with failure. The PFAI assesses respondents' beliefs in five threatening or aversive consequences of failure, including experiencing shame and embarrassment, devaluing their self-estimate, having an uncertain future, having important others lose interest, and upsetting important others. These five appraisals are moderately to strongly intercorrelated and the relationships between them can be summarized effectively with a single higher-order score representing a general FF (the belief that failure is associated with threatening or aversive consequences).

The Manual

This user's manual is divided into four sections, not including this introduction. Three empirical articles are presented. The first article summarizes a qualitative study conducted to identify the aversive consequences of failing that provide the basis for appraisals associated with FF. The second article describes how the PFAI was developed and the initial study of the psychometric properties of scores. The third article reviews a study that led to a modification of the PFAI as well as a development. In the appendix, copies of the PFAI from various stages of development are presented (note: the 25-item version should be used as a long form and the five-item version should be used as a short form). The appendix also contains norms and a profile sheet that can be used to provide feedback to clients.

Best wishes in your applications of the PFAI. The PFAI is copyrighted but there are no royalty fees associated with using the PFAI. I would appreciate learning about forthcoming publications of your research using the PFAI. Updates on research using the PFAI in my laboratory are regularly posted on my website – <http://www.personal.psu.edu/dec9>.

Supplementary Materials

Interview Guide

I. Introduction and Relationship Building

1. Describe the nature and demands of your performance domain.

II. Success

1. How do you define success (i.e., what is success to you)?
2. What do you see as the consequences of success?
3. Beyond your definition of success, what does success mean to or about you?
4. How do you feel when you know you are being successful?

III. Transition

1. Can you describe a situation in which you have had similar thoughts and feelings and you behaved in a similar manner, but you failed?
2. Can you tell us about a situation in which someone has slighted or demeaned your performance?
3. In a moment, I will read out a list of emotions, one at a time. After I read out each emotion, I would like you to describe how you experience that emotion in your performance domain: pride, happiness, sadness, hope, shame, anger, anxiety, fear (read one emotion at a time).

IV. Failure

1. How do you define failure (i.e., what is failure to you)?
2. What do you see as the consequences of failure?
3. Beyond your definition of failure, what does failure mean to or about you?
4. Would you be willing to describe your most traumatic failure?
5. Can you describe what you were thinking and feeling when you realized you would fail?
6. What was it that you felt was irrevocably lost in your excellence domain?
7. Can you describe a situation in which you have had similar thoughts and feelings and you behaved in a similar manner, but you succeeded?
8. If you were to try to summarize what you have told us about failure and what it means in a few words, what words would you choose?

V. Conclusion and Debriefing

1. Finally, would you tell us about the event that established you as an elite performer in your domain?
2. Debrief participants and answer any questions.

Evaluative Criteria for Failure

Lower-Order Themes, & Meaning Units with Codes for Participants Reporting Each Meaning Unit (1-8 are Athletes, 9-16 are Performing Artists)

Lower-order Failure Themes, Meaning Units, and Participant Codes

- Not accomplishing my goals – 1, 2, 3, 5, 7, 8, 10, 11, 12, 14, 15, 16
 - Not accomplishing goals– 1, 3, 8, 11, 14, 15
 - Not winning - 8
 - Not improving – 15, 16
 - Not meeting my expectations – 1, 2, 5, 7, 12, 15
 - Not succeeding with all advantages - 5
 - Not getting scholarship – 15
 - Didn't do what I prepared myself to do – 1
 - When established levels are not met – 10, 12
- Squandering an opportunity – 5, 8, 9, 16
 - Knowing I could have done more - 8
 - Making mistakes and getting held back - 9
 - Wasting opportunity - 9
 - Not open to learn from others - 16
 - Not translating practice into competition - 5
 - Being stubborn w boss - 9
- Not controlling things I should control – 1, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16
 - Not practicing –7, 15
 - Not preparing well - 9
 - Having a mental lapse – 3, 5
 - Giving poor effort – 1, 3, 6, 7, 9, 11, 14, 15
 - Not being consistent – 3, 7, 11, 15
 - Choking – 7
 - Making mistakes - 9
 - Letting others affect my performance – 9, 15
 - Not enjoying - 11
 - Not knowing self – 16
 - Making the same mistake twice – 15
 - I lost control – 10, 13
 - I wasn't all there – 16
 - Letting other dancers create insecurity – 9
 - Letting others under my skin – 9
- Poor adaptation – 3, 7, 9, 16
 - Being weak, unable to cope with world - 16
 - Not coping well - 3
 - Giving up - 9
 - Quitting – 7
- Poor artistic communication – 9, 11, 15, 16
 - Not affecting audience – 11, 15
 - Not sensitive to others - 16

- If bring joy to others, no fail – 9
- Losing perspective on my role in performance – 4, 9, 11
 - Not connecting to part - 9
 - Not knowing/accepting role on team - 4
 - Make mockery of show - 9
 - Technical worries break unity - 11
 - Losing the big picture - 9
- Thinking I should control more than I can – 3, 4, 5, 6, 8, 10, 11, 12, 14, 15
 - Not having control – 4, 12
 - Getting sick my fault – 4, 10
 - Not being perfect - 8
 - Getting injured – 3, 12
 - Getting fired before ready to leave - 12
 - Imprint that I should never fail - 14
 - Effort not leading to success – 5, 6, 15
 - Others think I don't have enough ability to do it – 11
 - No results after hours of practice – 5
- No more opportunity – 1, 7, 8, 9, 11, 16
 - No opportunity – 8, 11
 - Not getting right opportunity & help– 7, 8
 - Not getting a job - 16
 - Lost opportunity to continue something - 9
 - Lost opportunity to do something special – 8
 - Nothing I can do to prevent failure – 1
- Giving others reason to doubt me – 4, 8, 10, 12, 14, 15, 16
 - Not meeting others expectations – 4, 8, 12, 14, 15, 16
 - Piece had to be cancelled - 10
- Disappointing others – 1, 4, 5, 6, 7, 10, 12, 15, 16
 - Letting important others down – 1, 4, 6, 7, 10, 12, 15, 16
 - Being irresponsible – 4, 5
 - Being criticized by others - 15
 - Embarrassing others - 10
- I'm nothing – 4, 14, 16
 - I'm invisible - 16
 - No self-worth - 14
 - Part of me dying - 14
 - Feel unwanted – 4, 14, 16
- Becoming skeptical of self – 4, 11, 12, 14
 - Doubting self - 4
 - Letting down self -12
 - Own worst critic – 11
 - What was I doing? – 14

Evaluative Criteria for Success

Lower-Order Themes, & Meaning Units with Codes for Participants Reporting Each Meaning Unit (1-8 are Athletes, 9-16 are Performing Artists)

