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Analysis of a fragment of the literature on performance evaluation and growth mindset

Análise de um fragmento da literatura acerca da avaliação de desempenho e mentalidade de crescimento

Análisis de un fragmento de la bibliografía sobre evaluación del rendimiento y mentalidad de crecimiento

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KEYWORDS

Innovation. Growth
Mindset. Performance
Evaluation System.

Abstract: The study aims to analyze a fragment of the literature to identify the characteristics of research on performance assessment and growth mindset. The growth mindset is considered as an individual's deep belief in their ability to learn, develop and change throughout their lives. The study has a qualitative, descriptive nature and a bibliometric approach. To select a Bibliographic Portfolio (PB), the constructivist instrument ProKnow-C was used, selecting 17 articles that addressed Performance Assessment and Growth Mindset in the 6 databases consulted. The results demonstrate that managers have a growth mindset when using a performance evaluation system, whose learning objective is improvement and the search for expanding results in managerial and individual terms. The results reveal that learning is promoted when the Performance Assessment aims to analyze performance for management purposes, using individual measures, highlighting the manager's leadership role. Contemplating the reward systems approach, based on the promotion of learning, is identified as opportunities for new research, in the form of linking reward to performance and, in return, to people's attitude and behavior in managerial performance.



PALAVRAS-CHAVE

Inovação. Mentalidade de Crescimento. Sistema de Avaliação de Desempenho.

Resumo: O estudo visa analisar um fragmento da literatura para identificar as características da pesquisa acerca da avaliação de desempenho e mentalidade de crescimento. A mentalidade de crescimento é considerada como a crença profunda do indivíduo na sua capacidade de aprender, desenvolver e mudar ao longo da vida. O estudo possui natureza qualitativa, descritiva e abordagem bibliométrica. Para seleção de um Portfólio Bibliográfico (PB) foi utilizado o instrumento construtivista ProKnow-C, sendo selecionados 17 artigos que abordaram Avaliação de Desempenho e Mentalidade de Crescimento nas 6 bases de dados consultadas. Os resultados demonstram que os gestores apresentam uma mentalidade de crescimento na fase do uso de um sistema de avaliação de desempenho, cujo objetivo da aprendizagem é o aperfeiçoamento e a busca por ampliação dos resultados em termos gerenciais e individuais. Os resultados revelam que há promoção do aprendizado quando a Avaliação de Desempenho tem por objetivo analisar o desempenho para fins de gestão, com o uso de medidas individuais, destacando o papel de liderança do gestor. Contemplar a abordagem dos sistemas de recompensas, com base na promoção do aprendizado, é identificado como oportunidades para novas pesquisas, sob a forma de vinculação da recompensa ao desempenho e, em contrapartida, à atitude e comportamento das pessoas na performance gerencial.

PALABRAS CLAVE

Innovación. Mentalidad de Crecimiento. Sistema de Evaluación del Rendimiento.

Resumen: El estudio tiene como objetivo analizar un fragmento de la literatura para identificar las características de la investigación sobre evaluación del desempeño y mentalidad de crecimiento. La mentalidad de crecimiento se considera la creencia profunda de un individuo en su capacidad para aprender, desarrollarse y cambiar a lo largo de su vida. El estudio tiene un carácter cualitativo, descriptivo y de enfoque bibliométrico. Para seleccionar un Portafolio Bibliográfico (PB) se utilizó el instrumento constructivista ProKnow-C, seleccionándose 17 artículos que abordaban Evaluación del Desempeño y Mentalidad de Crecimiento en las 6 bases de datos consultadas. Los resultados demuestran que los directivos tienen una mentalidad de crecimiento al utilizar un sistema de evaluación del desempeño, cuyo objetivo de aprendizaje es la mejora y la búsqueda de ampliar resultados en términos gerenciales e individuales. Los resultados revelan que el aprendizaje se promueve cuando la Evaluación del Desempeño tiene como objetivo analizar el desempeño con fines de gestión, utilizando medidas individuales, destacando el papel de liderazgo del gerente. Contemplar el enfoque de sistemas de recompensa, basado en la promoción del aprendizaje, se identifica como oportunidades para nuevas investigaciones, en la forma de vincular la recompensa al desempeño y, a cambio, a la actitud y el comportamiento de las personas en el desempeño gerencial.

Introduction

The evolution of organizations has sparked interest in studies on performance evaluation associated with a growth mindset, through the use of various variables, such as leadership style (Ersari & Naktiyok, 2022; Abernethy *et al.*, 2021; Soares & Perin, 2020; Tseng & Levy, 2019; Slide *et al.*, 2018; Petrucci & Rivera, 2018; Rodrigues & Raposo, 2011), innovation (Seo, 2020; Diaka *et al.*, 2018; Puente-Díaz, & Cavazos-Arroyo, 2017; Kropp *et al.*, 2006) and organizational learning (Bassi *et al.*, 2021; Lyons & Brandura, 2021; Castanha, Ensslin & Gasparetto, 2020; Soares & Perin, 2020; Santos *et al.*, 2019; Valmorbida, Ensslin, & Ensslin, 2018; Jacques & Rasia, 2016). In this context, the growth mindset is considered an individual's deep belief about their ability to learn, develop and change throughout life (Abernethy *et al.*, 2021; Dweck, 1986, 2016).

