부정피드백추구행동이 혁신행동에 미치는 영향: 코칭리더십에 의해 조절된 학습목표지향성의 매개효과 중심으로

Impact of Negative Feedback-seeking Behavior on Innovative Behavior: Focusing on the Mediating Effect of Learning Goal Orientation Moderated by Coaching Leadership

권경숙, 오상진
서울종합과학대학원대학교 경영학과

Kyung-Sook Kwon(simzi66@naver.com), Sang-Jin Oh(sjoh@assist.ac.kr)

요약

본 연구는 애자일 조직의 등장, 디지털 트랜스포메이션 등으로 기업들의 혁신이 절박한 상황에서 구성원들의 혁신행동을 유도할 수 있는 이론적 · 실무적 시사점을 도출하고자 수행되었다. 이를 위해 부정피드백 추구행동과 혁신행동의 상관관계 및 이 두 변인의 사이에서 학습목표지향성이 코칭리더십에 의해 조절된 매개효과를 갖는지 검증하고자 하였다. 국내 기업에 근무하는 381명의 구성원으로부터 회수한 설문지를 분석하였으며, SPSS 25.0, AMOS 25.0, Process Macro 3.0를 사용하였다. 분석 결과 부정피드백 추구행동은 학습목표지향성에 긍정적인 영향을 미쳤으며, 리더의 코칭리더십은 구성원의 부정피드백 추구행동과 학습목표지향성의 사이에서 조절효과를 갖는 것으로 나타났고, 학습목표지향성은 부정피드백 추구행동과 혁신행동 사이에서 조절된 매개효과를 가지는 것으로 확인되었다. 본 연구는 기업에서 부정피드백을 원하는 구성원들이 어떻게 혁신행동에 이르게 할 것인지에 대한 과정을 밝히고, 혁신행동의 활성화를 위해 코칭리더십에 대한 조직적 지원이 필요함을 밝혔다는 점에서 의의를 가진다고 본다.

■ 중심어 : | 부정피드백 추구행동 | 학습목표지향성 | 혁신행동 | 코칭리더십 |

Abstract

This study was conducted to derive theoretical and practical implications in situations where innovation of the business is desperate in the face of the emergence of agile organizations and digital transformation. To do so, we tried to verify the correlation between negative feedback-seeking behavior and innovative behavior and whether the learning goal orientation of these two variables has a moderated mediating effect by coaching leadership. It analyzed the collected questionnaire from 381 members working in domestic companies; SPSS 25.0, AMOS 25.0, and Process Macro 3.0 were used. The analysis result showed that the negative feedback seeking behavior had a positive effect on the learning goal orientation, and the leader's coaching leadership found to have a moderating effect between the negative feedback seeking behavior and the learning goal orientation. Learning goal orientation has been found to have a moderated mediating effect between negative feedback seeking behavior and innovative behavior. This study is significant in the sense that it reveals the process of how members seeking negative feedback in the organization could be led to innovative behavior and shows the necessity of organizational support for coaching leadership for the vitalization of innovative behavior.

■ keyword : | Negative Feedback Seeking Behavior | Learning Goal Orientation | Innovative Behavior | Coaching Leadership |

I. Introduction

Today, companies are lagging if they fail to innovate due to the rapid market entry of new companies, the emergence of agile organizations, and digital transformation. In order to make a company achieve sustainable growth through innovation, its members need to renew their awareness about innovation and have a willingness to respond to change[1]. Innovative behavior is "the process that members of an organization develop and implement ideas to generate organizational performance"[2]. For innovation to be successful, member's voluntary and innovative behavior should be preceded[3].

Under this situation, feedback that provides information on the member's role performance[4] serves as a source of information to members favoring creative performance[5], and it is becoming an essential factor in their innovative behavior. Feedback seeking behavior refers to members seeking feedbacks voluntarily and proactively[6], and is divided into positive and negative feedback-seeking behavior according to the contents. Positive feedback-seeking behavior is a feedback behavior to ensure that the performance is proceeding smoothly to meet the expectations of the organization and to obtain a positive evaluation of one's competence[7]. The negative feedback-seeking behavior is a feedback behavior to find out things to be improved in performing one's role[8-10].