Lower-order Success Themes, Meaning Units, and Participant Codes

- Accomplished goals – 1, 2, 3, 5, 7, 8, 11, 12, 13, 14, 16
 - Meeting or exceeding goals – 1, 2, 3, 5, 7, 8, 13, 14, 16
 - Winning – 1, 2, 5, 7, 8
 - Getting mood roles/music - 11
 - Maintaining a level – 5, 8, 13, 14
 - Top consistent – 3, 8, 12
 - Maintain, no more pressure to achieve - 14
 - Still possessing a desire to perform – 7
- Earned/deserved this opportunity – 2, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16
 - Deserving and ready for role - 9
 - Being in contention – 5, 7
 - Hard work reinforced – 14, 16
 - Getting more opportunities – 9, 10, 12, 13, 15, 16
 - Others pay me to do it – 2, 11, 13, 15, 16
- Showed others I can still do it – 6, 14
 - Not being forced out because of my age - 14
 - Proving I can do it to others - 6
- Controlling what I can control – 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16
 - Effort – 4, 6, 8, 13, 15
 - Preparation – 4, 5, 8, 9, 11, 16
 - Do what I can – 4, 8, 12, 13
 - Shooting without target panic – 2
 - No mistakes – 1, 5, 9, 12, 13, 15
 - Meeting responsibility – 4, 9
 - Gain freedom by giving up control – 16
 - Must be able to control self and stay in comfort zone - 13
 - Performance tests your control not your music - 13
 - Avoid looking bad - 15
 - Game of fewest mistakes - 7
 - Transforming notes into something incredible - 10
 - Focused and concentrating – 16
- Maximizing my potential – 1, 4, 5, 8, 9, 12, 13
 - Making the most of what I have - 9
 - Doing best that I can – 1, 4, 5, 8, 12, 13
 - Get on with it or get out of it – 9
 - Doing best is good enough – 9
- Adapting effectively – 2, 6, 9, 16
 - Moving on after mistake - 9
 - Coping well – 2, 9
 - Not afraid to fail – 6

- Keep ego away – 16
- Effective artistic communication – 9, 10, 11, 12, 14, 15, 16
 - Creating an authentic/genuine character – 11, 15, 16
 - Connecting with the audience – 10, 12, 14, 15, 16
 - Serving the art - 10
 - Reaching a different audience - 9
 - Relating to other performers to share with audience - 10
- Satisfying others – 4, 8, 9, 10, 12, 13, 15
 - Please others – 8, 9, 12, 13
 - Avoid criticism – 9, 13
 - Giving honest effort to please others – 8
 - Represented others well – 4
 - Played well, crowd loved us – 4
 - Must please audience for them to pay – 15
 - Try to please parents - 15
 - Want to be successful in parents' eyes - 9
 - Want to please authority figures - 15
 - Getting attention from important others - 10
 - When people like me, I know I pleased them - 15
- Appreciate self – 2, 4, 8, 16
 - Giving honest effort to please self - 8
 - My perceptions more important than others' perceptions – 2, 16
 - Represented ourselves well – 4
- Positive feelings about self – 4, 5, 7, 8, 9, 15, 16
 - Feel good about self – 7, 9, 16
 - Knowing I have talent - 15
 - Confidence – 4, 7, 8, 9
 - Can compete with the best in the world – 5
 - Pleasing self by doing my best – 9
- Knowing I received positive attention – 4, 8, 10
 - Dad demanded perfection but was supportive – 8
 - Cared about by teammates – 4
 - Drumming got me attention – 10

Consequences of Failure

Lower-Order Themes, & Meaning Units with Codes for Participants Reporting Each Meaning Unit (1-8 are Athletes, 9-16 are Performing Artists)

Lower-order Consequences of Failure Themes, Meaning Units, and Participant Codes

Material Loss

- Losing job – 9, 12
- Losing sponsors – 2, 3
- Lose insurance – 2
- Paychecks stop – 8
- Not maintaining standard of living – 12
- Hurts career by decreasing opportunities – 13
- Lost money – 10

Repeated Failure

- Failure leads to failure – 3, 6
- Expect more failure – 5
- Tighten up and get more careful – 5
- Play bad and get more tentative – 4

Not Accomplishing a Goal

- Not making team/crew – 2, 5, 7, 8, 12
- Not winning – 3
- Not able to pull things off – 11
- Not shooting scores I should – 5
- I didn't complete something I knew I could – 11
- Angry at self for not living up to the situation – 15

Blocked Aspirations

- Becoming a person I don't want to be – 2
- Must consider a life change – 11, 16
- Need to get a regular job – 2, 16
- Lower expectations – 2, 3

Learned and Improve Performance

- Lesson as a catalyst for success – 9
- Learn from mistakes – 4, 13
- Learn new coping strategies – 3, 13, 14
- Learn about self as performer – 2
- Learn to trust performance instincts – 16
- Analyzing what happened – 2, 4, 5, 8, 9
- Learn to trust coach – 2
- Broader learning about performance – 3, 16
- Why didn't we win? – 4
- Why am I not better? – 3

Interpreted Poor Effort as the Cause of Failure

- Better effort would have prevented failure – 6
- Can accept failing if effort was good – 6
- Taking partial responsibility – 5

- Unprepared – 10, 11, 14
- Increased Motivation to Improve & Succeed
 - Hunger for success – 3
 - Want to work harder – 6, 7, 8
 - Draw more on little successes – 5
 - Need to make self better person and player – 6
 - I must be better than before – 15
 - Accept failure and work to improve - 6
- Decreased Motivation to Perform
 - Don't care – 7
 - Not practicing – 5
 - Hard to keep shooting – 5
 - Won't try - 1
- Attempted to Cope
 - Drinking – 16
 - Take a walk – 6
 - Reacting to criticism by getting defensive – 2
 - Keep negative thoughts out – 5
 - Remind self that one mistake is not the whole performance – 11
 - Remind self that audience did not see mistake – 11
 - Learn or quit – 7
 - Sought consulting – 5, 9, 13
 - Remind that goal is most important – 4
 - Now first one to laugh at self – 13
 - Unable to leave mistakes behind – 9
 - Wouldn't show emotion – 4
 - Dealing with pressure – 2
 - Built walls around self for protection – 4
 - Keep self fit to prevent more failure – 10
 - Cry – 14
 - Reassure and reaffirm self – 11
 - Talk and be understood – 3
 - Self-instruction – 3
 - Laugh – 3
 - No talk or apologize – 4
 - Practice – 7
 - Must calm down – 7
 - Must serve art – 10
 - Learn and it will never happen again – 9
 - Learn or sob – 9
 - Letting things beat me down is not productive – 9
 - After mistake, rehearse - 11
- Realization that “My Opportunity is No Longer Guaranteed”
 - Lost opportunity – 2, 9
 - Losing shots – 7
 - Dream of leaving town blocked – 13

- Hope for another opportunity – 8
- Lost opportunity to continue doing something – 9
- Lost opportunity to do something special – 8
- Perceptions of an Uncertain Future
 - What do I do now? – 2
 - Unknown consequences – 14
 - Hope for next year - 1
- Affects Personal Life
 - Affects life beyond sport – 2
 - Learned to separate person from performer – 9
 - Affects me as a dancer and person – 9
- Damage Relationship to Important Objects/Others
 - Lost trust from others – 4, 12
 - Others do not respect me – 7
 - No one will like me – 14
 - Punishment from mom – 6
 - Art let down – 10
 - Afraid of holding the piece back – 10
 - Others don't like me – 11
- Upsetting Important Others
 - Letting others down – 8, 12
 - Others angry – 1
 - Criticism from others – 6, 9, 12, 13, 15
 - Wife beats me down – 7
 - Don't want to let others down – 13
 - Want to avoid director growling – 13
 - Confronted by coach – 1
 - Coach angry – 4
 - Publicly criticized when vulnerable – 12
 - Controversial performance offends others – 15
 - Being unprepared lets others down – 8
 - Thinking I should not have disrespected her class – 1
 - Lying to teacher – 16
- Others Offer Support
 - Receive encouragement from others – 16
 - Family would accept mistake regardless – 13
 - Criticism to get better (well-intended) – 15
 - Bonded with parents and coaches - 4
- Cycle of Negative Emotions
 - Disappointment – 2, 6, 15
 - Sadness – 2, 5, 9, 11, 16
 - Embarrassment – 13, 14
 - Emotional roller-coaster – 3
 - Anger – 15, 16
 - Frustrated with not being competitive – 5
 - Doubt created anxiety – 9