As a still-emerging topic in the literature, the "mindset" concept aims to contribute to better outcomes (Abernethy *et al.*, 2021) and organizational performance effectiveness, considering culture, rewards and *feedback* (Bassi *et al.*, 2021; Santos *et al.*, 2019; Valmorbida & Ensslin, 2016). Studies carried out using the performance evaluation system, as a strategic management instrument to communicate organizational objectives (Castanha *et al.*, 2020; Santos *et al.*, 2019; Valmorbida *et al.*, 2018; Valmorbida & Ensslin, 2016) are cited as elements that awaken a growth mindset in managers (Dweck, 2016; Brunette *et al.*, 2013), different from a fixed mentality, that is, initial allocations that set organizations back (Abernethy *et al.*, 2021).

Therefore, various researchers approach the growth mindset through behavioral variables, such as entrepreneurial leadership and mindset (Ersari & Naktiyok, 2022; Petrucci & Rivera, 2018; Diaka *et al.*, 2018), entrepreneurial orientation, propensity, posture and disposition (Seo, 2020; Soares & Perin, 2020), entrepreneurial intensity and entrepreneurship (Kropp *et al.*, 2006), managerial performance (Tseng & Levy, 2019;

Santos *et al.*, 2019), creative mindset (Puente-Díaz, & Cavazos-Arroyo, 2017), innovation and creativity (Seo, 2020; Diaka *et al.*, 2018), differentiation strategy (Ersari & Naktiyok, 2022), engagement, *coaching* and learning orientation (Lyons & Brandura, 2021; Valmorbida & Ensslin, 2016). Other studies argue that this mindset affects organizational-level variables, such as culture, trust, commitment and engagement (Abernethy *et al.*, 2021; Lyons & Brandura, 2021; Canning *et al.*, 2020; Keating & Heslin, 2015), in the same way that the growth mindset affects inter-organizational relationships, developing management improvement strategies in order to obtain positive increasing returns for organizational performance (Ersari & Naktiyok, 2022; Bassi *et al.*, 2021; Brunette *et al.*, 2020; Soares & Perin, 2020; Santos *et al.*, 2019; Valmorbida *et al.*, 2018; Valmorbida & Ensslin, 2016).

Given this scenario, a research gap appears to be the need to analyze a fragment of the literature on performance evaluation and growth mindset to identify their characteristics, contributing to a research agenda in this field of knowledge, associated with the strategy of management and innovation. Based on this gap, the following question arises: How does a fragment of literature address performance evaluation and growth mindset? Thus, the objective of the study aims to analyze a fragment of the literature regarding the characteristics of research focused on performance evaluation and growth mindset.

The study is justified by the emergence in the literature of the theme of performance evaluation associated with growth mindset, a relationship described as multidisciplinary (Ersari & Naktiyok, 2022; Lyons & Brandura, 2021; Abernethy *et al.*, 2021). Its importance and originality is due to the need to identify concepts that emphasize the growth mindset, associated with management and innovation strategies (Ersari & Naktiyok, 2022; Bassi *et al.*, 2021; Brunette *et al.*, 2020; Santos *et al.*, 2019), as well as the concern with discussing the necessary foundations and characteristics to provide validity and legitimacy to the process,

with the aim of promoting entrepreneurial management, innovation and improving organizational performance (Valmorbida & Ensslin, 2016). The study also contributes to the theoretical aspect by encouraging new research that explores performance evaluation and growth mindset, as well as by presenting the characteristics of research on the topic, with an emphasis on its opportunities for further studies (Ersari & Naktiyok, 2022; Lyons & Brandura, 2021; Seo, 2020).

Theoretical elements of the research

Performance Evaluation

Organizations operate in complex environments that are subject to frequent changes (Lyons & Brandura, 2021). Due to these changes, they need to adapt, considering increased demands, greater competitiveness and globalization, which compel them to revise strategies and redefine goals, in a more precise and objective way, particularly aligning them with entrepreneurial interests (Jacques & Rasia; 2016). To be an entrepreneurial organization, it is necessary to adopt proactive innovation to face new challenges (Seo, 2020; Soares & Perin, 2020; Kropp *et al.*, 2006; Miller, 1983), which is one of the characteristics that distinguishes entrepreneurial organizations from others (Seo, 2020; Soares & Perin, 2020; Miller, 1983).

In this context, performance evaluation is of interest to senior management (Diaka *et al.*, 2018), as it aims to align objectives with new strategies to improve performance (Valmorbida *et al.*, 2018; Bitches *et al.*, 2012; Franco-Santos *et al.*, 2012; Nudurupati *et al.*, 2011). Therefore, organizational performance can be understood as the organization's ability to achieve its set goals and objectives (Castanha *et al.*, 2020; Lunnan & Haugland, 2008). However, some authors argue that the achievement of these goals is synonymous with organizational performance effectiveness (Wade & Ricardo, 2001; Hefferman & Flood, 2000).

Organizational Performance Evaluation is approached in the literature in two distinct ways: i) As a practice developed from isolated processes; or, ii) As an activity considered continuous, taking into account the integrated processes (Castanha *et al.*, 2020; Valmorbida & Ensslin, 2016; Micheli & Mari, 2014). These processes result in performance outcomes namely: the performance measurement system and the performance management system (Castanha, Ensslin & Gasparetto, 2020; Valmorbida & Ensslin, 2016).

