

**The Relation of Negative Feedback and Career Distress Across Different Domains of  
Perfectionism**

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### **Abstract**

This study researched the relation between receiving negative career feedback and experiencing career distress in young adults starting their career. It also looked at the effect of adaptive and maladaptive perfectionistic traits on this relation. Career distress is still experienced by many in the work field and can have negative consequences, such as less motivation to achieve career goals. The research team send a survey to their social networks that took approximately 15 minutes to answer. The participants could be students or employees between 18 and 35 years old. 110 participants finished the survey that consisted of items indicating their received negative career feedback in the past 6 months, experienced career distress and their perfectionistic traits. A positive relation was found between receiving negative career feedback and experiencing career distress. There was no significant relation found for the moderation effect of the different dimensions of perfectionism. We conclude that receiving more negative career feedback is related to experiencing more career distress. The effect of perfectionism is still unknown, as the research is contradicting, and therefore would be of interest for future research.

*Keywords:* career feedback, career distress, maladaptive perfectionism, adaptive perfectionism

## **The Relation of Negative Feedback and Career Distress Across Different Domains of Perfectionism**

In the development of career in young adults, career distress represents a relevant concern for employees and students alike. Many experience distress regarding their career status, with studies suggesting 44% of workers feeling more anxious during work than ever before (Robinson, 2023). Depression and anxiety result in a big loss of working days and naturally these reflect in costs on the global economy 1 trillion dollars every year because of loss in productivity (World Health Organization, 2022). Career distress can encompass distinct negative feelings one has about their career status, such as depressive states, stress, lack of purpose, anxiety, blame and helplessness (Creed et al., 2015) specific to how they perform on their career goals. Research associates career distress with several other concepts, such as a weakened career identity (Ma, c. et al., 2020) and greater distance from goal achievement (Praskova. and Mcpeake, 2021). Someone's career identity refers to the individual's goals and ambitions that he or she attempts to accomplish in their career. A weaker career identity may result in less motivation to achieve career goals and discourage individuals to work hard in their jobs. It could undermine productivity and worsen work outcomes which eventually may lead to a pass for promotion or even getting fired from the job. This also applies to individuals who encounter a great career goal discrepancy. A discrepancy occurs when individuals experience a setback in their process towards a goal and feel that they are 'behind' in their career progress. When a career goal discrepancy occurs, individuals are more likely to change their goal and it reduces their motivation and effort towards their goals (Praskova and Mcpeake, 2021). Thus, experiencing career distress is predictive of adverse career outcomes, however frequent it may be experienced by employees. But how do some people experience more or less distress during difficult career events?

Beyond predicting relevant career outcomes, career distress is associated with negative career feedback (Hu et al., 2018), especially from significant others (Creed et al., 2014).

According to the identity control theory (Burke, 1991), disruptions or interruptions of identity processes are sources of anxiety and distress. Negative feedback on an employee's career goal can disrupt their vocational identity by reflecting inadequate progress or behavior, which then manifests into negative feelings and stress concerning their career (Sheppard et al., 2019).

However, not all people may experience equal levels of career distress upon receiving negative feedback on their career goals. The link between negative career feedback and career distress may be influenced by different personality traits, as Joshanloo (2023) found different associations between the Big Five personality traits and psychological distress. Another personality trait that could be of influence is perfectionism, due to its prevalence among people in the workforce (Rice et al., 2013). People with different dimensions of perfectionisms have different affective and cognitive responses to feedback (Lo & Abbot, 2019). We want to look at the effects of receiving negative career feedback on career distress in people with perfectionistic tendencies to understand the different reactions employees have. This may contribute to the research on health of workers in our global economy, through understanding whether some people are more vulnerable to negative feelings in the face of negative feedback.