Although not much research on the effectiveness of negative feedback-seeking behavior has been done, it has been shown that the negative feedback-seeking behavior seemed to have a positive effect on job performance[11]. And there have been several studies indicating that feedback-seeking behavior affects organizational commitment, job satisfaction, and job performance[12-14]. Despite these studies, there are studies that are contrary to the effects of feedback-seeking behavior. Anseel, Beatty, Shen, Lievens, and Sackett[15], who analyzed 30 years of research on feedback-seeking behavior, found that no significant relationship exists between feedback-seeking behavior and job performance. Therefore, it is fair to say conducting research examining the process of how feedback-seeking behavior affect the outcome variables is needed.

In this regard, this study will examine the process of negative feedback-seeking behavior affecting innovative behavior. In particular, this will focus on finding the basis on the Job Characteristics Model (JCM) in terms of understanding the process that negative feedback-seeking behavior leads to innovative behavior. According to the job characteristics theory, when employees are given autonomy and feedbacks, which provide them with direct and concrete information on their performances, are given, they generate high internal motivation and high work performance[16]. In other words, when employees receive appropriate feedback through negative feedback-seeking behavior and eliminate the uncertainty about the work they do, we can expect these will lead to innovative behavior, which is a high degree of work performance.

Also, based on the study that feedback seeking behavior influences learning motivation and intention of transfer of learning, which are variables similar to learning goal orientation [17], we can assume that negative feedback-seeking behavior will have a positive

effect on the learning goal orientation. On the other hand, given that coaching leadership supports members to maximize their abilities by developing their potential capabilities based on a horizontal relationship with the members[18], we can expect that negative feedback-seeking behavior will have a moderating effect on the path to reach innovative behavior through learning goal orientation.

Accordingly, first of all, the purpose of this study is to examine the direct impact of negative feedback-seeking behavior on innovative behavior. Second, we want to verify the mediating effect of learning goal orientation, which is moderated by coaching leadership in the relationship between negative feedback-seeking behavior and innovative behavior. Third, based on the results of this study, I would like to provide implications and alternatives regarding what systems and education are needed, targeting members and leaders in companies that need innovation.

II. Theoretical Background and Setting the Hypothesis

1. Negative Feedback Seeking Behavior

Feedback is an essential resource for employees to develop continuously and to improve work efficiency[19], but leaders of organizations tend to be reluctant to give feedback to members[20]. Under this situation, the employee voluntarily and actively seeks feedback to determine whether he or she is performing appropriately in the course of performing his or her duties, which is referred to as feedback-seeking behavior[6]. Feedback

seeking behavior can be divided into positive feedback-seeking behavior that seeks to obtain information to confirm that they are performing their duties effectively according to the content, and negative feedback-seeking behavior that seeks information about things to be improved in performing roles[8][21].

Among them, it has been found that negative feedback-seeking behavior is more valuable than positive feedback-seeking behavior because it can obtain useful information about what to improve performance[7][22]. In the meantime, feedback attitude, goal orientation, self-efficacy, reliability of the source of feedback, transformational leadership, etc. have been found to affect the feedback-seeking behavior as antecedents of the feedback-seeking behavior[15][23][24]. As for the resulting factor, feedback-seeking behavior found to influence job satisfaction, organizational socialization, organizational commitment, organizational citizenship behavior, and job performance[15][25].

On the other hand, when members receive feedback, it becomes clear what they need to do, and they can evaluate themselves based on the contents of the feedback, and this will lead them to have a promotion of learning[26]. The effect of feedback can also be explained by Control Theory, that the consequences of something influence the cause again[27]. People go through a negative feedback loop to bridge the gap between the goal and their current status in the process of adjusting their behavior to achieve the goal and go through a positive feedback loop to widen the gap again by setting a higher goal[28]. In other words, the information on the differences obtained through the negative feedback-seeking

behavior will lead people to pursue learning for higher goals.

Also, although it is difficult to find studies that negative feedback-seeking behavior has a direct impact on learning goal orientation, feedback-seeking behavior has been found to affect the transfer of learning, related to learning goal orientation[17][29]. On the contrary, there have been various studies in which learning goal orientation has a positive effect on feedback-seeking behavior[30-33]. Therefore, the following hypothesis is presented based on this theory and the previous researches.