The performance measurement system is seen as a set of metrics efficiently used to quantify the efficiency and effectiveness of an organization's actions. Although it is a process of significant relevance, it is not characterized as sufficient for good organizational management (Valmorbida & Ensslin; *et al.*, 1995). It is worth emphasizing that the goal is the process of converting data into information capable of evaluating the efficiency and effectiveness of the action (Castanha *et al.*, 2020; Melnik *et al.*, 2014). On the other hand, the Performance Management System tends to cover the stages of identifying, signaling, and evaluating the results achieved relative to what was planned, thereby generating concrete information for better decision-making aimed at improving performance (Chestnut *et al.*, 2020; Valmorbida *et al.*, 2018; Valmorbida & Ensslin, 2016; Melnik *et al.*, 2014). It should be noted that these systems are implemented in organizations depending on the interested groups, thus, controls are not just a single system, but rather a package of systems (Santos *et al.*, 2019; Malmi & Brown, 2008).

The implementation of these systems in an integrated manner occurs in specific contexts for which they were created (Valmorbida *et al.*, 2018; Valmorbida & Ensslin, 2016; Melnik *et al.*, 2014), which highlights the need for managers to operationalize both systems (Castanha *et al.*, 2020; Valmorbida & Ensslin, 2016; Neely, 2005). This characteristic is reflected, to some extent, in the organizational culture, structure and strategies, both corporate and environmental, directly affecting the Organizational Performance Evaluation (Valmorbida *et al.*, 2018; Valmorbida

& Ensslin, 2016; Melnik *et al.* 2014).

The literature attempts to unify the relationship between measurement systems and organizational performance systems, as well as the use of possible performance measures that can be used in the evaluation process (Castanha *et al.*, 2020; Santos *et al.*, 2019; Hall, 2008). However, the approach used for performance evaluation is not limited to delineating the variables to be analyzed. It is identified that, based on their forms of adoption, use and updating, certain life cycles of the systems can be identified (Valmorbida & Ensslin, 2016; Nudurupati *et al.*, 2011). According to the system approach, a *performance measurement systems* (PMS) follows the steps: I) Planning (includes goals, which may interfere with the organization's performance); II) measurement (use of metrics used for performance functionality); III) review (evaluating performance information through *feedback* and rewards); IV) other elements (such as cultural and administrative controls) (Santos *et al.*, 2019; Franco-Santos & Otley, 2018).

As it is considered a social phenomenon, Performance Evaluation recognizes that both individual and organizational behaviors are influenced by values, feelings, beliefs and perceptions, whether those of individuals or organizations (Valmorbida & Ensslin, 2016; Melnik *et al.* 2014; Micheli & Mari, 2014; Bititci *et al.*, 2012).

Thus, Performance Evaluation must be tailored to the needs of each organization and the context in which it operates (Franco-Santos *et al.*, 2012). As a result, performance measures used for a given context may not be suitable for others (Valmorbida & Ensslin, 2016; Gregory, 1993). When performance evaluation is implemented in the organizational context, employee behavior may change, therefore, the established measures must be the most appropriate (Valmorbida & Ensslin, 2016; Neely, 2002). From this adoption, it can be stated that decision-making and human reasoning are elements related to and supported by knowledge and personal experiences (Valmorbida & Ensslin, 2016; Berry *et al.*, 2009).

All these processes are used to achieve the objectives of the Performance Evaluation, including the generation of useful information to support decision-making, individual growth and management improvement (Valmorbida & Ensslin, 2016; Choong, 2014; Franco-Santos *et al.*, 2012; Franco-Santos *et al.*, 2007). When achieved, these objectives enable organizational learning (Valmorbida & Ensslin, 2016; Micheli & Mari, 2014; Bititci *et al.*, 2012; Franco-Santos *et al.*, 2012), allowing the creation of a performance improvement culture within the organization (Valmorbida & Ensslin, 2016; Choong, 2014; Micheli & Mari, 2014).

Growth Mindset

Growth mindset can be defined as the pursuit of growth and development of individuals (Ersari & Naktiyok, 2022; Lyons & Brandura, 2021; Abernethy *et al.*, 2021; Body *et al.*, 2006), focused on acquiring new knowledge and directions to assist in both individual and organizational performance (Soares & Perin, 2020; Seo, 2020; Diaka *et al.*, 2018). Furthermore, the growth mindset has been considered relevant to business leaders in their continuous pursuit of development (Puentes-Díaz & Cavazos-Arroyo, 2017). Many business leaders believe that companies with human resources that embrace creative mindsets can sustain competitiveness, creating new products and services to contribute to the socioeconomic style of the population and, consequently, to the generation of value and employability (Rodrigues & Raposo, 2011). This issue can encourage individuals with innovative ideas to create new organizations with a promising culture (Diaka *et al.*, 2018).

When used as an object of study, mindset presents two distinct aspects: the fixed mindset or the growth mindset (Abernethy *et al.*, 2021; Puentes-Díaz, & Cavazos-Arroyo, 2017; Karwowski, 2014; Dweck, 1986). The fixed mindset consists of beliefs, talents, natural abilities, birth knowledge or characteristics that do not change over time, as they are permanent and

immutable (Dweck, 1986). In contrast, growth mindset is defined as the ability to think, act, understand beyond the obvious, the search for new goals, the ability to see opportunities and possibilities through the failures that have occurred (Ersari & Naktiyok, 2022; Diaka *et al.*, 2018; Lackéus, 2016; MacGrath & MacMillan, 2000), in addition to believing that skills can be improved over time through practice (Puente-Díaz, & Cavazos-Arroyo, 2017; Karwowski, 2014).

