Role of Individual Differences in Goal Revision Upon Negative Career Feedback:

Does Mindset Matter?

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Abstract

Negative career feedback, which underscores shortcomings in one's performance, can markedly influence employees' perceptions of their abilities and success. While some individuals leverage negative feedback for improvement, others can get demotivated and adjust their careers downward. This study explores how individual differences, particularly growth mindset and self-efficacy, impact the employees' reactions to receiving negative feedback. The theoretical framework is grounded in the Social Cognitive Model of Career Self-Management (CSM), positing that negative feedback acts as a learning experience that influences one's outcome expectations through the mechanism of self-efficacy, and thus leads to adaptive self-regulatory behavior of goal revision. A growth mindset is hypothesized to act as a moderator enhancing self-efficacy, which promotes resilience to setbacks. The study examined the career attitudes of employees and students (N=182), revealing that negative career feedback is indeed associated with greater downward goal revision. Those with higher self-efficacy showed more resilience to negative feedback, reducing the tendency to revise goals downward. However, the anticipated moderating role of a growth mindset was not significant. These findings contribute to the understanding of the complex interaction between cognitive individual differences and self-regulatory behaviors, offering knowledge to expand the implications of feedback interventions.

Keywords: negative career feedback, self-efficacy, growth mindset, Professional Skills and Abilities mindset, career goal revision

Role of Individual Differences in Goal Revision Upon Negative Career Feedback:

Does Mindset Matter?

Negative feedback is a crucial element in career growth and development, as it serves as a powerful tool for guiding employees toward their goals (Steelman & Rutkowski, 2004). Defined as evaluative information that highlights deficiencies in performance and indicates areas of improvement, negative career feedback can significantly impact employees' perceptions of their competence and success (Ashford & Tsui, 1991). According to Fishbach et al. (2010), organizations often utilize this tool in the workplace, expecting that it would prompt employees to reflect on their performance and enhance it. However, this expectation does not always come to reality (Ilgen& Davis, 2000).

A meta-analysis of feedback interventions by Kluger and DeNisi (1996) revealed that the outcomes upon receiving negative career feedback are ambiguous; while it may motivate some employees to grow, it can also be discouraging for others. Some individuals can effectively apply the negative feedback for growth and adjust their behaviors to improve performance (Hu et al.,2018). At the same time, we often see a tendency to strive for easier, simpler goals in employees following negative feedback. (Hu et al., 2018). In other words, some individuals may revise their career goals downward, altering their perceptions of what they can achieve instead of focusing on performance improvement. Such change in striving reflects a shift in an individual's cognitive approach to goal-setting (Kaiser et al.,2024). This suggests that the effects of negative career feedback are not universal and can be influenced by various factors, which highlights the complexity of the matter and the need for further exploration.

Psychologists predominantly examined the affective aspects of receiving negative feedback, such as the rate of distress that may influence employees' reactions (Ilgen & Davis,

2000). Nevertheless, it is imperative to consider the cognitive aspects as well, since individual differences in this domain can play a significant role in shaping how feedback is processed and acted upon (Buenconsejo & Alfonso, 2020). For instance, the aspect of confidence in own abilities, otherwise known as "self-efficacy" (Bandura, 1977), has been shown to be crucial in the way negative feedback is comprehended by employees, protecting one's outcome expectations (Lent et al., 2017). By strengthening outcome expectations through self-efficacy (Domene, 2012), employees might withstand setbacks without lowering their aspirations.

Furthermore, negative feedback can foster resilience and motivation, particularly among individuals with a tendency to view abilities and skills as something they can grow with sufficient effort (Zingoni, 2022). This cognitive orientation, coined by Dweck (2006) as "growth mindset", can also influence the way individuals perceive and regulate their career goals, viewing negative feedback as a helpful opportunity for growth rather than a reflection of their deficiencies in innate abilities. With this thesis, we aim to explore how individual differences relating to growth mindset and self-efficacy can help explain why people react differently to negative feedback, particularly through career downward goal revision. The research question guiding our exploration is: "How does a growth mindset affect career goal downward revision in response to negative feedback, and how is self-efficacy impacting?".

By understanding how these factors interact, we can better comprehend the processes that underlie career growth and identify strategies to support individuals in achieving their professional goals despite the challenges posed by negative feedback. The findings of this research will contribute to the existing body of knowledge in organizational psychology and provide theoretical implications for enhancing employee development and performance management practices.

Negative Career Feedback and Goal Revision

Negative career feedback (NCF), which emphasizes performance shortcomings, can significantly influence individuals' goal-pursuit behaviors. (Jawahar & Shabeer,2021). According to Ashford and Tsui (1991), negative feedback serves the purpose of a diagnostic tool, enabling employees to identify gaps between their current performance and desired goals. This feedback can cause individuals to reassess their career aspirations, leading them to modify their goals to better match their perceived abilities (Lent et al., 2013). Therefore, negative career feedback often works as a catalyst for crucial self-regulatory mechanisms (Li & Zhang,2021).