- Worried and stressed – 11
- Tense up, frustrated – 15
- Nervous – 16
- Regret – I should have done this (another option) – 8
- Guilty for not practicing – 2
- Angry that I took myself out of the competition – 5
- Angry at self for poor results – 3, 7
- Lose Confidence
 - Takes away confidence – 2, 6, 7, 9, 14
 - Hope for instead of expect success – 2
 - Accumulation of failure destroys your confidence – 2
 - Doubt it will get better – 11
 - Repeated failure leads to doubt – 1
 - Doubt my preparation and belonging to art – 10
 - When results are poor, I can only think about my mistakes – 7
- A Feeling of Personal Diminishment
 - Negative self-esteem – 1, 2, 4, 6, 7
 - Self feels bad – 1, 2, 3
 - Conductors make me feel worthless – 11
 - Feeling like no voice – 16
 - Lose respect for self – 4, 6
 - Reduced to nothing – Had to start over – 9
 - Demise of human being – 16
 - Letting self down – 10
 - I'm only as good as my performance – 14
 - Took responsibility for poor performance – 4
 - Criticism taken personally – 11
 - I couldn't meet the demands of my performance – 16
- Belief that I'm No Good
 - Not a good person – 11
 - Not smart enough to correct mistake – 5
 - Not good, not talented – 5, 6, 10, 11, 14, 15
 - If I wasn't inadequate, I wouldn't have been criticized – 11
- Self-Criticism
 - Negative self-talk – 1, 5
 - What's wrong with me? – 5
 - Punish self – 2
 - I'm my own worst critic – 11, 14
 - Doubt introduced – 2, 5, 9, 15
 - Blame self – 1, 4, 10
 - I didn't do enough – 4, 8
 - Kick self in head – 15
 - Criticize self – 12
- Public Shame
 - Everybody knows – 6
 - Looking stupid – 15

No excuse for going out like that – 5
Proving doubters right – 16
Humbles – 6, 10
Others' explanations wrong – 2
Dealing with negative stories in press – 2
Reminded you're a human being – 10
Others thought I wasn't trying – 6
Audiences sees you stop to fix a mistake - 11
Thought that "I May Not Match the Image I Want"
Want to avoid embarrassment – 13
Fear that someone would see through image – 13
Trying to uphold image of a good player – 13
Losing position in field – 7
Association with bad players – 7
Worried what others think – 11

Consequences of Success

Lower-Order Themes, & Meaning Units with Codes for Participants Reporting Each Meaning Unit (1-8 are Athletes, 9-16 are Performing Artists)

Lower-order Consequences of Success Themes, Meaning Units, and Participant Codes

Others' Expectations Increased

More responsibility – 2, 4, 8

Others expect more – 5, 7, 12, 15, 16

Own Expectations Increased

My expectations increased – 2, 3, 5, 9, 10

Expect perfect – 3, 5, 8, 11

Responsibility to give your best to the piece – 10

Keeps me from slopping through performance – 9

Expect success - 2

Pressured Self Not to Fail

Didn't want to fail – 2, 16

What if I don't succeed? – 16

Higher own expectations harm performance – 13

No longer not not successful – 16

Worry I'll have to leave before done or stay too long – 9, 12

Must reinvent self – 15

Full-time involvement required – 7, 16

Don't want to be involved less than I can – 14

With more success, it is harder to be inconsistent - 3

Enhanced Retrospective Feelings of Control

Know I had control – 5, 11

I should be able to control any failure – 5

Discipline of performance career makes new career seem easy – 9

Gaining more control of career – 10

Feeling of control over my talents – 11

Know I worked hard – 1, 2, 6, 8, 11

Know that I'll be used for strengths, not pushed to fail – 12

Knowing when to push and when not to push – 9

Eager for next opportunity – 11

Excitement of making audience listen – 15

Play well and become more aggressive - 4

Belief that "I Have Enhanced Performance Capabilities"

Better able to cope with mistakes – 10

Better concentration – 2

Learn to let go of control – 10

Stronger - 2

Rewards in Future Performance Opportunities

Get new music – 10

More opportunities – 9, 10

More success – 2, 8

- Getting jobs - 16
- See and work in new places – 8, 10, 13
- Success Became a Bad Thing
 - Lost enjoyment of success – 2
 - Fear of success – 5, 14, 16
 - Everything else seemed duller – 2
 - Ego out of control, performance goes downhill – 3
 - Get lazy – 12
 - Fewer post-performance options because of sacrifices – 12
 - Stayed here, less known elsewhere – 12
 - You don't know what you are going to be successful at - 2
- Tangible Costs
 - Worked harder, got worse – 2
 - Injuries – 12
 - Being on the road is difficult – 10
- Interpersonal Rivalry
 - Others jealous – 12
 - Others want to see you crack – 3, 8, 9
 - Doubt intentions with friends – 16
 - Compete with others – 5, 10, 12
 - Other performers rarely appreciate your success – 10
 - Others resent you for getting good roles – 16
 - Not liked by teammates – 4
 - Think you're better than others – 3
 - Make efforts to find friends who are not actors (cope) - 16
- Belief that "I Owe Others for My Success"
 - Must give back to sport – 2
 - Want to give back to those who helped – 8, 12
 - Must do it for the music – 13
 - Don't want to disappoint others – 12, 16
 - Memory of grandfather goes wherever I go – 10
 - Music set a positive direction for my life - 13
- Others Become More Invested in My Performance
 - Encouraged by important others – 12
 - Others become more involved – 7, 13, 15
 - Easier to approach others for help – 6, 8
 - Coach and parents' support – 4
- Increased Recognition and Appreciation
 - Fame – 2, 3, 5, 6, 8, 10, 12, 13, 15
 - People want to see me perform – 10, 15
 - Others believe in/respect me – 5, 6, 7, 10, 12, 15
 - Like feeling of respect from others – 5
 - People recognize me for music – 13
 - Reinforcement from an important person gives pride - 13
 - Friendships – 12, 13
 - Make friends, don't want to move – 12