Individuals with a growth mindset have greater abilities to execute learning goals, such as learning new skills, willingness to perform new tasks and help other individuals, and adopt new strategies, embrace challenges, and accept *feedback* as an opportunity for improvement (Dweck, 2016). On the other hand, individuals who have a fixed mindset focus more on performance goals, such as constantly seeking first place, remaining defensive and avoiding new challenges (Burnette *et al.*, 2013; Dweck, 1986).

The growth mindset is approached in management studies as entrepreneurial (Diaka *et al.*, 2018), considering it as a constant search for new paths, for breaking down barriers and emerging from innovation, creativity, agility in the business sector and amidst the risks inherent from activities (Diaka *et al.*, 2018). Individuals who develop behavior based on Incremental Theory, when relating their learning goals, are always in a process considered to be adaptation, as they are constantly searching for more knowledge and improvement of their skills and capabilities (Dweck, 1986).

According to the Self-Efficacy Theory, it is observed that individuals tend to anticipate their actions when they realize or judge themselves capable of acting and thriving in certain types of situations (Puente-Díaz, & Cavazos-Arroyo, 2017; Bandura, 1997). In this manner, the inclusion of Organizational Learning can be seen as the pursuit for new knowledge or insights that can influence individual behavior (Kropp *et al.*, 2006; Hult *et al.*, 1999; Slater & Narver, 1995). Thus, the Growth Mindset is a tool that can contribute to better

performance management within organizations (Zahra *et al.*, 2000). This is because several variables can be found or implemented in the system, such as the reward system and *feedback*.

Consequently, employee behavior may change, making it necessary to establish appropriate performance measures (Bassi *et al.*, 2021; Santos *et al.*, 2019). For Malmi and Brown (2008), reward systems and *feedback focus* on the motivation and production of individuals, as well as other groups within the organization, aiming to achieve planned goals. On the other hand, rewards are described in previous studies as outcomes of performance evaluation (Santos *et al.*, 2019; Valmorbida *et al.*, 2018; Valmorbida & Ensslin, 2016; Otley, 1999).

Methodological elements of the research

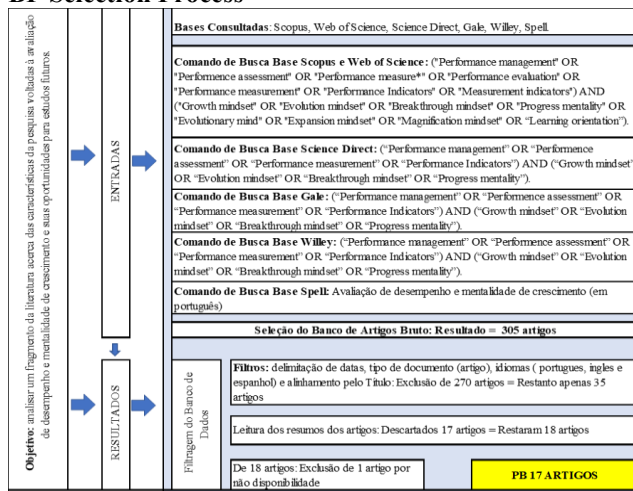
The research has qualitative characteristics, regarding the problem, and descriptive characteristics, regarding the objective, using bibliographic and bibliometric procedures (Creswell, 2010; Richardson *et al.*, 1985). Its development involved the selection of scientific articles published in national and international periodicals, about performance evaluation and growth mindset. To select a fragment of literature representative of the topic, we used the constructivist instrument *ProKnow-C*, as it is a structured and systematic process what allows the identification of gaps and research opportunities (Castanha *et al.*, 2020; Valmorbida *et al.*, 2018; Afonso *et al.*, 2011). In this study, the phases related to BP (Bibliographic Portfolio) selection and bibliometric analysis were adopted.

The selection of the BP took place between the 24th and 26th of January 2023, using the following databases: *Scopus*; *Web of Science*; *Science Direct*; *Gale*; *Willey* and *SPELL*. Initially, the keywords for each of the search axes were identified in order to verify adherence to the theme, making it necessary to repeat the process when a new term was included. To search for BP in the databases, the following delimitations were used: (i) search for terms by title, abstract and

keywords; (ii) publication year from 2003 to 2023; (iii) published article; (iv) categories and research area related to accounting and administration; and (v) language (English, Spanish and Portuguese). The search found 305 articles, with the *SPELL* database providing the most results (169 articles), while the base *Scopus* presented the least (2 articles).

From the raw result, it was necessary to perform filtering, starting by removing duplicates. Subsequently, the titles were read to verify their alignment with the object studied, 270 articles being excluded. As a result, 35 articles with aligned titles were identified, progressing to the scientific recognition stage. At this stage, the number of citations of articles by peers was identified, through queries on Google Scholar®, on February 28th, 2023. Articles with aligned titles totaled 1,492 citations, with an average of 42 citations per article. No exclusions were made at this stage. Therefore, the summary of the 35 articles were then read to confirm the alignment, with 17 articles that diverged from the theme being discarded. As a result, 18 articles were identified for full reading. However, one study was not freely available, ending the BP with 17 articles. Figure 1 shows the BP selection process.