Research by Fonteyne et al. (2018) showed that individuals who receive negative feedback are more likely to disengage from their career goals and see them as unattainable. Seeing goals as unattainable also can lead to the act of revising goals and their achievability, and lowering them if they don't match the current expectations or performance. Therefore, experiencing negative career feedback can also result in a downward revision of career goals (CGDR), where individuals set lower, more achievable targets (Hu et al., 2018).

To better understand the relationship between NCF and CGDR, we turn to the guidance of the social cognitive model of career self-management (CSM) by Lent et. al (2013). Based on social cognitive theory (Bandura, 1991), this model posits that adaptive career behaviors, such as career downward goal revision, are guided by self-regulatory mechanisms that can be explained through the interplay between person inputs, learning experiences, and outcome expectations (Lent et al., 2013). Negative feedback can be perceived as a valuable learning experience, that might further impact one's expectations of outcomes and abilities, leading to certain adaptive career behaviors, such as revisiting one's aspirations (Hu et al.,2018). Consequently, employees

might decide to set less challenging goals to manage their expectations and align their career goals with their perceived capabilities better.

Thus, the first hypothesis (H1) predicts that negative career feedback leads to increased career downward goal revision. This relationship is based on the expectation that individuals perceive negative feedback as a learning experience that can alter career expectations and prompt them to adjust their goals, ensuring that their aspirations are realistic and attainable in relation to their performance.

Career Self-Efficacy as a Mediator

Self-efficacy, defined by Bandura (1977) as individuals' beliefs in their capabilities to carry out actions necessary to achieve desired outcomes, can play a crucial role in career development and goal-setting behaviors. High self-efficacy can enhance an individual's performance and evaluation of their abilities, while low self-efficacy can undermine these processes. (Domene,2012). In the context of career growth, self-efficacy influences how individuals interpret feedback and make decisions about their career goals (Lent et al., 2013). Moreover, self-efficacy can also be modified in light of learning experiences, such as negative feedback, as explored in the social cognitive theory by Bandura (1991).

Lent et al. (2013) extended the Social Cognitive Career Model (CSM) to include self-efficacy as a key factor in career self-regulation, as it contributes to adaptive career behaviors that in turn influence one's career goals, actions, and outcomes. They argued that self-efficacy influences not only the establishment and changes of career goals but also the strategies used to achieve them. Research has also shown that individuals possessing higher self-efficacy are more likely to engage in proactive career behaviors, such as seeking feedback, setting ambitious goals, and persisting in the face of challenges (Huang,2017).

Regarding self-efficacy as a mechanism, the aim is to understand how negative feedback impacts career goal revision. We expect that negative feedback influences career goal revision through self-efficacy. High self-efficacy individuals are expected to respond to negative feedback with resilience and would be less likely to revise their goals downward. On the other hand, low self-efficacy individuals may perceive negative feedback as a threat, leading to a downward revision of their career goals. Therefore, for our second hypothesis (H2), we anticipate that self-efficacy mediates the relationship between negative feedback and career goal revision, decreasing the likelihood of downward goal revision.

PSA Growth Mindset as a Moderator

The concept of a growth mindset, first introduced by Dweck (2006), refers to the belief that one's abilities are malleable and can be improved through dedication and effort. This mindset is crucial for how individuals respond to challenges, encouraging them to see setbacks as an opportunity for growth rather than a reflection of fixed shortcomings (Burnette et al., 2023). In our exploration, we will specifically focus on the Professional Skills and Abilities Growth Mindset (PSA Growth Mindset). This term encompasses the continuous encouragement to upgrade professional skills and adapt to new challenges in the workplace, transforming career anxiety into a motivating force (Dadoo & Medhi, 2024). Hu et al., (2017) explored the role of a PSA growth mindset in moderating the impact of negative feedback on career development. Their study found that individuals with a growth mindset experienced less negative impact from negative feedback on progress and were less likely to disengage from their goals. This finding suggests that a growth mindset can buffer the adverse effects of negative feedback, promoting resilience and adaptability in career development.

The influence of a growth mindset can be explained through mechanisms of self-efficacy acting upon negative feedback. Individuals with a growth mindset are more likely to view their abilities as improvable, which in turn can enhance their self-efficacy and help maintain or even raise their goal aspirations following negative feedback (Burnette et al.,2023). Thus, a growth mindset not only fosters resilience but also promotes higher self-efficacy through adaptive reactions to feedback. Those expectations are supported by research, where a study by Pansoy (2024) has shown that teachers who were oriented to growth in their professional development and believed in their capabilities were more likely to seek career advancement and were more resilient to setbacks. Therefore, the interplay between self-efficacy and a growth mindset can influence how individuals respond to negative feedback and whether they adjust their career goals downwards.