Hypothesis 1: The negative feedback-seeking behavior of members will have a positive effect on learning goal orientation.

2. Innovative behavior

In a situation where innovation is essential for the company's sustainable growth and survival[34], companies are investing in innovation. Still, the effect of the innovation is not that effective or often temporary[35]. In an organization, innovation is expressed through innovative activities by its members. However, given that innovative behavior is not an officially required behavior but unofficial and voluntary behavior performed by its members, this must be carried out by the voluntary will of the members, without being coerced by the leaders[3][36]. Innovative behavior is a combination of creativity in which members develop and propose creative ideas[37] and executive ability that realizes those ideas in an organization. And innovation is achieved through a multi-level process[38].

Accordingly, Amabile[39] explained innovative behavior as the process of selecting creative ideas and turning them into useful products and services. Scott and Bruce[2] defined the innovative behavior as the process of developing and implementing new ideas to improve organizational performance. These innovative behaviors are influenced by the creativity, leadership, and job complexity of members, and the intensity and direction of innovative behaviors change in the process of interacting with these factors[40]. After reviewing the precedent research, it was found that the leader's coaching behavior[41][42], empowering leadership[43], learning orientation[44], job autonomy[45][46] and positive psychological capital[47] were affecting innovative behavior.

In particular, job autonomy is deeply correlated with innovative behavior and creative thinking as a critical factor in selecting and making the meaning of the decisions made by themselves[48]. According to the Job Characteristics Theory in which job characteristics factors such as functional diversity, task identity, task significance, autonomy, and feedback affect the intrinsic motivation of the individual and influence motivation, job performance and job satisfaction, if the autonomy is given to the members in the course of the job performance, this will lead to intrinsic motivation and high performance[49].

Accordingly, it can be inferred that the negative feedback-seeking behavior that members endeavoring to obtain information regarding the things to be improved will be led to innovative behavior by letting members express autonomy.

Also, according to job characteristics theory,

feedback leads to high performance by improving the knowledge of the actual progress of the work. And negative feedback-seeking behavior gives meaning to the task by clarifying the identity and importance of the task, and it can be seen that this will be led to high job performance.

On the other hand, research that examines the direct relationship between negative feedback-seeking behavior and innovative behavior is still hard to find. However, S. J. Kim and D. Y. Kim[11] have found that negative feedback-seeking behavior has a positive effect on job performance. B. K. Choi, J. W. Jeon, J. H. Won, and H. G. Moon[33] revealed that boss's negative feedback-seeking behavior influence effectiveness of leadership, and Y. H. Park , H. S. Jung, and H. B. Lee[50] said that task significance and the feedback have a positive effect on innovative behavior with the medium of absorptive capacity. Therefore, based on this theoretical background, the following hypothesis is proposed.

Hypothesis 2: The negative feedback-seeking behavior of members will have a positive effect on innovative behavior.

3. Learning Goal Orientation

Goal orientation is the direction of goals that people have in goal situations and is related to the concept of how they think about the challenge given to them and how they pursue their goals. Goal orientation is divided mainly into learning goal orientation and performance goal orientation[51]. Dweck[51] describes an implicit theory with two concepts. The incremental theory that believes the intelligence changes fluidly and develops. Fixed theory in

which considers the intelligence does not change, and it is fixed[52].

People believe in incremental theory think his or her intelligence or abilities can change, so they consider the situations they face as an opportunity for learning and show learning goal- orientation. On the other hand, people believe in fixed theory tend to pursue performance goal orientation, because how much he or she is recognized within a fixed capacity is essential to them[53]. In other words, members who have learning goal orientation continue to challenge themselves in difficult situations and have intrinsic motivation. However, members with performance goal orientation tend to minimize failure, avoid the challenge, and have low intrinsic motivation[51][54].

Organizations faced with extreme change need members who can change their roles according to the given situations and make outcomes by pouring their energy[55]. Accordingly, there is a growing interest in members who have a learning goal orientation. People challenge themselves under changes that are occurring in and outside of the organization and take those experiences as an opportunity to grow.