### **Negative Career Feedback**

In a dynamic workplace culture, receiving negative feedback affects senior employees, but also young adults who freshly entered the workforce, making it a relevant process throughout people's occupation trajectory. Receiving feedback about your performance and progress on career goals is an important part of your vocational growth process. It can give you information about your personal development status and your strategies' effectiveness. Feedback can differ in its valence (e.g., positive or negative appraisals of progress) which

later elicit different cognitive and behavioral responses in individuals (Straub et al., 2023). Negative feedback consists of information about the weaknesses or inadequacies of the individual and points out areas that could use improvement (Ni & Zhen, 2023). Receiving negative career feedback can negatively impact motivation, is associated with less time investment, and a lower performance on the task at hand (Straub et al., 2023). Negative career feedback is information about an individual's progress and efficiency in achieving goals specific to the career domain (Hu et al., 2018). Negative career feedback is associated with disengagement from career goals (Hu et al., 2017; Jawahar & Shabeer, 2019) and career stress (Hu et al., 2018). Getting negative insight (e.g. the progress made is insufficient) in one's progress towards one's vocational goals can cause interior discrepancy (Hu et al., 2018). This results in dissatisfaction with oneself and may lead to goal disengagement and distress. Thus, receiving negative career feedback can have negative impacts on an employee's work performance and psychological well-being.

### **Career distress**

The feeling of stress is a normal reaction to environmental or internal stressors. When the stress is not adaptive anymore and the individual is not able to cope with the stressors (e.g. cannot return to the psychological and physiological homeostasis) it is seen as distress (Ward et al., 2008). As such, distress is stress that is more severe and/or prolonged. Career distress can occur when there is a discrepancy between an individual's current state and their career goals (Praskova & Mcpeake, 2021), and a general unpleasant feeling when one considers their occupational trajectory. Experiencing career distress may be detrimental, since research suggested its association with career indecision (Constantine & Flores, 2006; Saunders et al., 2000) and a decrease in occupational engagement (Kim & Lee, 2019).

Negative feedback and the insufficient appraisal of one's progress towards their career goal may trigger unpleasant feelings because it threatens one's career identity and it interrupts

one's continuously operating identity control processes (Burke, 1991). Adjustments must be made in the identity process (e.g. act or behave different than one would normally do) and this puts a person in a distress state. Previous research suggests that higher levels of negative career feedback are associated with more career goal-progress discrepancy (Creed et al., 2014) and higher career distress (Creed et al., 2014; Hu et al., 2018). Thus, we form our expectation that reporting more negative feedback would be associated with greater career distress.

H1: Higher levels of received negative career feedback is associated with higher levels of perceived career distress.

### **Trait perfectionism as a moderator**

The link between negative career feedback and career distress could differ from individual to individual. A possible explanation for this can be the different personality traits that individuals possess, as personality may impact how one interacts with their environment (Rauthmann, 2021, chapter 18). Perfectionism is a personality trait that is conceptualized by setting unreasonably high-performance standards, striving for flawlessness and being extremely critical of one-selves when not meeting those standards (Isheqlou et al., 2023). Perfectionism is a multidimensional personality trait, as research identified adaptive and maladaptive perfectionism as separate facets. Adaptive perfectionism has been stated as healthy and positive (Isheqlou et al., 2023). It relates to the individuals that set high performance standards (perfectionistic strivings) for themselves (Rice et al., 2014). Maladaptive perfectionism has been stated as neurotic, unhealthy, and negative (Isheqlou et al., 2023) and it involves excessive concerns and self-criticism about reaching and maintaining these high personal standards (perfectionistic concerns; Rice et al., 2014). Adaptive perfectionism has been associated with lower levels of negative affect, whereas maladaptive perfectionism was associated with higher levels of negative affect and feelings of