In our last hypothesis (H3), we expect that the relationship between negative career feedback and self-efficacy is moderated by a growth mindset. Specifically, we anticipate that individuals with higher levels of growth mindset would have higher self-efficacy in response to negative feedback, reducing the likelihood of downward goal revision. For the hypotheses, we will be applying the following model (Fig.1):
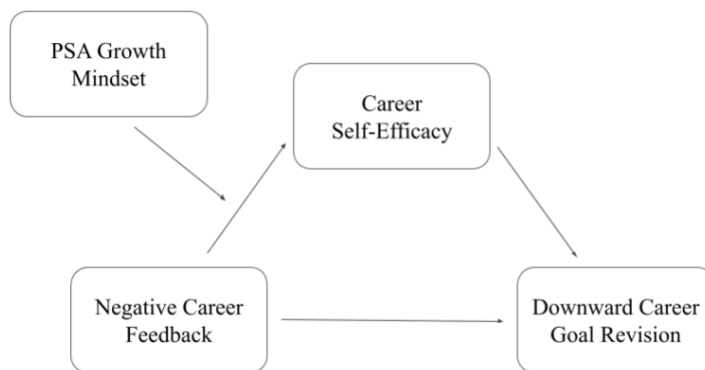

Figure 1: *Model of moderated mediation between NCF and DCGR.*

Method

Sample

An online survey was conducted using a sample of participants (N = 329) recruited via social networks and online platforms, given the necessity for convenience sampling. The target population was aimed to consist of participants who either had the status of a university student or an employee ranging from the age of 18 to 35 years. This criterion was set to ensure that the participants included in the sample were in the process of finding their career paths at the time of completing the survey, as opposed to having already committed to a specific career. We excluded 3 participants from our final sample because they did not meet the age criterion to be eligible for this study. 6 participants were excluded for not providing informed consent. There was data missing from 137 participants, who were therefore removed. One participant was removed as they were unemployed and were also not a student. Our final sample size was 182 participants.

The final sample was relatively young with an average age of $M = 23.52$ years ($SD = 3.02$). 62.1% of the sample were female ($n = 113$), 36.8% were male ($n = 67$), and 1.1% indicated 'Non-binary' ($n = 2$). 63.7% of participants were enrolled in a university program ($n = 116$) at the time of completion, while 29.1% indicated to be employed ($n = 53$) in different work sectors. Only a small minority of 7.1% studied while also being employed ($n = 13$). The majority of the sample, 53.3%, indicated the Netherlands as their country of residence ($n = 97$), while 14.8% lived in Germany at the time of data collection ($n = 27$), and 31.9% specified other countries of residence ($n = 58$).

Measures

The measures analyzed in the present study are different online self-report questionnaires administered using the online survey platform Qualtrics.

Feedback on Career Goals (FCG) Inventory

In order to assess negative feedback towards career goals, our independent variable, we used the Feedback on Career Goals inventory by Hu et al. (2017). The original material is made of three subscales, containing 24 items. For the current study, we only made use of two of these three subscales, namely feedback on current career progress (e.g., "People tell me that I am not working hard enough to get into/improve/maintain my chosen career"), and feedback on goal suitability (e.g., "I am told that my preferred career choice will not let me display my real talents"), containing eight items each. Response options follow a 6-point Likert scale ranging from "Strongly disagree" to "Strongly agree". The higher the scores on the scale, the stronger the intensity of negative feedback experienced by the participants. The FCG inventory shows good internal reliability with a Cronbach's α of .77 and .83 respectively on the two subscales used for this survey. Cronbach's α for our sample was .88 for feedback on career progress.

Occupational Self-Efficacy (OCCSEFF) Scale

To assess career self-efficacy, our mediator, we employed the short version of the Occupational Self-Efficacy scale by Schyns and Collani (2002). The scale was adapted after Hu et al. (2017) to fit the career context instead of the work domain by exchanging the word "work" for "career". The scale consists of eight items (e.g., "If I am in trouble in my career, I can usually think of something to do"; "I can remain calm when facing difficulties in my career because I can rely on my abilities"), which were rated on a 6-point Likert scale ranging from "completely true" to "not at all true". Higher scores on the OCCSEFF scale indicate a stronger sense of career

self-efficacy in the participants. The scale reports a good internal consistency with a Cronbach's α of .84. Cronbach's α for our sample was .94.

Professional Skills and Abilities Mindset Scale

To assess participants' level of growth mindset, our moderator, we used the Professional Skills and Abilities Mindset Scale by Schmitt and Scheibe (2023), where only the three items pertaining to growth mindset were analyzed while the others remained included as distractor items. The growth mindset subscale contains 3 items (e.g., "People can always substantially improve their professional skills and abilities"). The items are rated on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree". With a Cronbach's α of .83, the scale shows good internal consistency. Cronbach's α for our sample was .87.

Career Goal Downward Revision

For our dependent variable, this study employs the 6-item scale generated by Hu et al. (2017) to assess our participants' tendencies to downward-revise their career goals in response to receiving negative feedback. A sample item was "I need to reduce my aspirations as the occupation I am aiming for is unrealistic". Response options followed a 6-point Likert scale, ranging from "strongly disagree" to "strongly agree". Higher scores imply a stronger tendency for career goal downward revision. With a Cronbach's α of .91, the scale shows a strong internal consistency. Cronbach's α for our sample was .93.

Procedure

This project is part of a three-wave, longitudinal study with two weeks between the first and second wave, and one month between the second and third wave. Our study focused only on the first wave. Participants were recruited through convenience sampling and completed a survey in English, using the online program Qualtrics (Qualtrics, Provo, UT).