According to the existing research, learning goal orientation is gaining interest as a significant factor for innovative behavior. This is because the knowledge required for innovation exists inside and outside the organization, so attention to external knowledge across boundaries is needed for continuous innovation[56]. Janssen and Van Yperen[57] found that performance goal orientation has no negative impact or relevance on innovative behavior, but learning goal

orientation found to have a significant effect on innovative behavior, and many domestic studies also demonstrated that learning goal orientation and innovative behavior have a significant relationships[44][58][59].

Also, Y. S. Eun, T. Y. Yoo, and H. S. Seo[60] also found that the members with proactive character influence the creative behavior, which is similar to the innovative behavior through the medium of learning goal orientation. Proactive behavior, the behavior that proactively changes one's given situation[61], can be seen as similar to negative feedback-seeking behavior that voluntarily requests feedbacks on their supplement points. Therefore, based on this theoretical background, the following hypothesis was proposed.

Hypothesis 3: Learning goal orientation of members will have a positive effect on innovative behavior

Hypothesis 4: Learning goal orientation of members will have a mediating effect between member's negative feedback seeking behavior and innovative behavior

4. Coaching Leadership

Coaching is based on the humanist philosophy, which is based on a belief in an individual's innate abilities[62], thus supporting members to reach their desired goals[63], and allowing them to learn and grow themselves by awakening the potential capacity that members has in the process[64]. Coaching leadership is a combined concept of coaching and leadership in the sense that coaching is an essential capability to rapidly changing corporate management[65]. And leader exerts coaching leadership does not regard members as passive beings who are controlled by instructions and commands from the leader but trust them as someone who has infinite growth potential[18].

Stowell[66] said that coaching leadership means that the leader of the organization promotes the growth and learning of members to achieve the goal. Whitmore[18] said that coaching leadership is about leader motivates and supports the members to maximize their ability while helping the members to develop their potential capacity based on a horizontal relationship between leader and members. Coaching leadership has been studied to have a significant influence on organizational commitment[67][68], creative behavior[64], job satisfaction[69], organizational citizenship behavior[70][71], and innovative behavior[72].

On the other hand, several studies say the feedback-seeking behavior, which has been reviewed earlier, has a positive effect on job satisfaction and job performance. However, there are some studies that may not be necessarily significant[73], and E. R. Kim and T. Y. Han[28] said that the negative feedback-seeking behavior has no considerable effect on continuous learning activities. Therefore, researching how feedback-seeking behavior can affect outcome variables in which mechanisms may have significant meaning[74], and it can be said that the research regarding what feedback the leader provides and the response of the members to the feedback is needed[15].

When an individual seeks feedback from others, there is an ego cost resulting from the damage or injury to self-esteem and the image cost that his or her image is damaged by revealing the fact that he or she seeks feedback

because of their lack of ability[19][74]. When it comes to perception on cost, not only negative feedback but also positive feedback can be perceived differently by the individual[7]. In particular, negative feedback is more likely to be rejected by the recipient than positive feedback given that it entails emotional responses[21]. In these circumstances, S. H. Ji and Y. S. Kang[75] examined that the coaching of leaders influences the learning process of the members, and this leads to the improved ability and growth of the members. Coaching leadership, which seeks to support the growth of members based on trust, can be expected to have a significant impact on members by letting them consider feedbacks, which they receive through negative feedback-seeking behavior, as an opportunity to learn the situation they face. Also, coaching leadership can have a significant impact on members by linking them to learning goal orientation, which further strives to acquire. Therefore, the following hypothesis is presented based on previous research and theory.

Hypothesis 5: Coaching leadership of leaders will have a moderating effect between members' negative feedback-seeking behavior and learning goal orientation.

Hypothesis 6: Member's learning goal orientation will have moderated mediating effect by the coaching leadership of the leader between members' negative feedback-seeking behavior and innovative behavior.

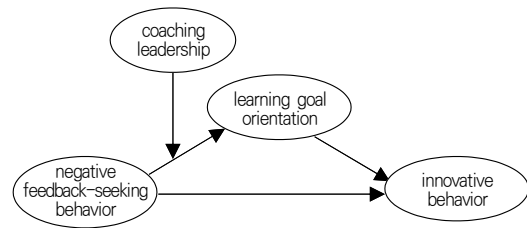# Ⅲ. Research Method

1. Research Model

Figure 1. shows the research model of this study.