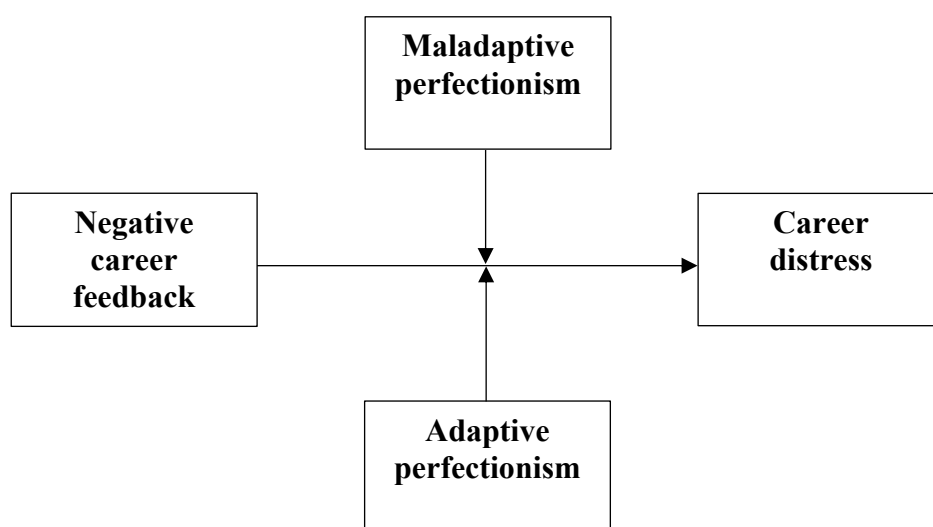
hopelessness (Lo & Abbott, 2019). Although the two dimensions resemble each other, difference can be found in individuals' behavior and psychological responses to environmental cues. The effect of negative feedback on individuals in different dimensions of perfectionisms has been studied, although the results show some inconsistency. Anshel and Mansouri (2005) found no relationship between affect and perfectionism. A later study of Lo and Abbott (2019) showed that experiences of failure elicited less changes in affective and cognitive responses (e.g. task anxiety, negative affect, self-descriptiveness ratings) than success did in maladaptive perfectionists. In contrast, they found no significant changes in response to failures in adaptive perfectionists. In contrast, Isheqlou et al. (2023) found adaptive perfectionism showed more feedback-related negativity than maladaptive perfectionism after receiving negative feedback on a monetary gambling task. A possible reason for this could be different expectations; a maladaptive perfectionist already expected a negative outcome and therefore is not surprised when receiving negative feedback and therefore it elicits less negativity. Despite the contradicting results of the studies, we think that there is a relation between perfectionism, receiving negative career feedback and career distress.

H2a: we expect that higher maladaptive perfectionism will weaken the positive association between Negative Career Feedback and Career Distress

H2b: we expect that higher adaptive perfectionism will strengthen the positive association between Negative Career Feedback and Career Distress

The present study researches the positive relationship that negative career feedback has on career distress among young employees and students alike across different dimensions of perfectionism (adaptive vs. maladaptive). It uses a model based on the identity control theory, where the expectation is that negative career feedback is associated with greater career distress, because of the discrepancies in identity. This relationship can be moderated by

adaptive and maladaptive perfectionism, due to individual differences in how the two traits interact with the incorporation of negative information about the self.



## Method

### *Participants*

The participants were young adults who responded to an online survey sent by the research team to their personal networks. The recruitment criteria included active pursuit towards a career goal (i.e., studying, employment or both) and an age between 18 and 35 years. This specific age range was chosen due to the explorative period and fluidity of career goals in early adulthood typically lasting until late 20s (Lemme, 1999). Not everyone who started the survey finished; 175 participants started and 110 finished. The final sample of 110 consisted of 55 young woman (50%), 54 young men (49.1%) and 1 non-binary individual (mean age = 24 years, SD = 3.6, range 20-35). Their national background differed from The Netherlands (64.5%), Finland (29.1%) and other countries Western European countries. Most of the participants were still students (60.0%), others were employed (31.8%) or other (e.g. PHD student, in between jobs). To get an indication of their subjective socioeconomic status, we asked them about their financial situation in comparison to their classmates/colleagues, 2.7% indicated that this was ‘much worse off than others’, 10.0% ‘worse off than others’,



46.3% 'not better or worse off than others', 36.4% 'better off than others', and 4.5% 'much better off than others' (see table 1). Approval from the Ethics Committee of Psychology at the University of Groningen was obtained prior to commencing the sampling procedure.

### ***Materials***

The surveys completed by the participants consisted of self-report measures utilizing Likert format scales. The measures relevant of the present study were designed to capture aspects related to negative career feedback, career distress, and perfectionism.

***Negative career feedback.*** This study used 16 items of the 24-item Feedback on Career Goal Inventory (Hu et al., 2016) to assess negative feedback on progress (e.g., "People tell me that I am not working hard enough to get into my chosen career") and on goal suitability (e.g. "I am told that my preferred career choice will not let me display my real talents"). All items used a 6-point Likert-like format (1=strongly disagree to 6=strongly agree), with higher scores indicating more received negative career feedback. The Cronbach's alpha from the scale shows a good internal reliability which ranges from .82 (goal suitability) to .85 (progress). In this study an alpha of .76 was found for goal suitability and an alpha of .87 for goal progress.