Figure 1
BP Selection Process



Source: prepared by the authors.

The selected BP is characterized as a fragment of literature on performance evaluation and growth mindset, serving as a basis for bibliometric

analysis, based on basic variables (observed through textual elements) and advanced variables (demanding attention and criticism of the theoretical contribution) (Castanha *et al.*, 2020; Valmorbidia *et al.*, 2018). The basic variables investigated in BP were: (i) prominent author; (ii) year of publication; (iii) periodicals with the greatest interest; (iv) countries of origin of BP studies; (v) keywords; (vi) foundational theories; and (vii) methodologies. As advanced variables were investigated (i) performance evaluation system approaches (measurement or management) and (ii) systems life cycle phases that emphasize learning and management improvement (Bititci *et al.*, 2012). Such variables can contribute to the development of a growth mindset in managers and reveal other potentially related variables.

Presentation and discussion of results

The selected fragment of literature on performance evaluation and growth mindset is presented in Figure 2, detailing its authors, journals and citations counts. It should be noted that BP studies are ordered according to their year of publication and are identified in the research references as [BP1] to [BP17].

Figure 2
Selected Bibliographic Portfolio

PB	Autores	Ano	Periódico	Citações
1	Ersari e Naktiyok	2022	Istanbul Business Research	0
2	Bassi, Russo, Oyadomari e Antunes	2021	REPeC-Revista de Educação e Pesquisa em Contabilidade	0
3	Lyons e Brandura	2021	European Journal of Training and Development	4
4	Abernethy, Anderson, Nair e Jiang	2021	Accounting, Organizations and Society	15
5	Castanha, Ensslin e Gasparetto	2020	REUNIR: Revista de Administração, Ciências Contábeis e Sustentabilidade	4
6	Soares e Perin	2020	RAUSP Management Journal	52
7	Seo	2020	European Journal of Innovation Management	19
8	Tseng e Levy	2019	Human Resource Management Review	59
9	Dos Santos, Beuren e Issifou	2019	Revista Contabilidade, Gestão e Governança	16
10	Valmorbidia, Ensslin e Ensslin	2018	Revista Contabilidade, Gestão e Governança	15
11	Diaka, Soom e Asenge	2018	International Journal of Innovation	36
12	Petrucci e Rivera	2018	Journal of Leadership Studies	46
13	Puente-Diaz e Cavazos-Arroyo	2017	Thinking Skills and Creativity	102
14	Jacques e Rasia	2016	SINERGIA - Revista do Instituto de Ciências Econômicas, Administrativas E Contábeis	6
15	Valmorbidia e Ensslin	2016	RCC Revista Contemporânea de Contabilidade	92
16	Rodrigues e Raposo	2011	Canadian Journal of Administrative Sciences	71
17	Kropp, Lindsay e Shoham	2006	International Marketing Review	576

Source: prepared by the authors.

After identifying the BP, basic and advanced bibliometric analysis was developed, highlighting the main research opportunities.

Analysis of basic variables

The 17 BP articles were written by 39 different authors (average of 2 authors per article). Regarding prominent authors, those with the highest number of contributions to the BP were identified, focusing on their research trajectory in the field. Among these authors, 3 were found to have contributed to 2 articles each.

Researcher Leonardo Ensslin [BP10 and BP15] has been a professor for more than 35 years, with an academic career at the Universidade Federal de Santa Catarina (UFSC) and Universidade do Sul de Santa Catarina (UNISUL). He is part of research groups on Organizational Performance Evaluation (UNISUL) and Organizational Performance Management and Evaluation (UFSC). He also served as one of the general coordinators of the International Congress on Port Performance (CIDESPORT), having several articles published in national and international journals about performance evaluation, with more than 9,940 citations on *Google Scholar*.

Another notable figure in the BP is the author Sandra Rolim Ensslin, with 2 articles [BP5 and BP10]. The author is a professor at UFSC, working in the postgraduate accounting program and in the production engineering program. She is also the scientific coordinator of the International Congress on Port Performance (CIDESPORT) and the International Congress on Public Sector Performance (CIDESP). Works in Organizational Performance Evaluation research groups, in the contexts of decision support, performance measurement and management and in Performance Evaluation Systems, through the Multicriteria Constructivist Decision Support methodology (MCDA-C) and Selection Process and Critical Literature Analysis (*Proknow-C*). The author is also the coordinator of the Center for Research in Management and Organizational Performance Evaluation, and is the author of book chapters and articles published in national and international journals, with more than 9,180 citations on *Google Scholar*.

Author Sandra Mara Iesbik Valmorbida contributes 2 articles to the BP [BP10 and BP15]. She is a professor at Universidade Tecnológica Federal do Paraná (UTFPR), since 2013, acting as coordinator of the undergraduate accounting program and author of several researches, having 725 citations on *Google Scholar*. The authors are also research partners in two articles present in this BP. It is also worth noting that the study by Valmorbida & Ensslin (2016) [BP15] was referenced by Castanha, Ensslin and Gasparetto (2020) [BP5] and Valmorbida, Ensslin and Ensslin (2018) [BP10].