2. Defining and Measuring Variables

2.1 Negative feedback-seeking behavior

Negative feedback-seeking behavior is a feedback behavior that identifies the shortcomings in performing one's role[8-10]. As a measurement tool, seven questions from E. R. Kim and T. Y. Han[28], which were newly developed by selecting items from many researchers' feedback-seeking behavior[8] and feedback environment[76], were modified to fit this study and have been used. Examples of questions include examples like, "If I think I have a problem with my work performance, I report directly to my boss (team leader) and ask for feedback on the modifications. "I want my boss (team leader) to give me critical feedback specifically, although it could hurt me," etc.

2.2 Innovative behavior

Innovative behavior refers to the activities of developing and introducing new ideas and applying them to their roles, groups, and organizations to improve the performance of individuals, groups, and organizations[2][77]. As a measurement tool, four items from S. E. Kim[78], which used the items developed by Scott and Bruce[2], were modified to suit the purpose of this study and this have been used. Examples of questions include, "I often discuss problems and improvement methods with my

colleagues to improve work performance." "I always try to work in new and improved ways," etc.

2.3 Learning Goal Orientation

Learning goal orientation is defined as 'the desire to develop oneself to acquire new skills, to learn new situations, and to develop an individual's abilities[79]. And E. R. Kim's[28] eight questions which used the measures of Button, Mathieu, and Zajac[80] were modified to suit the purpose of this study and have been used. And the examples of questions include, "I would like to take on a job that I can learn new things while performing the work" and "The opportunity that can develop my ability is essential," etc.

2.4 Coaching Leadership

Coaching leadership means the practice of promoting the growth and learning of members for the leader of the organization to achieve their goals[81]. As a measurement tool, J. H. Park[82]'s questions which used the Stowell's[66]

coaching leadership measure were modified and to suit the purpose of this study and have been used. The items are consist of 15 questions, including 3 questions for the suggestion of directions, 4 questions for competency development, 4 questions for performance assessment, and 4 questions for relationship feedback. And the examples of questions include, "My boss gives me detailed feedback on my work activities." "My boss listens carefully and shows more interest in what I'm saying." etc.

Ⅳ. Research Results

1. Demographic Characteristics of Samples

We looked at the distribution of demographics to find out the characteristics of the composition of the valid sample that responded to the survey. The demographic status of the survey respondents is shown in [Table 1]. The demographic characteristics of the samples used in the analysis of this study

Table1. Demographics characteristics of Respondents

Classification		Frequency	Ratio(%)	Category		Frequency	Ratio(%)
Gender	male	183	48.0	Job Position	Members of department	226	59.3
	Female	198	52.0		Part leader	23	6.0
Total		381	100		Head of the department	120	31.5
Age	20s	93	24.4		Others	12	3.1
	30s	93	24.4	Total		381	100
	40s	98	25.7	Job	Sales	25	6.6
	Over 50s	97	25.5		Management support	261	68.5
Total		381	100		R&D	41	10.8
Work Experience	less than 5 years	144	37.8		Production technology	22	5.8
	6~10 years	91	23.9		Others	32	8.4
	11~15 years	50	13.1	Educational background	High school graduates	33	8.7
	16~20 years	55	14.4		Junior college graduates	47	12.3
	More than 20 years	41	10.8		Bachelor's degree	252	66.1
Total		381	100		Master's degree	49	12.9
				Total		381	100

showed that males (48.0%) and females (52.0%) had a similar distribution, most common level of the education was a bachelor's degree (66.1%) and the age was evenly distributed in general. Also, although 59.3% of department member held job positions, 68.5% of management support accounted for a job, and the number of years worked less than five years accounted for 37.8%, it showed even distribution in general.

2. Verification of reliability and validity of measuring tools

The coefficient of Cronbach's Alpha was verified by the SPSS 25.0 program to confirm the internal consistency of this study. As a result of reliability analysis, as shown in [Table 2], it was found that Cronbach's Alpha value of all variables was higher than 0.7, and it secured the reliability.