Felt Good About Myself as Performer

Increased confidence – 2, 4, 5, 6, 7, 8, 9, 11

More excited to try it again – 11

Peak affective experience – 4, 10, 11, 13

Feel stronger – 2

Knowing I had an impact on the performance domain – 9, 13

Tuck successful performance away but never forget it – 9

More excited to try it again - 11

Felt Good About Myself

Knowing that I have talent and abilities – 2

Feel good about self – 1, 5, 6, 8, 9, 11

Avoid feeling like a failure – 3, 12, 16

Built self-esteem - 3

Humility

Don't take talent for granted – 9

Must stay humble – 2, 5, 6, 9, 13

Extrapolating Composite Fear of Failure Appraisals

Appraisal Domain ("I am...")	Aversive Consequences of Failure	Consequences of Success Whose Absence Could Be Aversive
Experiencing personal diminishment	Emotional cost/Feeling of personal diminishment, Lose confidence; Punitive action directed against self/Self-criticism	Enhanced perceptions of self/Feeling good about oneself
Demonstrating that I have low ability	Punitive action directed against self/Belief that "I'm no good"	Enhanced perceptions of self/Feeling good about myself as a performer; Performance benefits/Belief that I have enhanced performance capabilities
Demonstrating that I lack control	Attempted adaptation/Interpreted poor effort as the cause of failure; Feelings of losing control/Realization that "my opportunity is no longer guaranteed", Perceptions of an uncertain future, Affected the performer's personal life	Performance benefits/Enhanced retrospective feelings of control
Experiencing tangible losses	Tangible losses/Material loss, Repeated failure, Not accomplishing a goal, Blocked aspirations	
Wasting my effort	Attempted adaptation/Interpreted poor effort as the cause of failure	
Making my future uncertain	Feeling of losing control/Perceptions of an uncertain future, Realization that "my opportunity is no longer guaranteed"; Attempted adaptation/Decreased motivation to perform	
Losing a special opportunity	Feeling of losing control/Realization that my opportunity is no longer guaranteed	Performance benefits/Rewards in future performance opportunities

table continued

Appraisal Domain ("I am...")	Aversive Consequences of Failure	Consequences of Success Whose Absence Could Be Aversive
Causing others to lose interest in me		Increased psychological interaction with others/Others becoming more invested in my performance, Increased recognition and appreciation
Disappointing or upsetting important others	Shifts in interpersonal exchanges/Damaged relationships to important objects/others, Upsetting important others	
Experiencing an embarrassing self- presentational failure	Embarrassing self-presentational failure/Public shame, Thought that "I may not match the image that I want"	

Extrapolating Composite Fear of Success Appraisals

Appraisal Domain ("I am...")	Consequences of Failure Whose Absence Could Be Aversive	Aversive Consequences of Success
Not learning and improving	Attempted adaptation/Learned and improved performance, Attempted to cope	
Facing an overly-rigid future	Feelings of losing control/Perceptions of an uncertain future	
Accomplishing all of my goals	Tangible losses/Not accomplishing a goal, Blocked aspirations	
Facing higher expectations (own and others)		Pressure to meet higher expectations/Others' expectations raised, Own expectations raised, Pressured self not to fail
Losing enjoyment of success (desensitization)		Surprising costs of succeeding/Success became a bad thing
Experiencing tangible costs (slumps, injuries, loneliness, etc.)		Surprising costs of success/Tangible costs
Experiencing jealousy and interpersonal rivalry		Increased psychological interaction with others/Interpersonal rivalry, Increased recognition and appreciation
Experiencing increased recognition and appreciation		Increased psychological interaction with others/Increased recognition and appreciation

table continued

Appraisal Domain ("I am...")	Consequences of Failure Whose Absence Could Be Aversive	Aversive Consequences of Success
Not receiving support from others	Shifts in interpersonal exchanges/Others offering support	Increased psychological interaction with others/Others becoming more invested in my performance
Losing or not increasing motivation	Attempted adaptation/Increased motivation to improve and succeed	Enhanced perceptions of self/Feeling good about myself as a performer
Becoming over-confident	Emotional cost/Lost confidence, Cycle of negative emotions, Feelings of personal diminishment; Punitive action directed against self/Belief that "I'm no good," Self-criticism; Attempted adaptation/Attempted to cope	Performance benefits/Enhanced retrospective feelings of control, Belief that "I have enhanced performance capabilities"; Enhanced perceptions of self/Feeling good about myself as a performer, Feeling good about myself

Supplementary Materials

The Original PFAI Item Pool

Devaluation of the Self-Estimate

Personal Diminishment

1. When I am failing, I lose respect for myself.
2. When I am failing, I feel like I let myself down.
3. When I am failing, I doubt that I am as good a person as I thought I was.
4. When I am failing, I am nearly worthless.
5. When I am failing, I feel just as good about myself as when I succeed. (Reverse)
6. When I am not succeeding, my personal worth is less than when I succeed.
7. When I am not succeeding, it bothers me that I was too confident before performing.
8. When I am not succeeding, I am less valuable than when I succeed.
9. When I am not succeeding, I still feel good about myself. (Reverse)
10. When I am not succeeding, I get down on myself easily.
11. When I am failing, I take criticism personally.

Poor Ability

1. When I am failing, it is usually because I do not have enough ability.
2. When I am failing, it is often because I am not smart enough to perform successfully.
3. When I am failing, I blame my lack of talent.
4. When I am failing, I wish that I were more able.
5. When I am failing, I believe that I have less ability than others.
6. When I am failing, I am afraid that I might not have enough talent.
7. When I am failing, I hope that I have more ability than I am showing.
8. When I am failing, it is rarely because I am not good enough. (Reverse)

Lack of Control

1. When I am failing, I wish I could control more of my performance.
2. When I am failing, I still feel in control of the outcome. (Reverse)
3. When I am failing, I hate the fact that I am not in control of the outcome.
4. When I am failing, it does not bother me that so many things are outside of my control. (Reverse)
5. When I am not succeeding, I wish I had more control over my performance.
6. When I am not succeeding, it is because too many factors are out of my control.
7. When I am not succeeding, I still feel completely in control of my performance. (Reverse)
8. When I am not succeeding, I am comfortable with not having control over the outcome. (Reverse)

None go Punishment

Wasted Effort

1. When I am failing, I try to save my energy so it is not wasted.
2. When I am failing, it is a waste of energy to do too much.
3. When I am failing, I try my hardest with no concerns about conserving energy. (Reverse)
4. When I am failing, I am upset if I become tired and still fail.

5. When I am failing, I like to know that I gave my best effort even though it wasn't enough. (Reverse)
6. When I am failing, I believe that my effort is wasted.
7. When I am failing, it is even more important to go "all out" with no concerns about wasting my effort. (Reverse)
8. When I am failing, I feel okay about getting tired even if I still fail. (Reverse)
9. When I am failing, I try to save my effort for when it could make a difference.

Tangible Loss

1. When I am failing, I miss out on some rewards that I wanted.
2. When I am failing, I still get some rewards that I would have received for succeeding. (Reverse)
3. When I am failing, I lose awards that I would have liked to have.
4. When I am not succeeding, I do not get the awards that I want.
5. When I am not succeeding, there are certain advantages I miss out on.
6. When I am not succeeding, I still get all the advantages of succeeding. (Reverse)

Crushed Hope/Lost Opportunity

1. When I am failing, I doubt I will have another chance to show that I can do it.
2. When I am failing, I am afraid that I won't be allowed to try again.
3. When I am failing, I can stay hopeful because I know I will have another opportunity later. (Reverse)
4. When I am failing, I am hopeful because I know that I can still accomplish what I want to accomplish in this area. (Reverse)
5. When I am failing, I worry that it is my last (or only) chance to do well.
6. When I am failing, I know that I will have another chance soon. (Reverse)
7. When I am failing, I feel like I am losing a great opportunity to accomplish something.
8. When I am failing, I lose hope for my future performances.