The analysis of scientific recognition, according to the number of citations consulted in *Google Scholar*, totals 1,113 citations, with an average of 65.5 citations per article. In this context, BP17 (Kropp, Lindsay & Shoham, 2006) stands out for its scientific recognition, with 576 citations; BP13 (Puente-Díaz & Cavazos-Arroyo, 2017), with 102 citations; and BP15 (Valmorbida & Ensslin, 2016), with 92 citations. Figure 3 demonstrates such data.

Figure 3
Cross-referencing between PB authors and their references

Autores	Bandura, R. P.	Castanha, E. T.	Ensslin, L.	Ensslin, S. R.	Gasparetto, V.	Lyons, P.	Levy, P. E.	Tseng, S. T.	Valmorbida, S. M. I.
Artigos no PB	1	1	2	2	1	1	1	1	2
Citado no PB	0	0	2	0	0	0	1	1	2

Source: prepared by the authors.

It is observed that other BP authors present a research trajectory in the growth mindset. Frederic Kropp works at the Middlebury Institute of International Studies in Monterey - California (USA), and focuses on entrepreneurial orientation toward market and organizational performance, addressing aspects linked to innovation and entrepreneurial mindset. This author has as a partner researcher Aviv Shoham, from the University of Haifa, Israel, with studies focused on innovativeness, exploratory behavior, market ability and opinion leadership. Meanwhile, the author Noel J. Lindsay works at the Faculty of Arts, Business, Law and Economics Adelaide Business School, Australia, working on the topics of social entrepreneurship (how entrepreneurship

can help empower disadvantaged individuals) and business entrepreneurship (including cultural differences in the cognitive processes and behavior of entrepreneurs in different social systems). Rogélio Puente-Díaz from Anahuac University, Mexico, is dedicated to psychology, focusing on thinking skills, creativity and creative self-efficacy linked to the mindsets and mental skills of growth thinking. Lastly, Judith Cavazos-Arroyo of Autonomous Popular University of the State of Puebla, Mexico, researches the influence of creative mindsets on achievement goals, creative self-efficacy, and business performance.

In addition to identifying prominent authors, checking the year in which the publication occurred is relevant to determining whether the topic is expanding. At this point, a perceived characteristic refers to the fact that until 2005, no studies on the topic were identified. The first BP study began in 2006. Afterwards, there was a jump to 2011 and a new time gap until 2016 with 2 other publications. Because of that, the theme of performance evaluation and growth mindset attracts greater research interest, sequentially studies appearing from 2017 to 2022. Thus, there is a high concentration of publications in the last decade, totaling 16 articles (94%), this indicates a growing interest in the subject by researchers and that there is room for new research, demonstrating that there is a growing need to adapt the performance evaluation system to identify, measure, report and analyze information that aims to improve manager' learning and growth mindset for strategic management and entrepreneurship. These data are presented in Figure 4.

Figure 4
PB article publications per year



Source: prepared by the authors.

When investigating the journals with the



greatest publication interest related to the topic, 16 different periodicals were identified in the BP, with emphasis on the *Magazine of Administration, Accounting Sciences and Sustainability (CGG)*, by contributing 2 articles [BP9 and 10]. CGC is linked to the Universidade de Brasília (UnB), whose aim is to disseminate scientific and technological knowledge related to accounting sciences and administration, classified in the Qualis-Capes indicator (2017-2020) as A3, indexed in several bases, such as GALE, SPELL and *Web of Science*. The remaining journals each contributed only 1 publication in this BP.

Furthermore, the countries of origin of the studies in the BP were identified, seeking the to access the geographical scope of the topic. It appears that all continents are represented in the BP, with Brazil contributing the most studies (37% of PB), while studies carried out in countries on the European continent, together, also represent 37% of the BP. Additionally, the terms used as keywords in the BP articles were analyzed, as shown in Figure 5.

Figure 5
Word cloud of PB articles



Source: prepared by the authors.

It is observed that the terms with the greatest recurrence in the BP are: *Performance Evaluation, Entrepreneurial Orientation, Organizational Performance, Growth Mindset, Management, Leadership, Learning Orientation, Innovation and Feedback*. The term Performance Evaluation has greater prominence in relation to the others, followed by the word Learning Orientation.

Understanding the underlying theories of the research helps reveal the central concepts that form

the analytical framework for the topic. In this regard, as a theoretical approach, performance evaluation requires the researcher to adopt a guiding theory or point of view on the topic (Valmorbida et al., 2018). Similarly, when looking at the growth mindset aspect, the researchers' theoretical affiliation can demonstrate their approach. Thus, it appears that the main theoretical approach to the topic follows a psychological aspect by highlighting the influence of the individual's motivational processes and intelligence, which provides information about the motivational processes essential for the individual's achievement (Dweck, 1986). Theories of *Empowerment* are also observed, emphasizing that the individual develops in 2 aspects: individually and in teams.

Within the concept of self-realization, the Entrepreneurship Theory (Miller, 1983) stands out, which defends entrepreneurial orientation by relating processes of identification and exploration of market opportunities, where the entrepreneur is the one who engages in proactive innovation, investigation of business strategies and mechanisms to positively influence the economic aspects of the organization and, consequently, its performance. This theory is tied to Self-Efficacy and Entrepreneurial Orientation Theory (Bandura, 1997), whose concepts argue that the individual develops and exercises their effectiveness according to their interests. Additionally, Interorganizational Relationship Theory (Lunnan & Haugland, 2008), in which relationships are established through alliances that create value for partners, with leader-subordinate ties developed based on didactic exchanges and influence over time. Other theories observed within this perspective include: Leadership Theory; Multilevel Theory; Relational Leadership Theory; Systems Theory; Managers' implicit person theory.