Participants were sent the link to the survey, which they had a week to complete. In this survey, participants received information on the purpose of the study, what they would be doing, reasons for participation, how their data would be treated, and points of contact for any further information. Participants also signed a consent form before starting the survey, where they acknowledged their right to withdraw from the study at any point and that their participation was voluntary.

After signing the consent form, participants provided some demographic information, such as employment status, age, gender, work sector, and country of residence. Participants then answered questionnaires on the measures described above. The survey also included other questionnaires on other measures although they are beyond the scope of this paper. This survey took around 15 minutes to complete. There was no monetary incentive for completion of this survey. The research procedure was approved by the Ethical Committee of Psychology at the University of Groningen.

Statistical analysis

Using SPSS, we will run a preliminary analysis to investigate the quality of the data which will include initial correlations and descriptive statistics. Additionally, we will check whether the data is fit for the analysis by looking at scale reliabilities, data trends, and assumptions of linear regression. With this, we will check for significant relationships that can allow us to investigate our regression model. Our statistical analysis will also include several linear regression analyses. Moreover, we will use Process Macro by Hayes (2013), an extension of SPSS, in order to investigate the mediated moderation/ moderated mediation path.

Results

Assumptions for Analysis

Prior to conducting our analysis, an assumption check was done to examine whether the s data we used was appropriate for regression analysis. The normality of the distributions for the variables was assessed by inspecting Q-Q plots, with all variables lying approximately along the diagonal line, indicating approximately normal distribution (see Appendix A). The Shapiro-Wilk test for variables of career self-efficacy and downward goal revision had shown insignificant results, from 0.908 to 0.974, indicating that the distribution of the sample was not significantly different from a normal distribution.

The linearity was evaluated by examining plots of relationships between predictor and outcome variables (Appendix B). Through visual inspection, it was identified that relationships are approximately linear, and therefore the assumption is met. The absence of multicollinearity was tested by examining correlations among predictor variables (further in Table 3). No correlations were equal to or greater than 0.80, indicating that multicollinearity is unlikely. Homoscedasticity was assessed by analyzing residual plots of the regression models. The residuals for the Self-Efficacy variable were randomly distributed around zero (Appendix C). However, the residuals of Career Downward Goal Revision were slightly skewed to the left.

Descriptive Statistics and correlations

Descriptive statistics for the key variables in the study are presented in Table 1. The mean score for the growth mindset variable with consideration of standard deviation had a relatively high average score. As for correlations between the variables, there was a significant positive correlation between the main independent variable of NCF and the dependent variable CGDR.

As for age, there was a significant positive correlation with self-efficacy. Moreover, Career self-efficacy had significant correlations with all other variables, such as Negative Feedback on Progress, Growth Mindset, Career Downward Goal revision, and Gender. Gender had also a significant positive correlation with career goal downward revision ("0"-for females, "1"- for males). Two participants with gender identified as "non-binary" were not included in the correlational analysis for gender variables. No other significant correlations were found.

Table 1

Descriptive statistics and correlations between measures

	n	*M*	*SD*	1	2	3	4	5
1.Age	182	23.52	3.02	-				
2.NF Progress	182	2.366	.862	-.080	-			
3.Growth Mindset	182	4.136	.639	-.097	.018	-		
4.Self-Efficacy	182	3.791	.996	.176*	-.422**	.198*	-	
5.Goal Revision	182	2.033	.839	.046	.310**	-.111	-.368**	-
6.Gender	180	-	-	.068	.039	.001	.287**	-.148*

Note: *$p<.05$, **$p<.01$.

Hypothesis 1: Negative Feedback Leads to Downward Career Goal Revision

A simple linear regression was conducted to test the hypothesis that negative feedback influences individuals to revise their career goals downward. The results indicated a significant positive relationship between negative feedback and career goal revision ($b= 0.310, p < 0.001$). The overall model was significant and explained approximately 9.6% of the variance in career goal revision ($R^2 = 0.096, F (1, 180) = 19.147, p < 0.001$). These findings support H1, suggesting

that individuals who receive more negative feedback on progress are more likely to revise their career goals downward.

Hypothesis 2: Mediation of Career Self-Efficacy

We have used a mediated regression analysis with Model 4 of PROCESS (Hayes,2018) to test the hypothesis that career self-efficacy mediates the relationship between negative feedback and downward career goal revision. The analysis indicated that negative feedback was a significant predictor of self-efficacy ($b=-0.491$, t (178) $=-6.368$, $p<.001$), and the model explained 17.8% of its variance ($R^2=.178$). This result suggests that higher levels of negative feedback are associated with lower self-efficacy.

Furthermore, self-efficacy was a significant predictor of career goal revision ($b=-0.243$, t (179) $=-3.829$, $p<.001$), which indicates that lower self-efficacy is associated with increased career goal revision. The total effect of negative career feedback on career goal revision was significant ($b=0.302$, t (180) $=4.376$, $p<.001$), explaining 9.6% of the variance, ($R^2=.096$, F (1,180) $=19.147$, $p<.001$). The direct effect was equal to 0.183 ($b=0.183$, t (179) $=2.497$, $p=0.013$), indicating that negative career feedback directly influences career goal revision even without the account of self-efficacy.