***Career distress.*** We used the 9-item Career Distress Scale (Creed et al., 2016) which assesses distress in the career domain. This distress consists of negative feelings such as anxiety, helplessness and lack of purpose. Sample items include 'I often feel down or depressed about selecting a career' and 'I often feel that my life lacks purpose'. Participants responded using a 6-point Likert-type scale (1 = strongly disagree to 6 = strongly agree), with higher scores indicating high career distress. Creed et al. (2016) reported a high internal reliability coefficient of  $> .90$ . The internal reliability coefficient in the study was .87 and an Alpha of .85 was found in the current study.

***Perfectionism.*** The Short Almost Perfect Scale (Rice et al., 2013) consisting of eight items was used to measure two dimensions of perfectionism: standards (high performance expectations) and discrepancy (self-critical performance evaluations). Sample items include ‘Doing my best never seems to be enough’ and ‘I expect the best of myself’. Responses are indicated on a 7-point Likert-type format (1 = strongly disagree to 7 = strongly agree). High scores on the four discrepancy items indicates maladaptive perfectionism and high scores on the four standards items indicate perfectionism. Rice et al. (2013) found support for convergent, discriminant and criterion-related validity. Alpha in the study was .85 for Standards and .94 for Discrepancy. In this study the Alpha for Standards was .83 and .85 for Discrepancy.

### ***Procedure***

This study employed a cross-lagged study design with three waves of data collection, but the present report focused on analyzing the first wave due to practical constraints and time. Participants were recruited through a convenience sampling method., where the initial striving was reaching 150 participants by virtue of a previously completed power analysis. Invitations to participate were sent out via messages, email, and recruitment advertisements. Participation was voluntary, and individuals were informed that the initial survey would take around 15 minutes, with follow-up surveys taking about five minutes each. No compensation was offered for participation. No compensation was offered for participation. Data collection was conducted online using the Qualtrics survey platform. Participants were provided with detailed information about the study, including its purpose and procedures, through an informed consent form. Only those who provided informed consent proceeded to complete the survey. The survey remained open for a four-day period in which the participants could complete it.

Participants were initially asked to provide general demographic information, including age, gender, socioeconomic status, and employment status. Following demographic questions, participants responded to inquiries about their current career goals. Participants were then presented with questions assessing negative career feedback and their perfectionistic traits. Finally, participants completed a scale measuring their career distress.

### ***Statistical analyses***

To test hypothesis one, we will look at the correlation between the variables and run a simple linear regression. To test hypotheses 2a and 2b, we will run two linear regressions with negative career feedback and the perfectionistic trait (adaptive or maladaptive) as independent variable, career distress as dependent variable and the interaction between negative career feedback and the related perfectionistic trait as moderator.

## **Results**

### ***Descriptive statistics and preliminary analysis***

We looked if our data conform to the statistical assumptions. Figure 1 shows that the residuals follow the diagonal line of the normal P-P plot, indicating that the residuals are normally distributed. Figure 2 shows the scatterplots of the residuals; it does not show an obvious pattern. The residuals are equally distributed. Normality and homoscedasticity are thus assumed. Besides this, the data shows no multicollinearity as the variance inflation factors (VIF) are all  $< 10$  (see table 3). There were no outliers found. Our data conforms to the statistical assumptions and therefore it is safe to proceed with the analyses. To get a better interpretation of the outcomes of the linear regressions including the moderators, we computed and used the centered variables of the independent variables (negative career feedback, maladaptive perfectionism, adaptive perfectionism).

### ***Main analysis***

We first ran a simple linear regression with negative career feedback as independent and career distress as dependent variable. Negative career feedback explained 62,3% of the variance of career distress. Receiving negative career feedback predicted career distress,  $B = 1.06$ ,  $t(107) = 8.21$ ,  $p = <.001$  (table 3). The effect was significant with a confidence interval above zero, 95% CI [0.80, 1.31]. This indicates that higher levels of negative career feedback are associated with higher levels of career distress, supporting Hypothesis 1.