Uncertain Future

1. When I am failing, I usually do not know how to change my plans to be more successful.
2. When I am failing, I am not sure how I will handle the failure.
3. When I am failing, I am unsure of what I will do next.
4. When I am failing, my future seems uncertain.
5. When I am failing, I believe that my future plans will change.
6. When I am failing, it upsets my "plan" for the future.
7. When I am failing, important plans for the future change.
8. When I am failing, I have a plan for recovering. (Reverse)
9. When I am failing, I am not worried about it affecting my future plans. (Reverse)

Reduced Social Value

Others Lose Interest in Me

1. When I am not succeeding, people are less interested in me.
2. When I am not succeeding, people seem to want to help me less.
3. When I am not succeeding, people tend to leave me alone.
4. When I am not succeeding, I can tell that some people avoid me.
5. When I am not succeeding, some people do not want to associate with me.

6. When I am not succeeding, I do not blame others for not wanting to be around me. (Reverse)
7. When I am not succeeding, I understand why others would not want to be around me. (Reverse)
8. When I am not succeeding, some people are not interested in me anymore.
9. When I am not succeeding, my value decreases for some people.
10. When I am not succeeding, I am less useful to others.
11. When I am not succeeding, other people try to get involved in my life. (Reverse)

Others Let Down

1. When I am failing, I am disappointing people who are important to me.
2. When I am failing, it upsets important others.
3. When I am failing, I expect to be criticized by important others.
4. When I am failing, I am surprised if others criticize me. (Reverse)
5. When I am failing, I lose the trust of people who are important to me.
6. When I am failing, I let down people who depend on me.
7. When I am failing, important others do not like me.
8. When I am failing, important others are not happy.
9. When I am failing, important others still appreciate me. (Reverse)
10. When I am failing, important others are disappointed.
11. When I am failing, important people think less of me.

Self-Presentational Failure

1. When I am failing, it is embarrassing if others are there to see it.
2. When I am failing, I believe that everybody knows I am failing.
3. When I am failing, I believe that my doubters feel that they were right about me.
4. When I am failing, my doubters seem to gloat.
5. When I am failing, I believe that others think I look stupid.
6. When I am failing, I worry about what others think about me.
7. When I am failing, I worry that others may think I am not trying.
8. When I am failing, I believe that most people will not understand the real reasons why I failed.

Supplementary Materials

Supplementary Table 1. Specification Search: Step-wise Fit Indices for CFA of Individual FF Appraisal Scales

	<u>df</u>	χ^2	RMSEA (90% CI)	SRMR	GFI	NNFI	CFI
<u>Experiencing Shame & Embarrassment</u>							
A priori (11 items)	44	86.68	.06 (.05-.083)	.05	.94	.93	.95
Remove item 11	35	74.89	.07 (.05 - .09)	.05	.94	.93	.95
Remove item 1	27	41.74	.04 (.00 - .07)	.04	.97	.97	.98
Remove item 6	20	19.37	.00 (.00 - .05)	.03	.98	1.00	1.00
Remove item 21	14	11.57	.00 (.00 - .05)	.02	.99	1.01	1.00
<u>Devaluing One's Self-Estimate</u>							
A priori (8 items)	20	78.07	.11 (.08 - .13)	.07	.93	.81	.87
Remove item 31	14	74.52	.13 (.10 - .16)	.08	.92	.79	.86
Remove item 22	9	46.14	.12 (.08 - .16)	.07	.95	.84	.90
Remove item 35	5	17.52	.10 (.05 - .15)	.05	.97	.92	.96
Remove item 17	2	4.94	.08 (.00 - .17)	.03	.99	.97	.99
<u>Having an Uncertain Future</u>							
A priori (5 items)	5	10.46	.06 (.00 - .12)	.04	.98	.97	.99
Remove item 18	2	1.63	.00 (.00 - .12)	.01	1.00	1.00	1.00
4-item UF modeled with FSE	43	63.53	.04 (.01 - .06)	.05	.96	.97	.98
Remove item 23 (3-item UF), modeled with FSE	34	50.69	.04 (.01 - .07)	.05	.96	.98	.98
4-item UF modeled with FDSE	19	55.68	.09 (.06 - .11)	.06	.95	.93	.95
3-item UF modeled with FDSE	13	46.62	.10 (.07 - .13)	.06	.95	.92	.95
4-item UF modeled with FIOLI	26	32.73	.03 (.00 - .06)	.03	.97	.99	.99
3-item UF modeled with FIOLI	19	25.86	.04 (.00 - .07)	.03	.97	.99	.99
4-item UF modeled with FUIO	26	35.77	.03 (.00 - .06)	.05	.97	.98	.99
3-item UF modeled with FUIO	19	31.62	.05 (.00 - .08)	.05	.97	.97	.98
<u>Having an Uncertain Future</u>							
A priori (5 items)	5	10.46	.06 (.00 - .12)	.04	.98	.97	.99
Remove item 18	2	1.63	.00 (.00 - .12)	.01	1.00	1.00	1.00
4-item UF modeled with FSE	43	63.53	.04 (.01 - .06)	.05	.96	.97	.98
Remove item 23 (3-item UF), modeled with FSE	34	50.69	.04 (.01 - .07)	.05	.96	.98	.98
4-item UF modeled with FDSE	19	55.68	.09 (.06 - .11)	.06	.95	.93	.95

(table continues)

	df	χ^2	RMSEA (90% CI)	SRMR	GFI	NNFI	CFI
3-item UF modeled with FDSE	13	46.62	.10 (.07 - .13)	.06	.95	.92	.95
4-item UF modeled with FIOLI	26	32.73	.03 (.00 - .06)	.03	.97	.99	.99
3-item UF modeled with FIOLI	19	25.86	.04 (.00 - .07)	.03	.97	.99	.99
4-item UF modeled with FUIO	26	35.77	.03 (.00 - .06)	.05	.97	.98	.99
3-item UF modeled with FUIO	19	31.62	.05 (.00 - .08)	.05	.97	.97	.98
<u>Losing Social Influence/Important Others Losing Interest</u>							
A priori (9 items)	27	58.38	.07 (.05 - .09)	.05	.95	.93	.95
Remove item 9	20	48.46	.08 (.05 - .10)	.05	.95	.93	.95
Remove item 4	14	22.68	.05 (.00 - .08)	.03	.98	.98	.98
Remove item 14	9	17.87	.06 (.01 - .10)	.03	.98	.97	.98
Remove item 32	5	1.57	.00 (.00 - .04)	.01	1.00	1.02	1.00
<u>Upsetting Important Others</u>							
A priori (8 items)	20	55.24	.09 (.07 - .12)	.05	.94	.92	.94
Remove item 37	14	25.98	.06 (.02 - .10)	.04	.97	.96	.98
Remove item 29	9	10.19	.02 (.00 - .08)	.03	.99	1.00	1.00
Remove item 20	5	2.60	.00 (.00 - .06)	.02	1.00	1.01	1.00