As for the indirect effect, it was significant ($b=0.119$), with a 95% confidence interval [.047,.202], which confirms our hypothesis H2. In other words, negative feedback indeed influences career goal downward revision through the impact of self-efficacy, however, the mediation remains only partial.

Hypothesis 3: Moderation of Growth Mindset

The moderated mediation model was tested using the PROCESS model 7 (Hayes, 2013). The regression analysis showed that growth mindset was a significant predictor of self-efficacy

(b=0.318, t (178) =3.046, p=.003). However, the interaction term between negative feedback and growth mindset was not significant (b=−0.019, t (178) =−0.154, p=.878), showing that growth mindset does not significantly moderate the relationship between negative feedback and self-efficacy. The 95% confidence interval of the index of moderated mediation was insignificant [-0.078,0.070]. Therefore, the results do not support the hypothesis that growth mindset moderates the mediation effect of self-efficacy on the relationship between negative feedback and career goal revision. The summary of results for our model is presented in Fig.2:

Figure 2. *Results of the moderated mediation model.*
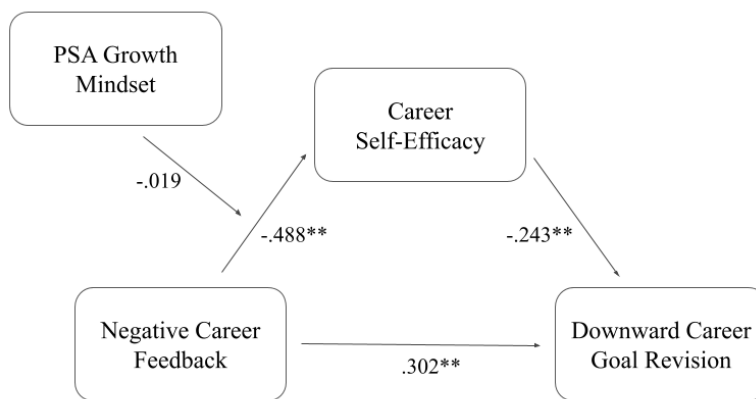
Discussion

This study examined the impact of negative feedback on career goal revision, with a focus on the roles of self-efficacy and growth mindset. We hypothesized that individual differences in mindset would significantly influence how negative feedback is received and whether individuals lower their career goals as a result. Our findings confirmed that negative feedback is associated with a tendency to lower career goals. The study also supported the mediating role of self-efficacy in this process. Individuals with higher self-efficacy were more

resilient to negative feedback and less likely to revise their career goals downward. However, contrary to our third hypothesis, we did not find evidence that a growth mindset moderates the relationship between negative feedback and self-efficacy.

Theoretical Implications

Our first hypothesis posited that negative feedback would lead to a downward revision of career goals. Our findings support this expectation, showing that individuals who received negative career feedback were more likely to lower their career aspirations. This outcome is in line with previous research by Hu et al. (2019), where employees were more likely to disengage from their goals and see them as less attainable upon negative feedback, resulting in career goal downward revision. When individuals receive feedback about deficiencies in their performance, they often reassess their perceived capabilities and evaluate further outcomes (Ashford & Tsui, 1991). Consequently, employees choose to adjust their aspirations to align career goals with outcome expectations better (Lent,2017).

Consistent with our second hypothesis, we have found that self-efficacy mediates the relationship between negative feedback and career goal revision, reducing the likelihood of employees lowering their career aspirations. The findings are supported by Lent et al.'s (2013) social cognitive model of career self-management (CSM), highlighting the role of self-efficacy in career decision-making and goal-setting behaviors. We have observed that career self-efficacy acts as a cognitive motivator buffering against downward goal revision, as it affects both outcome and self-efficacy expectations posited in the model. This, in turn, reduces the adaptive behavior of lowering career goals. Interestingly, we have also found a partial mediation between self-efficacy and a growth mindset. This is relevant to the model as the PSA growth mindset can be considered as a personality influence, that was also hypothesized by Lent (2013) to affect self-

efficacy expectations. The study by Burnette et al. (2020) on the impact of a growth mindset intervention on students' entrepreneurial self-efficacy and career development reinforces the notion that growth mindset interventions can enhance self-efficacy and task persistence.

However, contrary to our third hypothesis, there was a lack of moderation effect by the growth mindset on the relationship between negative feedback and goal revision mediated by self-efficacy. Such a result was inconsistent with the previous study by Hu et al., (2017), which found that an employee's mindset moderates goal disengagement, such that people with stronger growth beliefs were less likely to disengage from their goals. While there was a relationship between PSA growth mindset and self-efficacy, it did not significantly moderate the pathway from negative feedback. This might suggest that the interaction between growth mindset and self-efficacy in response to negative feedback is more complex than initially hypothesized. One possible explanation for to lack of a growth mindset's role as a moderator is related to the concept of goal discrepancy. Goal discrepancy refers to the gap between an individual's current performance and their desired goals (Praskova & McPeake, 2022). If the perceived gap is too wide, even individuals with a growth mindset might struggle to maintain their initial aspirations when faced with negative feedback. Besides, the limited variability of the growth mindset in a sample also could have contributed to the lack of significant moderation.