For the first moderation analysis we entered the centered variable of negative career feedback and maladaptive perfectionism as independent variables. A Maladaptive Perfectionism by Negative Career Feedback interaction term was also entered. Adaptive Perfectionism was added as control variable. The model explained 63.7% of the variance of career distress. Negative career feedback still had a significant effect,  $B = 1.01$ ,  $t(107) = 6.46$ ,  $p = <.001$ , 95% CI [0.70, 1.31]; maladaptive perfectionism was not significant,  $B = 0.07$ ,  $t(107) = 0.96$ ,  $p = .34$ , 95% CI [-0.08, 0.22]; the interaction effect was not significant either,  $B = -0.11$ ,  $t(107) = -1.13$ ,  $p = .26$ , 95% CI [-0.30, 0.078]; and also the control variable adaptive perfectionism was not significant  $B = -0.09$ ,  $t(107) = -0.97$ ,  $p = .34$ , 95% CI [-0.28, 0.10] (see table 3). These results do not support the Hypothesis 2a that higher maladaptive perfectionism will weaken the positive association between negative feedback and career distress.

For the second moderation analysis, we also entered the centered variable of negative career feedback and the centered variable of adaptive perfectionism as independent variables. An Adaptive Perfectionism by Negative Career Feedback interaction term was also included. Maladaptive Perfectionism was added as control variable. This model explained 63.4% of the variance of career distress. There was still a significant effect of negative career feedback,  $B = 0.97$ ,  $t(107) = 6.34$ ,  $p = <.001$ , 95% CI [0.67, 1.27]; adaptive perfectionism was not significant,  $B = -0.10$ ,  $t(107) = -1.01$ ,  $p = .31$ , 95% CI [-0.29, 0.09]; the interaction effect was also not significant,  $B = 0.12$ ,  $t(107) = 0.87$ ,  $p = .39$ , 95% CI [-0.15, 0.38] and the control

variable maladaptive perfectionism was not significant either,  $B = 0.07$ ,  $t(107) = 0.94$ ,  $p = .35$ , 95% CI [-0.08, 0.22] (see table 3). According to these outcomes, adaptive perfectionism does not strengthen the positive association between negative feedback and career distress and therefore no support was found for Hypothesis 2b either.

### **Discussion**

Throughout the present study, we tested the relation between experiencing career distress and receiving negative career feedback among career starters. Our model proposed that receiving more negative career feedback would be related to more experienced career distress. Additionally, the model suggested that a person's dimensions of perfectionism would moderate this link; maladaptive perfectionism would weaken the association between feedback and distress and adaptive perfectionism would strengthen this association. The model was informed by the identity control theory (Burke, 1991) and its applications in the career domain (Creed et al., 2014; Hu et al., 2018; Praskova & MCpeake, 2021). The expectation reflected in our hypothesis was that negative career feedback threatens one's career identity and therefore it puts a person in a distress state. Other studies suggested that personality traits of a person could influence this relation (Joshnloo, 2023) and that people with different dimensions of perfectionisms have different affective responses (LO & Abbot, 2019). Therefore, the perfectionistic trait was added in the model as moderator.

We found a positive association between receiving negative career feedback and experiencing career distress. Judging by existing literature, our results are in line with previous studies that researched this link (Creed et al., 2014; Hu et al., 2018), and align with the theory of identity control as well. The principles of self—regulation in goal pursuit are respected, as higher dissonance between goals and self produces unpleasant emotions that may trigger responses (Carver et al., 1989). However, there was no effect found for the dimensions of perfectionism on the association between feedback and distress, specifically

neither adaptive nor maladaptive perfectionism acted as weaknesses or protective factors against negative feedback. These results contradict our hypotheses and the findings of recent studies investigating these constructs (Lo & Abbott, 2019; Isheqlou et al., 2023).

Nevertheless, the results are in line with the findings of Anshel and Mansouri (2005), who found no relation between affect after receiving feedback and perfectionism in competitive athletes.

Our study used self-reports to indicate the amount of received negative career feedback over the last 6 months. This differs from the latter studies, that gave their participants direct feedback after a task performance. Perfectionistic tendencies may have no effect on the link of negative career feedback and career distress in our study, because the feedback that participants received could have been from months ago and they already processed their emotional reactions and had gotten used to the situation. Tian and Hou (2024) found that different forms of perfectionism relate differently with psychological distress and that coping is a crucial construct in explaining this relation. Coping consists of behavioral and cognitive efforts of an individual to adapt to perceived stressful situations. It is a process that focuses on the thoughts and actions of a person in stressful situations and how these thoughts and actions change across conflicts (Lazarud & Folkman, 1984). Individuals can have different coping styles that can buffer the negative effect of perfectionism on their psychological distress (Tian & Hou, 2024). The participants in our study could have had a long time to ‘cope’ with their received feedback this buffered the effect of perfectionism on their career distress and therefore no effect was found.