Beyond psychological approaches, influences of organizational theories such as Measurement Theory (Willet, 1991) were identified in the BP, which helps the understanding and reproduction of measurement characteristics for decision-making.

Contingency Theory (Lawrence & Lorsch, 1967), was applied to help explain the breadth of performance evaluation systems, suggesting that performance indicators show better results when strategic information is shared, and that environmental factors influence the organization's design.

Regarding the methodological aspects of the BP studies, the qualitative nature stands out [BP 3, 5, 8, 10, 12, 14 and 15] with a systematic review of the literature. BP 6 applies bibliometric data analysis, relating the direct and positive impact of entrepreneurial orientation on organizational performance, with a stronger effect on multi-item performance measures, in addition to exploring the mediating role of learning orientation and innovativeness in the relationship between entrepreneurial orientation and company performance. These articles achieved systemic alignment by exploring Performance Evaluation as a guiding instrument for organizational improvement strategies, observing performance management as a method for leadership in intra-organizational relationships. Such studies explore the manager's involvement in performance evaluation.

Conversely, studies with a quantitative nature [BP 1, 2, 4 and 7], had descriptive objectives, collecting data through *surveys*, aiming to analyze the influence of entrepreneurial mindset on individuals, leadership behavior, or organizational culture, with positive and significant effects on business performance, differentiation strategies and greater scope within Performance Evaluation System. Furthermore, the case study approach is identified in 3 other studies [BP 9, 11 and 17], with also a quantitative approach, investigating the relationships between Performance Evaluation and reward systems, *feedback*, managerial performance, innovation and creativity. Finally, the articles identified as case studies, with a qualitative approach [BP 13 and 16] explored the concepts of growth mindset with an indirect and positive relationship through the influence of goals, creative self-efficacy and perceived performance/exerted effort, in which

entrepreneurial orientation positively predicts performance.

Analysis of advanced variables

Based on empirical articles from the BP [1, 2, 4, 7, 9, 11,13, 16, 17], we sought to identify the approach of performance evaluation systems that consider growth mindset as a characteristic or function, searching for the life cycle phase (Bititci *et al.*, 2012) related to its development, as shown in Figure 6.

Figure 6

Systems and life cycle approach in PB

PB	Autores (ano)	Abordagem dos Sistemas		Ciclo de Vida dos Modelos		
		Mensuração de Desempenho	Gestão de Desempenho	Design	Implantação	Uso
1	Ersari e Naktiyok (2022)		X			X
2	Bassi, Russo, Oyadomari e Antunes (2021)	X			X	X
4	Abernethy, Anderson, Nair e Jiang (2021)		X			X
6	Soares e Perin (2020)		X			X
7	Seo (2020)		X			X
9	Santos, Beuren e Issifou (2019)		X			X
11	Diaka, Soom e Asenge (2018)		X			X
13	Puente-Diaz e Cavazos-Arroyo (2017)		X			X
16	Rodrigues e Raposo (2011)		X			X
17	Kropp, Lindsay e Shoham (2006)		X		X	X

Source: prepared by the authors.

As seen in Figure 6, it appears that under the performance evaluation lens, the growth mindset has an influence on strategic management. It is observed that in the BP studies the main approach verified emphasizes the improvement of performance management, with a focus on adopting and using efficient indicators to achieve success. This suggests that the growth mindset is present in the three phases of performance evaluation. Design, implementation and use of Performance Evaluation Systems can be opportunities for managers to develop a fixed management mindset into a growth mindset.

The relevance of using individual measures, or the uniqueness of the system, is observed, with the goal of promoting performance improvement management, aligning the organization's strategies with the desired performance (Castanha *et al.*, 2020). For example, as identified in BP6, there is a positive impact on organizational performance provided by entrepreneurial orientation through the use of multi-item performance measures. These measures, associated with factors such as

learning and innovation, contribute to the formation of a strategy aimed at achieving organizational goals. These concepts are also seen in BP2, which points out that the system must include independent goals, with a collective approach, prioritizing group performance, so that management is more participatory.

Performance evaluation geared toward learning features a more enabling design, providing greater focus for managers. The design model adopted by the company is associated with management performance, using real-time *feedback* as a tool for sharing strategic information, agile team networks, advanced people analysis, personalized learning and artificial intelligence, as seen in BP9. The causes of this relationship drive desirable organizational results, shared values and vision, talent development, change management and reward. As proposed by Tseng and Levy (2019), systems are changing the practice of *feedback* and its source, having direct influence on the rational dynamics, with focal leaders and receivers becoming a source of support for performance management. In this sense, according to Lyons and Bandura (2021), the manager encourages a growth mindset through the use of *feedback*, as well as achieving focused employees, leading to the best strategies. A performance evaluation system should be focused on learning and improvement, using information that derives from human relationships and interactions to manage performance (Valmorbida *et al.*, 2018). This involves all interested parties, enabling system improvement and reducing the likelihood of errors. This promotion of learning is provided by management and occurs in performance evaluation, favors decision-making and expands the communication of results to all those involved (Jacques & Rasia, 2016).