Confirmatory Factor Analysis(CFA) was conducted with the AMOS 25.0 program to verify the single dimensionality of the measured variables that were used in this study. First of all, the goodness-of-fit evaluation for the research model was carried out in consideration of the simplicity of the model. The results showed that x^2= 449.551(p=.000), GFI= .909, AGFI=.888, NFI=.918, CFI=.957, RMSEA=.051 and approved the great acceptance level of the goodness of fit and this have been found to be eligible to proceed the research.

Also, most of the factor loadings of the measured items were more than 0.7, and all t-values (t〉13.663) were statistically significant. As shown in [Table 2], the average variance extraction index (AVE) and construct reliability (CR), which were conducted to verify the

Table 2. Reliability and the confirmatory factor analysis result

Factors	Measured variables	Factor loading	t	se	AVE	CR	Cronbarch's α
Negative feedback– seeking behavior	Negative feedback–seeking behavior 1	0.773	16.562	.036	.659	.885	.819
	Negative feedback–seeking behavior 2	0.765	16.327	.034			
	Negative feedback–seeking behavior 4	0.681	14.007	.036			
	Negative feedback–seeking behavior 7	0.698	14.465	.040			
Learning goal orientation	Learning goal orientation 4	0.726	15.844	.035	.757	.940	.894
	Learning goal orientation 5	0.784	17.678	.032			
	Learning goal orientation 6	0.809	18.527	.033			
	Learning goal orientation 7	0.821	18.924	.032			
	Learning goal orientation 8	0.826	19.103	.031			
Innovative behavior	Innovative behavior 1	0.76	15.558	.035	.667	.857	.757
	Innovative behavior 3	0.705	14.178	.037			
	Innovative behavior 4	0.684	13.663	.36			
Coaching leadership	Coaching leadership 1	0.784	18.028	.038	.645	.952	.944
	Coaching leadership 2	0.748	16.864	.038			
	Coaching leadership 3	0.837	19.904	.040			
	Coaching leadership 4	0.784	18.034	.042			
	Coaching leadership 5	0.769	17.537	.043			
	Coaching leadership 6	0.782	17.984	.041			
	Coaching leadership 7	0.786	18.089	.041			
	Coaching leadership 8	0.722	16.036	.041			
	Coaching leadership 11	0.761	17.279	.038			
	Coaching leadership 12	0.800	18.591	.040			
	Coaching leadership 14	0.791	18.284	.039			
x^2=449.551(p=.000),　GFI = .909, AGFI=.888, NFI=.918, CFI=.957, RMSEA=.051							

validity of the measurement items, meet the reference values (AVE〉 .5, CR〉 .7), respectively, so these have been found to have convergent validity.

3. Correlation analysis result of latent variables

Before examining the hypothesis, the correlations among variables included in the research model showed negative feedback-seeking behavior, learning goal orientation, innovative behavior, and coaching leadership all found to have a positive correlation.

Table 3. Correlation Analysis

Variables	1	2	3	4	5	6	7
Gender	1						
Educational background	−.063	1					
Job position	.237**	−.090	1				
Negative feedback-seeking ability	−.042	−.016	−.087	1			
Learning goal orientation	−.108*	.027	−.196**	.527**	1		
Innovative behavior	−.101*	.117*	−.187**	.487**	.593**	1	
Coaching leadership	−.108*	.019	−.058	.429**	.303**	.377**	1

p 〈0.05 *, p 〈 0.01 ** Spearman Correlation Analysis

4. Hypothesis test

In this study, we used SPSS Process Macro 3.0, which uses the bootstrap method, to verify negative feedback-seeking behavior, learning goal orientation, innovative behavior, and coaching leadership[83]. The results are presented as follows. Also, based on previous studies, gender, educational background, job position were used as control variables.