### ***Limitations***

Although the dimensions of perfectionism are personality traits that correlate with psychological distress and differs across individuals, another trait may be more interesting in the investigation of negative feedback consequences, such as neuroticism. Higher levels of

neuroticism were associated with greater mental distress (Williams et al., 2020; Zhang & Yang, 2022), an increased mental health risk (Taylor et al., 2022). Ejova et al (2020) found a bidirectional relationship between neuroticism and mental distress; individuals experienced more mental distress with growing neuroticism, but there was also an effect in the opposite direction. These studies suggest that neuroticism plays a direct effect on the experience of mental distress, but it may also influence the relation between receiving negative feedback and experiencing distress. Neuroticism could have a buffer effect, indicating that a lower score on neuroticism may weaken the positive relation between receiving negative feedback and experiencing distress. Therefore, the construct could be of interest in our model.

A limitation of our study is the cross-sectional design. Feedback reactions may be strongest in the moment; however, such accurate time synchronization would be difficult. Regardless, a design with several time measurements, such as a longitudinal design, suits the research to our model better. There would be a higher chance that participants received new negative feedback on what they can report, and we do not have to rely on feedback that could have been received 1 day or 6 months ago. We can also measure their career distress multiple times and see how this changes over time, while also taking into account daily variations. The short- and long-term differences in distress after receiving negative feedback can be measured. Besides this, we can look at the behavior of participants after receiving feedback and how they act on it; do they change their behavior to act in line with the advice of the received feedback or does their behavior stay the same. In this design the constructs and its relations in the model would be better tested.

### ***Implications and practical relevance***

The present findings supported previous research about the relation of negative career feedback and career distress. However, it contradicts the findings of latter studies about the effect of perfectionism in this relation. There are still very limited studies in this area with

contradicting evidence. Therefore, perfectionism still stays an important construct for attention, as its effect is unclear. Also, other personality traits (e.g. neuroticism, coping) require more attention, because it could influence how people deal with feedback.

There are also practical implications of our study. Employers, managers, supervisors, and other high-order individuals in the work domain should be mindful of the effects of negative career feedback on the mental health of employees. A feedback system should be used that diminish or even avoid these negative consequences of feedback on employee/student affect, such as information can be communicated without the toll on emotions. Counselors could be used in the career domain that help employees clarify and process their thoughts and feelings about the received feedback. They can also help the employee with adopting strategies to use the feedback as a learning tool and to diminish the gap between their progress and their goals.

For future research it would be interesting to look at the effect of perfectionistic traits in contexts of direct experiences of feedback and long-term effects of feedback. A longitudinal design could be used to measure individuals' psychological reactions to new received feedback and how they manage these reactions over a longer period, while also taking into account baseline measures of affect and career-related cognitions. Their dimensions of perfectionism could be assessed, and the different short and long-term reactions could be compared across these dimensions. Besides this, it would be interesting to look at the individuals coping style, as it can influence the long-term psychological reactions on feedback, and it can buffer the effect of perfectionism (Tian & Hou, 2024). The different coping styles of individuals should be assessed and their effect on the relation of receiving negative feedback, dimension of perfectionism and career distress could be researched.

In sum, the present findings suggest that there is a positive relation between negative career feedback and career distress, indicating that receiving more negative feedback is



associated with more career distress. We found no effect of different dimensions of perfectionism, indicating that maladaptive or adaptive perfectionism does not influence the relation between feedback and distress. There are still limited studies about the effects of perfectionism in the career domain and they present contradicting findings. Further research is of value to get a clearer indication of the effects of perfectionism in the model.

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## Appendices

### Tables

**Table 1**

*Frequencies of demographic information of the sample*

	N	%
<b>Gender</b>		
Male	54	49.1
Female	55	50.0
Non-Binary	1	0.9
<b>Nationality</b>		
The Netherlands	71	64.5
Finland	32	29.1
Other	8	93.6
<b>Employ status</b>		
Employed	35	31.8
Student	66	60.0
Other	9	8.2
<b>Social Economic Status</b>		
Much worse off than others	3	2.7
Worse off than others	11	10.0
Not better or worse off than others	51	46.4
Better off than others	40	36.4
Much better off than others	5	4.5