Practical Implications

These findings have significant implications for organizational practice and future research. In organizational contexts, feedback interventions should be carefully considered to mitigate potential negative effects on employees' career aspirations. Moreover, as shown in a study by Tolli &Schmidt (2008), targeting self-efficacy enhancement through feedback has been

shown to support employees' goal pursuit. Therefore, organizations may benefit from training programs for managers to deliver feedback that supports the reinforcement of self-efficacy.

Furthermore, interventions aimed at fostering a growth mindset through feedback could be particularly beneficial. These interventions may help employees perceive feedback more constructively and remain engaged with their career goals despite setbacks. So far, according to an analysis by Burnette et al., (2023), certain feedback interventions can indeed promote a growth mindset in individuals, leading to possible benefits in performance. However, there are a lot of considerations that should be taken in order to construct appropriate policies, and some findings in our study also highlight the complexity of research on growth mindset requiring better elaboration in the future.

Strengths and Limitations

One of the key strengths of this research is its integration of multiple variables to provide a comprehensive understanding of the factors influencing career goal revision. We have explored the role of self-efficacy within the CSM framework by Lent et al., (2013), while also viewing the influence of the PSA growth mindset, which has shown promising perspectives in research. By examining the roles of self-efficacy and growth mindset, the study offers valuable insights into the mechanisms through which negative feedback affects career aspirations.

Additionally, we have used well-validated measures for assessing the career self-regulation processes and outcomes, which would contribute to the reliability of our results and their applicability in further research. The study also benefited from a robust sample size, including people of different origins (but predominantly Western European), work statuses, and fields, which could enhance the generalizability of our findings.

Despite its strengths, the study has several limitations that should be acknowledged. Firstly, the study's cross-sectional design might limit the ability to draw more comprehensive conclusions in terms of temporal precedence. We have done a questionnaire with participants evaluating their career behaviors at one point in time, which might not be reflective of the long-term effects of negative career feedback. Since we have viewed attitudes toward work and goals, we have focused more on the intentions, which might not turn into behavior right away. This aspect has been viewed in the action crises research by Herrmann and Brandstätter (2015), highlighting that responses to action crises vary by time and actual implementation from attitudes. Therefore, we can't yet identify what would be the more stable or long-term consequences of negative career feedback on our participant's career aspirations based on this research design.

Furthermore, the statistical analysis indicated low variability in the moderating variable of growth mindset (see Appendix C), suggesting that the sample predominantly comprised of individuals with a high growth mindset. This limited variability, otherwise explained as a "ceiling effect" (Wang et al., 2008), could explain the lack of significant moderation effects and highlights the need to examine the impact of both high and low growth mindsets. Additionally, the study did not consider differences in growth versus fixed mindset, which could provide a more comprehensive understanding of how different mindsets influence negative feedback reactions (Dweck, 1995).

Future research

To address these limitations and build on the findings, future research should consider employing a design, that would allow for a more diverse sample, ensuring higher variability in the moderating variables and providing a clearer picture of the relationships between feedback,

self-efficacy, and goal revision. An effective study design could also involve examining immediate negative feedback scenarios within large organizations, such as during demotions or annual performance reviews. This approach would enhance the immediacy and relevance of evaluating feedback, thereby contributing to a more accurate assessment of its impact (Herrmann & Brandstätter, 2015).

Additionally, future studies should utilize a longitudinal approach to capture the long-term consequences of negative feedback and the temporal dynamics of feedback reception and response. This would provide insights into how feedback affects career outcomes over time and account for delayed effects. Vuori et al. (2012) highlight the importance of considering the temporal aspect of feedback and its impact on career development, suggesting that longitudinal research is essential for capturing these effects.

Moreover, incorporating qualitative methods alongside quantitative measures could provide a richer understanding of how individuals perceive and respond to negative feedback. It can be useful to explore the relationships between the employees and feedback channels within the organization through interviews or observations. This could help explore contextual factors that influence these processes, offering deeper insights that complement quantitative findings.

Coming to the theoretical prospects, we have established that the interplay of factors influencing employee goal-setting is very complex. Therefore, for better comprehension, future research can consider the aspect of goal discrepancy, which could provide valuable insights into how individuals perceive and react to negative feedback. Goal discrepancy may moderate the effects of negative feedback on career outcomes (Creed & Hood,2014). Understanding whether goal discrepancy acts as a switch that turns certain conditions on or off or as a mediator

explaining changes in career outcomes can help understand the processes posited in individuals'

self-regulation (Carver & Scheier, 2000).

Conclusion

This thesis explored the impact of negative feedback on career goal revision, focusing on

the roles of self-efficacy and growth mindset. The findings supported the hypothesis that

negative feedback is associated with lowering career aspirations, highlighting the significant

influence of self-efficacy in buffering against this effect. While the expected moderating role of a

growth mindset was not fully supported, the interplay between growth mindset and self-efficacy

still shows promising prospects. Our study underscores the importance of cognitive individual

differences that can mitigate the adverse effects of negative feedback. These findings contribute

to the understanding of mechanisms upon receiving feedback and suggest practical implications

that can support employees in maintaining resilient career aspirations despite setbacks. Future

research should further investigate the nuanced interactions between feedback, self-efficacy, and

growth mindset to enhance our strategies for promoting positive career outcomes.