Table 4. Hypothesis test

Hypothesis (path)	Path coefficient	t	LLCI	ULCI	R2
Hypothesis 1 (NFSB -〉LGO)	.4369	9.5882**	.3473	.5265	.2243
Hypothesis 2 (NFSB -〉 IB)	.4203	9.6430**	.3346	.5059	.2330
Hypothesis 3 (LGO -〉 IB)	.4354	9.9009**	.3489	.5219	.3919

p 〈 0.05 *, p 〈 0.01 ** NFSB : Negative feedback-seeking behavior, LGO : Learning goal orientation, IB : Innovative behavior

The results showed that the negative feedback-seeking behavior of organizational members had a significant positive impact on their learning goal orientation (t = 9.5882) and innovative behavior (t=9.6430), respectively. Also, bootstrap confidence intervals[.3473, .5265], [.3346, .5059] do not include 0 respectively. Thus, hypothesis 1 and 2 were adopted. Also, learning goal orientation of the organizational members found to have a significant impact on their innovative behavior (t=9.9009). Hypothesis 3 was adopted because the bootstrap confidence interval [.3489, .5219] does not include 0.

Table 5. Result of mediating effect by bootstrapping method

Hypothesis (path)	Indirect effect	BootLLCI	BootULCI	Adoption status
Hypothesis 4 (NFSB → LGO → IB)	.1902	.1319	.2623	Adopted

NFSB : Negative feedback-seeking behavior, LGO : Learning goal orientation, IB : Innovative behavior

Analysis result of mediating effect says the indirect impact of learning goal orientation of members of the organization was .1902, and the bootstrap confidence interval [.1319, .2623] did not include 0, so this hypothesis was adopted. Therefore, the learning goal orientation of the members of the organization seems to play a mediating role between negative feedback-seeking behavior and innovation

behavior relationship.

Table 6. Moderating effect by bootstrapping method

Variable	Coefficient	Se	T	LLCI	ULCI
Coaching leadership	.2840	.0441	6.4343**	.1972	.3708
R2 variance = .0772, F = 41.4005 (p=.00)					

p 〈 0.05 *, p 〈 0.01 **

According to the analysis result of the moderating effect of this study, the coaching leadership of the leader showed the F value refers to 41.4005 between organizational member's negative feedback-seeking behavior and their learning goal orientation relationship. Also, given that the bootstrap confidence interval [.1972, .3708] does not include 0, it can be considered to have a moderating effect. Thus, hypothesis 5 was adopted.

Table 7. Moderated mediating effect by bootstrapping method

Path	Coaching leadership	Indirect effect	BootSE	BootLLCI	BootULCI	Adoption status
NFSB ->LGO → IB	2.4545	.1574	.0277	.1069	.2163	
	3.1818	.2473	.0348	.1827	.3185	Adopted
	3.8982	.3359	.0490	.2438	.4359	
Index : .1236			.0271	.0710	.1791	

NFSB : Negative feedback-seeking behavior, LGO : Learning goal orientation, IB : Innovative behavior

The analysis result showed that the conditional indirect effect of coaching leadership, a moderating variable seems to be gradually increasing (.1574 -> .2473 -> .3359) on three types of percentiles (16%, 50%, 84%). On three types of percentiles, bootstrap confidence intervals [,1069, .2163],[.1827, .3185],[.2438, .4359] do not include 0 respectively. Also, given that the bootstrap confidence intervals [.0710, .1791] of moderated mediating effect do not include 0, hypothesis 6 was adopted.

Ⅴ. Conclusions and Suggestions

The purpose of this study was to examine the influence and mechanism reg107 arding how negative feedback-seeking behavior affects innovative behavior. In addition to this, this study was conducted to verify the moderating effect of coaching leadership and moderated mediating impact of learning goal orientation. The results of this study are as follows.

First, after analyzing the correlations between each variable, it was found that the negative feedback-seeking behavior of members had a positive effect on learning goal orientation. This can be considered that the result of this study is on the same line with London[26]'s research that giving feedbacks to members will help them to figure out what to do clearly and help them to evaluate oneself based on their feedback, and Kuchinke[17], Sparr, Knipfer, and Willems's[29] research, in which the feedback-seeking behavior influences the transfer of learning. Given that learning transfer is about utilizing the acquired knowledge or the skills from the course of working for the improved performance of organizations, it can be said that learning transfer is similar to learning goal orientation in which people strive to develop one's capacity by acquiring new techniques and situations.