Supplementary Table 2. Fit Indices for CFA of Individual FF Appraisal Scales

	<u>df</u>	χ^2	RMSEA (90% CI)	SRMR	GFI	NNFI	CFI
<u>Experiencing Shame & Embarrassment</u>							
Calibration: A priori (11 items)	44	86.68	.06 (.05 - .08)	.05	.94	.93	.95
Calibration: Modified (7 items)	14	11.57	.00 (.00 - .05)	.02	.99	1.01	1.00
Loose cross-validation	14	24.52	.05 (.01 - .08)	.04	.98	.97	.98
Equal covariance matrices	28	27.04	.00 (.00 - .04)	.04	.99	1.00	1.00
Equal factor structure	28	36.09	.03 (.00 - .06)	.04	.98	.99	.99
Above + equal item loadings	34	44.85	.03 (.00 - .06)	.05	.97	.99	.99
Above + equal factor variance	35	44.96	.03 (.00 - .06)	.05	.97	.99	.99
Tight cross-validation	42	51.38	.03 (.00 - .05)	.05	.97	.99	.99
<u>Devaluing One's Self-Estimate</u>							
Calibration: A priori (8 items)	20	78.07	.11 (.08 - .13)	.07	.93	.81	.87
Calibration: Modified (4 items)	2	4.94	.08 (.00 - .17)	.03	.99	.97	.99
Loose cross-validation	2	7.19	.10 (.03 - .17)	.03	.99	.95	.98
Equal covariance matrices	10	8.87	.00 (.00 - .06)	.06	.99	1.00	1.00
Equal factor structure	4	12.14	.09 (.04 - .15)	.03	.99	.96	.99
Above + equal item loadings	7	16.66	.07 (.03 - .12)	.04	.98	.97	.98
Above + equal factor variance	8	16.82	.07 (.02 - .11)	.05	.98	.98	.98
Tight cross-validation	12	20.82	.05 (.01 - .09)	.06	.98	.98	.98
<u>Having an Uncertain Future</u>							
Calibration: A priori (5 items)	5	10.46	.06 (.00 - .12)	.04	.98	.97	.99
Calibration: Modified (4 items)	2	1.63	.00 (.00 - .12)	.01	1.00	1.00	1.00
Loose cross-validation	2	1.95	.00 (.00 - .11)	.02	1.00	1.00	1.00
Equal covariance matrices	10	13.67	.04 (.00 - .08)	.04	.99	.99	.99
Equal factor structure	4	3.58	.00 (.00 - .09)	.02	1.00	1.00	1.00
Above + equal item loadings	7	10.00	.04 (.00 - .09)	.05	.99	.99	1.00
Above + equal factor variance	8	10.11	.03 (.00 - .08)	.05	.99	1.00	1.00
Tight cross-validation	12	17.43	.04 (.00 - .08)	.05	.99	.99	.99
<u>Important Others Losing Interest</u>							
Calibration: A priori (9 items)	27	58.38	.07 (.05 - .09)	.05	.95	.93	.95
Calibration: Modified (5 items)	5	1.57	.00 (.00 - .04)	.01	1.00	1.02	1.00
Loose cross-validation	5	5.45	.01 (.00 - .08)	.02	.99	1.00	1.00
Equal covariance matrices	15	22.27	.04 (.00 - .08)	.05	.99	.99	.99
Equal factor structure	10	7.03	.00 (.00 - .05)	.02	.99	1.01	1.00
Above + equal item loadings	14	18.15	.03 (.00 - .07)	.05	.99	.99	1.00
Above + equal factor variance	15	18.50	.03 (.00 - .07)	.05	.99	.99	1.00
Tight cross-validation	20	26.26	.03 (.00 - .07)	.05	.98	.99	.99

(table continues)

	<u>df</u>	χ^2	RMSEA (90% CI)	SRMR	GFI	NNFI	CFI
<u>Upsetting Important Others</u>							
Calibration: A priori (8 items)	20	55.24	.09 (.07 - .12)	.05	.94	.92	.94
Calibration: Modified (5 items)	5	2.60	.00 (.00 - .06)	.02	1.00	1.01	1.00
Loose cross-validation	5	4.11	.00 (.00 - .07)	.02	.99	1.00	1.00
Equal covariance matrices	15	16.09	.02 (.00 - .06)	.05	.99	1.00	1.00
Equal factor structure	10	6.71	.00 (.00 - .05)	.02	.99	1.01	1.00
Above + equal item loadings	14	12.10	.00 (.00 - .05)	.03	.99	1.00	1.00
Above + equal factor covariance	15	12.87	.00 (.00 - .05)	.05	.99	1.00	1.00
Tight cross-validation	20	20.03	.01 (.00 - .05)	.05	.99	1.00	1.00

Model Comparisons

	χ^2 diff	<u>df</u> diff	p
<u>Experiencing Shame and Embarrassment</u>			
Item Loadings – Structure	8.76	6	> .01
Factor Variance - Item Loadings	0.11	1	> .01
Uniquenesses – Factor Loadings	6.42	7	> .01
<u>Devaluing One's Self-Estimate</u>			
Item Loadings – Structure	4.52	3	> .01
Factor Variance - Item Loadings	0.16	1	> .01
Uniquenesses – Factor Variance	4.00	4	> .01
<u>Having an Uncertain Future</u>			
Item Loadings – Structure	6.42	3	> .01
Factor Variance - Item Loadings	0.11	1	> .01
Uniquenesses – Factor Variance	7.32	4	> .01
<u>Important Others Losing Interest</u>			
Item Loadings – Structure	11.12	4	> .01
Factor Variance - Item Loadings	0.35	1	> .01
Uniquenesses – Factor Variance	7.76	5	> .01
<u>Upsetting Important Others</u>			
Item Loadings – Structure	5.39	4	> .01
Factor Variance - Item Loadings	0.77	1	> .01
Uniquenesses – Factor Variance	7.16	5	> .01

Note. The name of the “fear of losing social influence” scale was changed to “fear of important others losing interest” to better reflect the new composition of the scale after modifications; this scale directly reflects the original factor proposed by Conroy et al. (in press).

APPENDICES

The Performance Failure Appraisal Inventory (Long-Form, 25 Items)				
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Response Scale				
-2	-1	0	+1	+2
Do Not Believe At All		Believe 50% of the Time		Believe 100% of the Time

- _____ 1. When I am failing, it is often because I am not smart enough to perform successfully.
- _____ 2. When I am failing, my future seems uncertain.
- _____ 3. When I am failing, it upsets important others.
- _____ 4. When I am failing, I blame my lack of talent.
- _____ 5. When I am failing, I believe that my future plans will change.
- _____ 6. When I am failing, I expect to be criticized by important others.
- _____ 7. When I am failing, I am afraid that I might not have enough talent.
- _____ 8. When I am failing, it upsets my "plan" for the future.
- _____ 9. When I am failing, I lose the trust of people who are important to me.
- _____ 10. When I am not succeeding, I am less valuable than when I succeed.
- _____ 11. When I am not succeeding, people are less interested in me.
- _____ 12. When I am failing, I am not worried about it affecting my future plans.
- _____ 13. When I am not succeeding, people seem to want to help me less.
- _____ 14. When I am failing, important others are not happy.
- _____ 15. When I am not succeeding, I get down on myself easily.
- _____ 16. When I am failing, I hate the fact that I am not in control of the outcome.
- _____ 17. When I am not succeeding, people tend to leave me alone.
- _____ 18. When I am failing, it is embarrassing if others are there to see it.
- _____ 19. When I am failing, important others are disappointed.
- _____ 20. When I am failing, I believe that everybody knows I am failing.
- _____ 21. When I am not succeeding, some people are not interested in me anymore.
- _____ 22. When I am failing, I believe that my doubters feel that they were right about me.
- _____ 23. When I am not succeeding, my value decreases for some people.
- _____ 24. When I am failing, I worry about what others think about me.
- _____ 25. When I am failing, I worry that others may think I am not trying.