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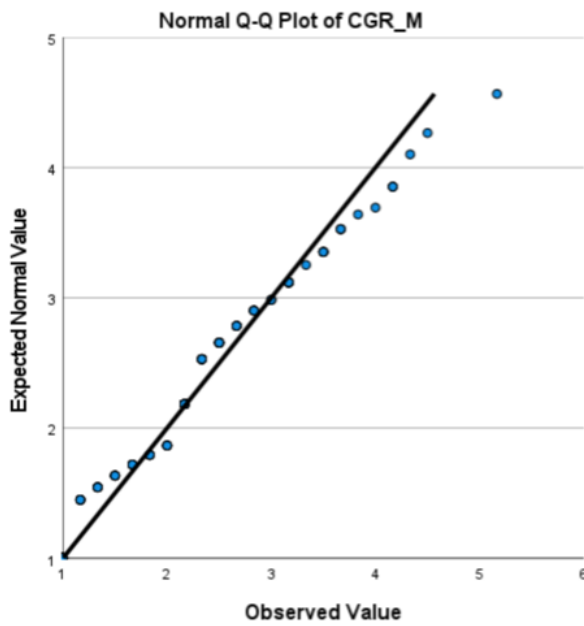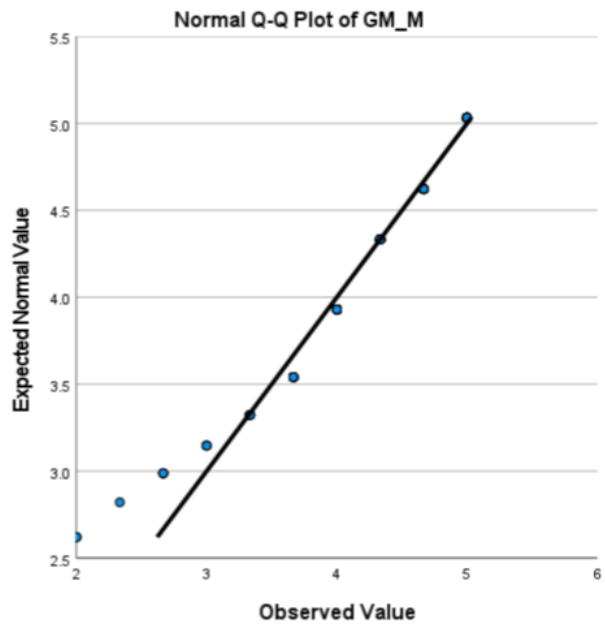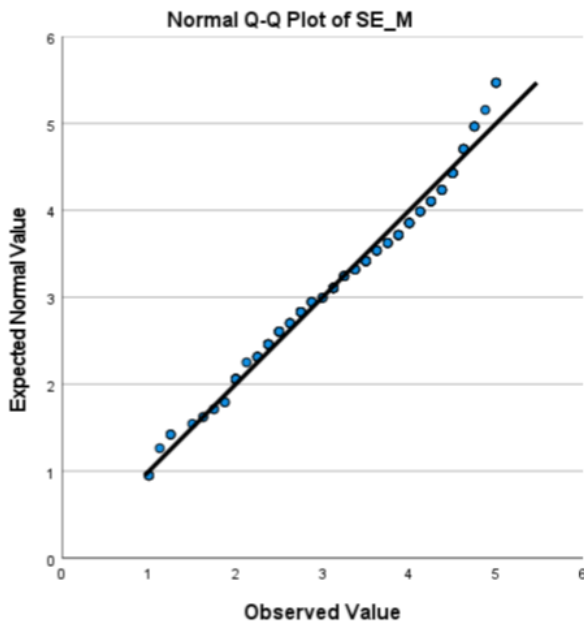
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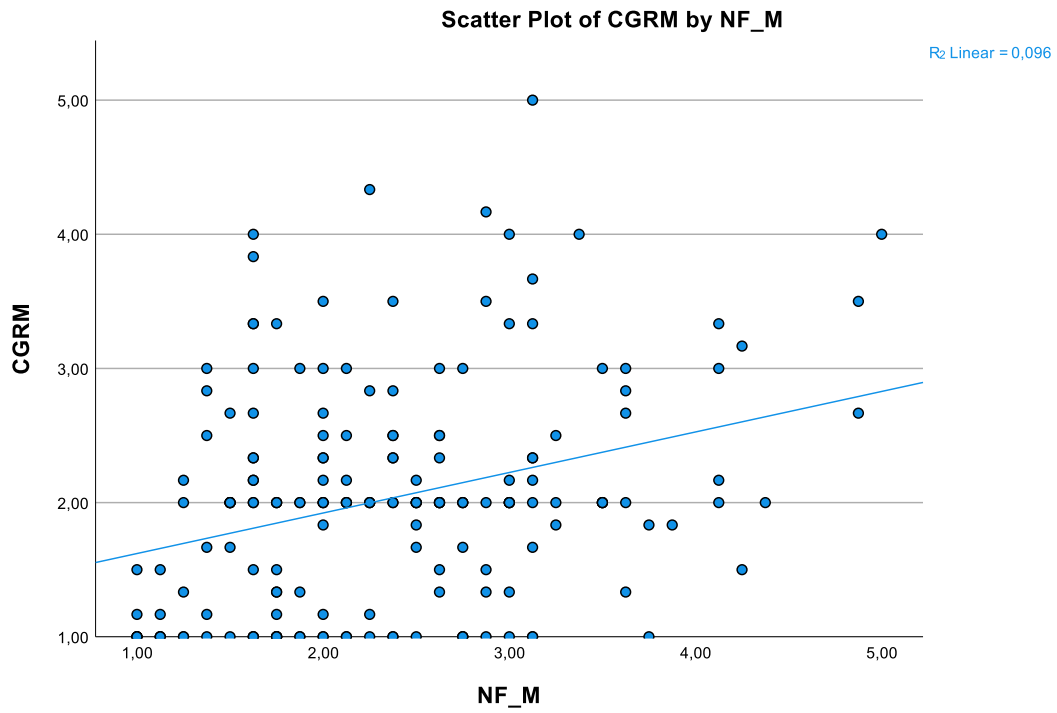   shock. *European Journal of Studies in Management and Business*, *23*, 31–40.