The reliability and legitimacy of performance evaluation processes stem from the organizational culture, with the involvement of employees in the process and incorporation of their preferences, values and interests, as well as their conflicts, in order to reduce information asymmetry and develop strategies for improving management (

Valmorbida & Ensslin, 2016). These concepts are supported by [BP16] when it emphasizes the way in which information is shared among company members, whether through established processes and routines, with the aim of disseminating information, the improvement of which occurs through entrepreneurial values practiced by the manager, such as proactivity, risk-taking and innovation, aiming to improve organizational performance. Similarly, it is evident that an entrepreneurial and growth mindset is associated with creative self-efficacy, pleasure, perception of performance and effort exerted, being adaptable to motivational outcomes, which contribute positively to performance when integrated with innovation, differentiation strategies, business agility and risk-taking [BP1, 11 and 13].

The increase in entrepreneurial orientation, as evidenced in BP7, becomes beneficial for technological and product innovation, when observed in the context of poor management role configuration, thus innovation is closely linked to entrepreneurial initiatives, stimulating strategic intention for technology and product innovation, when combined with a realistic analysis of its resources. To develop a growth mindset, it is necessary to apply mechanisms used in organizational learning (Abernethy *et al.*, 2021). Therefore, the growth mindset is associated with learning, that is, in the practice of resource management, the way in which the leader uses strategies to take actions and the resources used by the innovative leader, with flexible communication of their strategic goals.

Final considerations

This study aimed to analyze a fragment of literature regarding research characteristics focused on performance evaluation and growth mindset. To achieve this, a selection of 17 articles constituting the Bibliographic Portfolio (BP), was made using the *Knowledge Development Process-Constructivist (ProKnow-C)* method. Based on the analysis of the basic variables, notable authors were identified, such as Leonardo Ensslin, Sandra

Rolim Ensslin and Sandra Mara Iesbik Valmorbida, with 2 articles each. These authors have a research trajectory aligned with the topic. It is observed that, concerning keywords in the BP, the term Performance Evaluation has greater prominence compared to the others, followed by the term Learning Orientation. Moreover, a greater concentration of publications on the topic was identified in the last decade. The periodical of greatest interest on the highlighted topic is *Accounting, Management and Governance Magazine*, currently classified as A3 in the Qualis-Capes indicator, emerged as a prominent outlet, contributing with 2 articles [BP9 and 10]. It is worth noting that studies developed in Brazil had the largest representation, accounting for 37% of the BP.

Regarding the theoretical affiliation used in the studies, there are approaches coming from psychological theories (Dweck, 1986), motivational development of individual and team aspects of the *empowerment*, theories of self-realization and entrepreneurship (Miller, 1983), self-efficacy and entrepreneurial orientation (Bandura, 1997), innovation and market strategies through alliances arising from inter-organizational relationship theory (Lunnan & Haugland, 2008) and measurement theory (Willet, 1991) and contingency theory (Lawrence & Lorsch, 1967), seeking to explain the breadth of performance evaluation systems in decision-making. Regarding methodological aspects, the following approaches were identified: qualitative [BP 3, 5, 8, 10, 12, 14 and 15] with systematic literature review; quantitative [BP 1, 2, 4 and 7], carried out through a *survey*; case studies [BP 9, 11 and 17] using quantitative approach, carried out through a survey; case studies using qualitative approach [BP 13 and 16] and bibliometric data analysis [BP 6].

Among the advanced variables, the system approach stands out, revealing the importance of verifying the measurement determinants to understand how these processes unfold. The establishment of individual performance measures, but collectively oriented, with a focus

on organizational culture and employee engagement in the evaluation process, seeks to reduce information asymmetry and develop strategies to improve management. Thus, static performance systems—developed with the goal of monitoring performance—create difficulties in defining strategic objectives and alignment. On the other hand, a system designed for performance management, focused on learning and improvement, using information derived from human interactions, makes the design, implementation and use of systems more enabling. The activities defining these objectives involve the *feedback*, they aim at innovativeness and entrepreneurship, such as the construction of indicators, sharing of information and setting goals, presenting a slightly stronger and direct association with managerial performance. This can influence greater focus from managers, as feedback is a determinant of human behavior in organizations.

Thus, it is understood that a performance evaluation system that allows taking measures for improvement, focused on expanding the communication of results to all involved, promotes learning, emphasizing the manager's leadership role. However, it is the use of the Performance Evaluation System that serves as a driver of this growth mindset. Accordingly, the results present a relevant contribution to the literature on the topic, considering the scope and relevance of the subject as identified in the selected BP articles, in the face of an increasingly technological context.

Some limitations of this study should be noted. The composition of the BP was restricted to journal articles consulted in six databases available on the CAPES portal, with relatively few results, which may indicate that the topic is still emerging. Furthermore, the scope of growth mindset in the context of performance evaluation remains a developing construct, restricting the ability to generalize the results found here. For future research, it is suggested to expand the number of databases searched and introduce new axes of investigation, particularly related to leadership styles, to better understand the relationships

between growth mindset and performance evaluation, thus providing more direct insights into the topic.

It is hoped that the findings of this study can contribute to other researchers interested in the topic, as well as to managers of organizations seeking to develop a growth mindset, with innovation and sustainable performance for their businesses.

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