Scoring Template:
Performance Failure Appraisal Inventory (25 Item Long Form)

Fear of Experiencing Shame & Embarrassment (FSE)

$$\text{item \#} \quad \left(\frac{\quad}{10} + \frac{\quad}{15} + \frac{\quad}{18} + \frac{\quad}{20} + \frac{\quad}{22} + \frac{\quad}{24} + \frac{\quad}{25} \right) = \frac{\quad}{7} = \frac{\quad}{\quad}$$

Fear of Devaluing One's Self-Estimate (FDSE)

$$\text{item \#} \quad \left(\frac{\quad}{1} + \frac{\quad}{4} + \frac{\quad}{7} + \frac{\quad}{16} \right) = \frac{\quad}{4} = \frac{\quad}{\quad}$$

Fear of Having an Uncertain Future (FUF)

$$\text{item \#} \quad \left(\frac{\quad}{2} + \frac{\quad}{5} + \frac{\quad}{8} - \frac{\quad}{12} \right) = \frac{\quad}{4} = \frac{\quad}{\quad}$$

Fear of Important Others Losing Interest (FIOLI)

$$\text{item \#} \quad \left(\frac{\quad}{11} + \frac{\quad}{13} + \frac{\quad}{17} + \frac{\quad}{21} + \frac{\quad}{23} \right) = \frac{\quad}{5} = \frac{\quad}{\quad}$$

Fear of Upsetting Important Others (FUIO)

$$\text{item \#} \quad \left(\frac{\quad}{3} + \frac{\quad}{6} + \frac{\quad}{9} + \frac{\quad}{14} + \frac{\quad}{19} \right) = \frac{\quad}{5} = \frac{\quad}{\quad}$$

General Fear of Failure

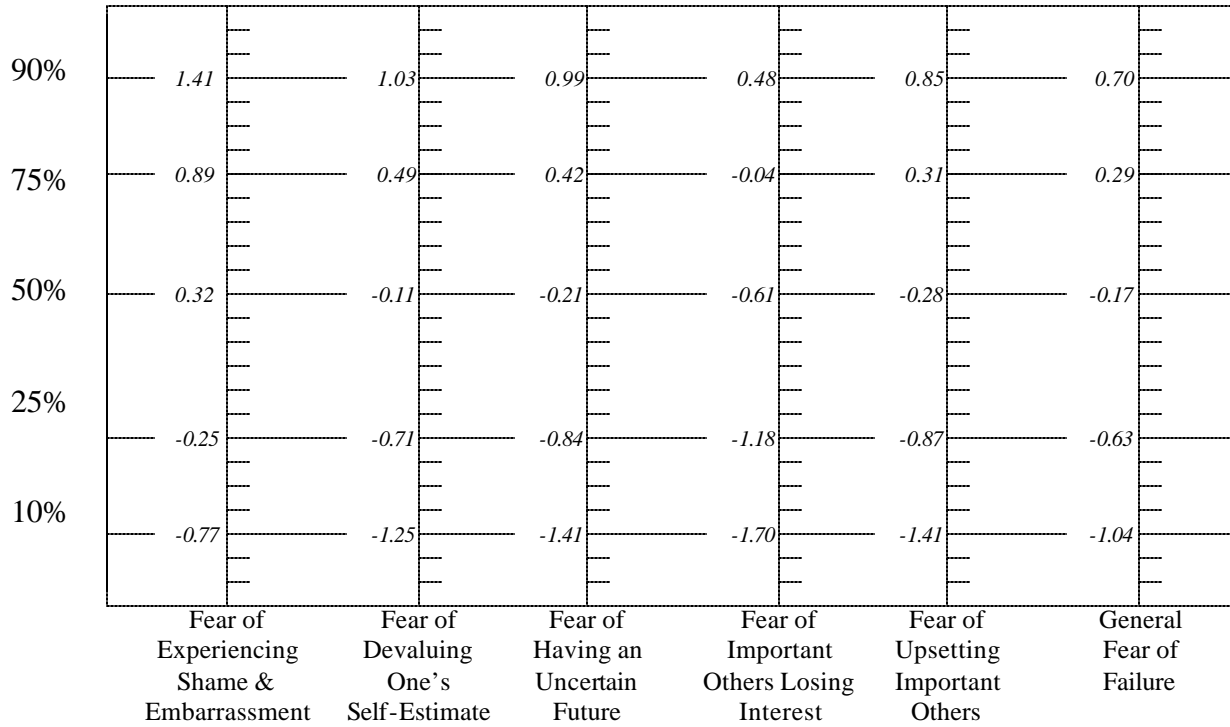
$$\text{Scale} \quad \left(\frac{\quad}{\text{FSE}} + \frac{\quad}{\text{FDSE}} + \frac{\quad}{\text{FUF}} + \frac{\quad}{\text{FIOLI}} + \frac{\quad}{\text{FUIO}} \right) = \frac{\quad}{5} = \frac{\quad}{\quad}$$

Profile Sheet

Performance Failure Appraisal Inventory (Long Form)

Client Name: _____

Date: _____



Notes:

The Performance Failure Appraisal Inventory (Short-Form)

Response Scale				
-2	-1	0	+1	+2
Do Not Believe At All		Believe 50% of the Time		Believe 100% of the Time

- _____ 1. When I am failing, I am afraid that I might not have enough talent.
- _____ 2. When I am failing, it upsets my “plan” for the future.
- _____ 3. When I am not succeeding, people are less interested in me.
- _____ 4. When I am failing, important others are disappointed.
- _____ 5. When I am failing, I worry about what others think about me.

Scoring Template:
Performance Failure Appraisal Inventory (Short Form)

General Fear of Failure

Item $(\frac{\quad}{1} + \frac{\quad}{2} + \frac{\quad}{3} + \frac{\quad}{4} + \frac{\quad}{5}) = \quad / 5 = \quad$

Normative Data

The norms presented below were drawn from a sample of 440 college-aged females and males. Details about this sample can be found in Conroy, Willow, & Metzler (2002).

Scale	Median	Mode	<u>M</u>	<u>SD</u>	<u>SE</u>	Skewness (<u>SE</u>)	Kurtosis (<u>SE</u>)	Min	Max
FSE	0.29	0.71	0.32	0.85	0.04	-0.26 (0.12)	-0.37 (0.23)	-2.00	+2.00
FDSE	0.00	0.38 ^a	-0.11	0.89	0.12	-0.11 (0.12)	-0.57 (0.23)	-2.00	+2.00
FUF	-0.25	-0.50	-0.21	0.94	0.05	0.01 (0.12)	-0.64 (0.23)	-2.00	+2.00
FIOLI	-0.60	-0.80	-0.61	0.85	0.04	0.40 (0.12)	-0.30 (0.23)	-2.00	+2.00
FUIO	-0.20	-0.20	-0.28	0.88	0.04	0.01 (0.12)	-0.52 (0.23)	-2.00	+2.00
FF-Long	-0.14	0.13	-0.17	0.68	0.03	-0.02 (0.12)	-0.15 (0.23)	-2.00	+1.61
FF-Short	0.00	0.40	-0.04	0.84	0.04	-0.08 (0.12)	-0.50 (0.23)	-2.00	+2.00

^a Multiple modes existed for FDSE scores and the number in the table is an average of the modes. The actual values are 0.25 and 0.50.