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Appendix A

Q-Q Plots Assessing Normality of The Distribution for Variables

Normal Q-Q Plot of SE_M

Normal Q-Q Plot of GM_M

Normal Q-Q Plot of CGR_M

Appendix B

Linear Plot of Independent Variable NF and Dependent Variable CGDR
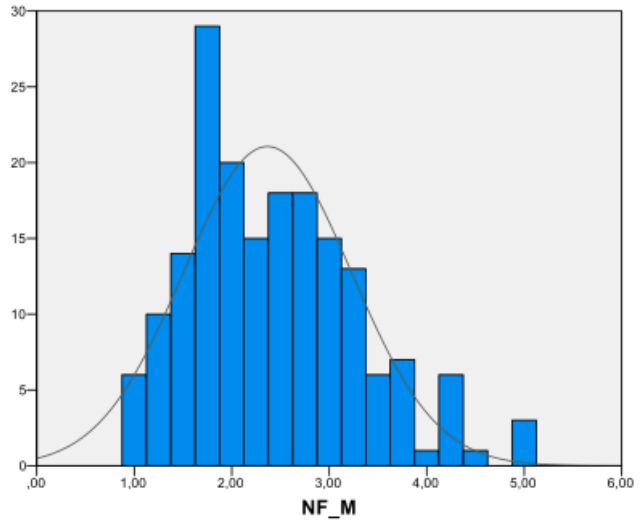

Scatter Plot of CGRM by NF_M

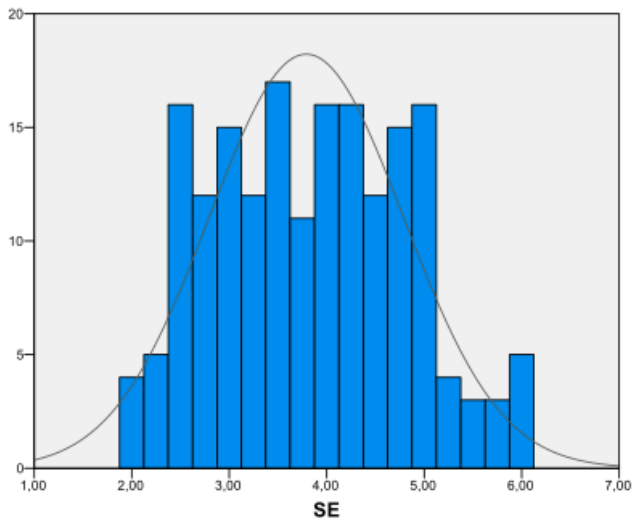**Appendix C**

Histogram Analysis of Variables

Histogram for variable Career Downward Goal Revision
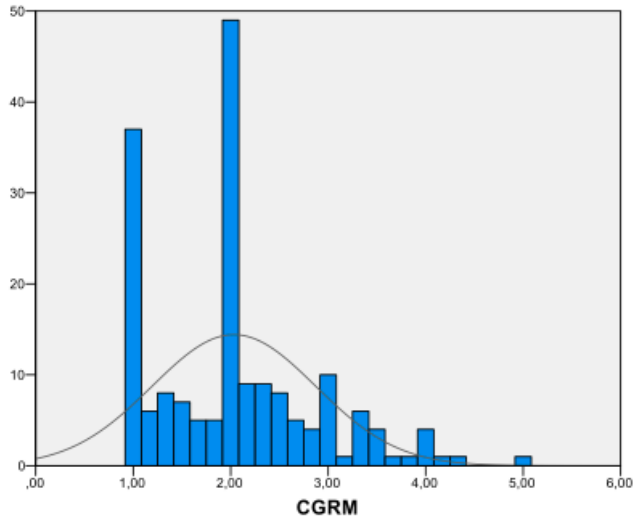
Histogram for variable Negative Feedback on Progres

Histogram for variable Career Self Efficacy

Histogram for variable PSA growth mindset