Second, after analyzing the mediating effect of learning goal orientation, it was confirmed that the negative feedback-seeking behavior leads to innovative behavior through learning goal orientation. This can be seen that it supports many studies[44][58][59] which revealed that learning goal orientation influences innovative behavior, and Y. S. Eun, T.

Y. Yoo and H. S. Seo[60]'s research which revealed that members with proactive character influence creative behavior, which is similar to innovative behavior through the medium of learning goal orientation.

Third, after analyzing the moderating effect of coaching leadership, the coaching leadership of the leader found to have a moderating effect between the negative feedback-seeking behavior and the learning goal orientation of the members. This can be said this result is one the same line with S. H. JI and Y. S. Kang[75]'s research that verified the leader's coaching influences the learning process of members and this will be led to improved ability of members of the organization and the organizational career growth. Fourth, learning goal orientation found to have a moderated mediating effect by coaching leadership between negative feedback-seeking behavior and innovative behavior.

Theoretical implications based on these studies are as follows. First, this study analyzed the internal mechanism of feedback-seeking behavior based on the coaching leadership of the leader, and it is theoretically contributing to the sense that it demonstrated the negative feedback-seeking behavior leads to innovative behavior through the controlled mediating effect of learning goal orientation. Second, despite the fact that negative feedback-seeking behavior can play a key role in improving the work performance and organizational validity by identifying the matters to be improved and getting the valuable information for growth in a more desirable direction, there has been insufficient research regarding negative feedback-seeking behavior. In this situation, this study has significance since it demonstrated the process regarding negative feedback-seeking behavior leading to innovative behavior.

Third, based on the result of existing research that positive and negative effects are mixed in the process of negative feedback-seeking behavior leading to organizational performance, it has found it is worth paying attention to the importance of coaching leadership and demonstrated this finding.

The practical implications of this study are as follows. First, Millennials tend to expect immediate feedback for the sake of their growth [84]; accordingly, they tend to pursue negative feedback-seeking behavior more often. In this sense, this research provides essential implications to the organizational field, which seeks to find ways regarding how they can pursue organizations' performance and innovative behavior from this behavior.

Second, this study demonstrated that when a leader exerts coaching leadership, feedback that can even cause negative consequences leads members to pursue learning goal orientation, which helps them to learn and challenge themselves continuously under challenging situations, and it has been found that it ultimately results in the innovative behavior of the organization.

Therefore, it is fair to say that companies need to provide more systematic and continuous education opportunities to improve the coaching capabilities of the leaders.

Despite these theoretical and practical implications, this study has the following limitations. First, this study has proceeded with a cross-sectional design method in which all variables are measured at specific time points. Thus, there may be limitations in ensuring

causality between variables. In the future, it is needed to clarify further the causality between negative feedback-seeking behavior, learning goal orientation, and innovative behavior through longitudinal design.

Second, this study was conducted under the assumption that the leader provided feedback according to the negative feedback-seeking behavior of the members. However, the fact that whether members received the desired feedback when they asked the negative feedback was excluded from this research. In the future, it seems like it is required to conduct research that links the feedback of leaders according to the negative feedback-seeking behavior of members. Third, in this study, only negative feedback-seeking behavior was considered as a variable. However, in future studies, it would be meaningful to separate the positive feedback-seeking behavior and the negative feedback-seeking behavior and to see if there is a difference in the mechanism leading to innovative behavior.

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저 자 소 개

권 경 숙(Kyungsook Kwon)   정회원

- 1991년 2월 : 중앙대학교 화학과 학사
- 2009년 2월 : 고려대학교 언론대학원 석사
- 2018년 ~ 현재 : 서울종합과학대학원대학교 경영학과 박사과정

〈관심분야〉: 코칭, 피드백, 창의력, 리더십

오 상 진(Sang-Jin Oh)   정회원

- 2009년 9월 : 중앙대학교 GHRD 석사
- 2016년 2월 : 경희대학교 국제경영학 박사
- 2016년 ~ 현재 : 서울종합과학대학원대학교 경영학과 겸임교수

〈관심분야〉: 창의력, 리더십, HRD, 전략, 메커니즘