Norms for college-aged females and males (N = 440; Conroy, Willow, & Metzler, 2002)

<i>z</i>	Percentile	FSE	FDSE	FUF	FIOLI	FUIO	FF-Long	FF-Short
<i>1.645</i>	95	1.718	1.354	1.336	0.788	1.168	0.949	1.342
<i>1.280</i>	90	1.408	1.029	0.993	0.478	0.846	0.700	1.035
<i>1.037</i>	85	1.201	0.812	0.764	0.271	0.632	0.535	0.831
<i>0.842</i>	80	1.036	0.639	0.581	0.106	0.461	0.402	0.667
<i>0.675</i>	75	0.894	0.491	0.425	-0.036	0.314	0.289	0.527
<i>0.524</i>	70	0.766	0.357	0.283	-0.164	0.181	0.187	0.400
<i>0.385</i>	65	0.645	0.233	0.152	-0.283	0.059	0.092	0.284
<i>0.253</i>	60	0.535	0.115	0.028	-0.395	-0.057	0.002	0.173
<i>0.126</i>	55	0.427	0.002	-0.092	-0.503	-0.169	-0.085	0.066
<i>0</i>	50	0.320	-0.110	-0.210	-0.610	-0.280	-0.170	-0.040
<i>-0.126</i>	45	0.213	-0.222	-0.328	-0.717	-0.391	-0.255	-0.146
<i>-0.253</i>	40	0.105	-0.335	-0.448	-0.825	-0.502	-0.342	-0.253
<i>-0.385</i>	35	-0.008	-0.453	-0.572	-0.938	-0.619	-0.432	-0.364
<i>-0.524</i>	30	-0.126	-0.577	-0.703	-1.055	-0.741	-0.527	-0.481
<i>-0.675</i>	25	-0.254	-0.711	-0.845	-1.184	-0.874	-0.629	-0.607
<i>-0.742</i>	20	-0.396	-0.859	-1.001	-1.326	-1.021	-0.742	-0.747
<i>-1.037</i>	15	-0.561	-1.032	-1.184	-1.491	-1.192	-0.875	-0.911
<i>-1.280</i>	10	-0.768	-1.249	-1.413	-1.698	-1.406	-1.040	-1.115
<i>-1.645</i>	5	-1.078	-1.574	-1.756	-2.000	-1.728	-1.289	-1.422

<p>Key References: Performance Failure Appraisal Inventory</p>

- Conroy, D. E., Poczwadowski, A., & Henschen, K. P. (2001). Evaluative criteria and consequences associated with failure and success among elite performers. *Journal of Applied Sport Psychology, 13*, 300-322.
- This paper details a qualitative investigation that provided the basis for sampling various domains of aversive consequences of failure in the PFAI.
- Conroy, D. E. (2000). *The use of performance failure appraisals to conceptualize and assess fear of failure*. Unpublished doctoral dissertation, University of Utah, Salt Lake City.
- This document develops the theory behind the original PFAI and includes the first study of the psychometric properties of PFAI scores. Exploratory and confirmatory factor analyses were used to examine the factorial validity of scores. Data supporting the convergent, discriminant, and predictive validity of score interpretations also is included.
- Conroy, D. E. (2001). Fear of failure as an exemplar for social development research in sport. *Quest, 53*, 165-183.
- This article reviews the literature on the FF construct, advocates for a multidimensional model of FF, reviews the literature on interpersonal influences on FF development, and identifies prevention and treatment research priorities related to FF.
- Conroy, D. E. (2001). Progress in the development of a multidimensional measure of fear of failure: The Performance Failure Appraisal Inventory (PFAI). *Anxiety, Stress, & Coping, 13*, 431-452.
- This article develops the theory behind the original PFAI and reports results from the first study of the psychometric properties of 41-item PFAI scores. Exploratory and confirmatory factor analyses were used to examine the factorial validity of scores. Data supporting the convergent, discriminant, and predictive validity of score interpretations also is included. Convergent validity measures included trait anxiety, and ego/performance goal orientations. Discriminant validity measures involved task/mastery goal orientations.
- Conroy, D. E., Willow, J. P., & Metzler, J. N. (2002). Multidimensional fear of failure measurement: The Performance Failure Appraisal Inventory. *Journal of Applied Sport Psychology, 14*, 76-90.
- This manuscript details the second study of the psychometric properties of PFAI scores, reducing the item pool to 25 items in a structure that demonstrated tight cross-validity across samples. A five-item short form that demonstrated tight cross-validity across samples also was proposed. Data supporting the convergent and discriminant validity of score interpretations for both the long and short forms in relation to also was included. Convergent validity measures included state hope before an achievement task, dispositional optimism, sport anxiety, worry, and cognitive disruption. Discriminant validity measures included fear of success and perceived competence.
- Conroy, D. E. (2002). *Representational models associated with fear of failure in adolescents and young adults*. Manuscript submitted for publication.
- This paper presents results on how general FF scores are strongly related to self-talk while failing. The relationship between FF and representational models of mothers, fathers, and significant instructors also are examined. Collectively, self-talk and representational models account for over 60% of the variance in general FF scores.

Conroy, D. E. & Metzler, J. N. (2002). *Patterns of self-talk associated with different forms of competitive anxiety*. Manuscript submitted for publication.

- This paper documents differences in self-talk (while failing and succeeding) for athletes as a function of FF, fear of success, and general sport anxiety.

Items Organized by Factors:
Performance Failure Appraisal Inventory (25 Item Long Form)

Fear of Experiencing Shame and Embarrassment

- 10. When I am not succeeding, I am less valuable than when I succeed.
- 15. When I am not succeeding, I get down on myself easily.
- 18. When I am failing, it is embarrassing if others are there to see it.
- 20. When I am failing, I believe that everybody knows I am failing.
- 22. When I am failing, I believe that my doubters feel that they were right about me.
- 24. When I am failing, I worry about what others think about me.
- 25. When I am failing, I worry that others may think I am not trying.

Fear of Devaluing One's Self-Estimate

- 1. When I am failing, it is often because I am not smart enough to perform successfully.
- 4. When I am failing, I blame my lack of talent.
- 7. When I am failing, I am afraid that I might not have enough talent.
- 16. When I am failing, I hate the fact that I am not in control of the outcome.

Fear of Having an Uncertain Future

- 2. When I am failing, my future seems uncertain.
- 5. When I am failing, I believe that my future plans will change.
- 8. When I am failing, it upsets my "plan" for the future.
- 12. When I am failing, I am ~~not~~ worried about it affecting my future plans. (Reverse)

Fear of Important Others Losing Interest

- 11. When I am not succeeding, people are less interested in me.
- 13. When I am not succeeding, people seem to want to help me less.
- 17. When I am not succeeding, people tend to leave me alone.
- 21. When I am not succeeding, some people are not interested in me anymore.
- 23. When I am not succeeding, my value decreases for some people.

Fear of Upsetting Important Others

- 3. When I am failing, it upsets important others.
- 6. When I am failing, I expect to be criticized by important others.
- 9. When I am failing, I lose the trust of people who are important to me.
- 14. When I am failing, important others are not happy.
- 19. When I am failing, important others are disappointed.

Note. Items 7, 8, 11, 19, 24 can be used to create a short-form measure of general fear of failure.