**Table 2***Descriptives and correlations of focal variables*

	N	M	SD	1.	2.	3.	4.	5.	6.
1. Negative Career Feedback	109	2.12	0.67	1					
2. Maladaptive Perfectionism	110	3.80	1.44	0.46*	1				
3. Adaptive Perfectionism	109	5.50	1.00	-0.53	0.38*	1			
4. Career Distress	109	2.92	1.11	0.62*	0.34*	-0.08	1		
5. Age (in years)	107	24.03	3.60	-0.01	-0.05	-0.08	-0.13	1	
6. Gender (male)	-	-	-	-0.01	-0.01	0.02	-0.18	-0.04	1

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



**Table 3***Test results of the regression analyses*

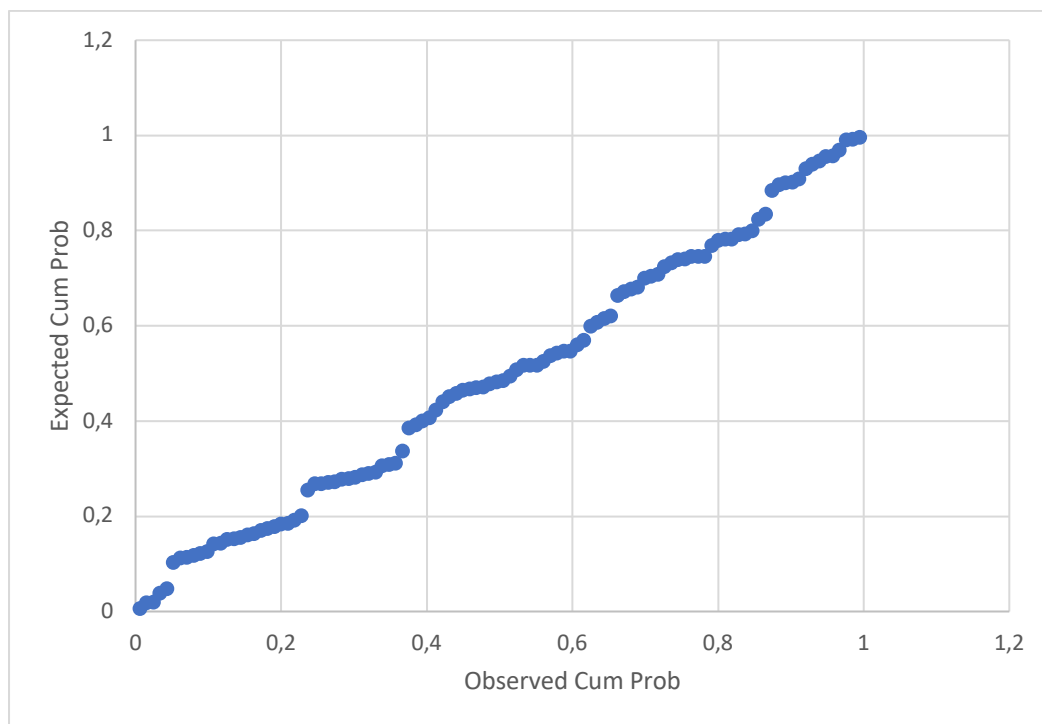
	R <sup>2</sup>	B	t*	p	95% CI	VIF
Model 1	0.62					
Negative Career Feedback	-	1.06	8.21	<.001	0.80;1.31	
Model 2	0.64					
Negative Career Feedback	-	1.00	6.46	<.001	0.70;1.31	1.45
Maladaptive Perfectionism	-	0.07	0.96	.34	-0.08;0.22	1.64
Interaction (Maladaptive Perfectionism x Negative Career Feedback)	-	-0.11	-1.13	.26	-0.30;0.08	1.05
Adaptive perfectionism	-	-0.09	-0.97	.34	-0.28;0.10	1.28
Model 3	0.63					
Negative Career Feedback	-	0.97	6.34	<.001	0.67;1.27	1.40
Adaptive Perfectionism	-	-0.10	-1.01	.31	-0.29;0.10	1.28
Interaction (Adaptive Perfectionism x Negative Career Feedback)	-	0.12	0.87	.39	-0.15;0.38	1.02
Maladaptive perfectionism	-	0.07	0.94	.35	-0.08;0.22	1.65

\*. df = 107

## Figures

### Figure 1

*Normal p-p plot of regression standardized residual*



### Figure 2

*Scatterplot of residuals*

