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경영학 석사학위논문

**The relationship between employee's
emotional exhaustion and job
performance**

조직 구성원의 정서적 고갈과
직무 성과 간의 관계에 관한 연구

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ABSTRACT

The relationship between employee's emotional exhaustion and job performance

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Recent organizations emphasize the efficiency of management and set the criterion of success as utmost economic profit within global competition. That makes no free time to employees, those who want only success take that kind of life for granted. These current movements make workers to burned out or stressed consistently. Employees have trouble in having creativity and efficiency and also influence negatively both individual and organization.

This study investigates the relationship between burnout (esp. emotional

exhaustion) which is usually mentioned as an extension lead of job stress and creative performance. By noticing that several studies have focused on the direct effect on performance, current study examines the mediating mechanism within these relationships. Emotional exhaustion has distinctiveness from general job stress, diverse sources of feeling influence follow-up behavior and performance differently. Thus, based on conservation of resources theory, work related emotional exhaustion and coworker related emotional exhaustion are distinguished.

Work related emotional exhaustion is hypothesized to be negatively related to feedback seeking behavior through psychological reactions, those decreased feedback seeking behavior lower creative performance. On the other hand, coworker related emotional exhaustion is assumed that it lessens social interaction with colleagues. Originally, active social interaction is hypothesized to be positively related to creative performance through several external resources and emotional safety at work. This positive relationship may reversely be drawn due to coworker related emotional exhaustion.

All the hypotheses were tested with data that consisted of 232 supervisor-employee dyads from 16 organizations located in Republic of Korea. As predicted like hypotheses, work-related emotional exhaustion and employee's creative performance have negative relationship, however the relationship between coworker-related emotional exhaustion and creative performance was not significant. Work-related emotional exhaustion was not significantly related to feedback seeking behavior, while feedback seeking

behavior was positively related to creative performance (i.e. work oriented process). On the other hand, the negative relationship between coworker-related emotional exhaustion and social interaction and the positive relationship between social interaction and creative performance are both significant. Therefore, the mediating effect of employee's social interaction within coworker related emotional exhaustion and creative performance was proved. In addition, by testing task performance and organizational citizenship behavior within these relationships, the different influences between emotional exhaustion to in-role performance and extra-role performance have examined.

Previous researches have focused on direct relationship between emotional perception and performance, notwithstanding lots of researches. The current study has tried to fill the insufficiency by investigating the mechanisms of employee's follow-up behavior and performance after emotional exhaustion. Moreover, the different sources of emotional exhaustion are also considered. This attempt is not only helpful to academics, but also to practitioners. In conclusion, as one of the crucial research topics in organizational studies, burnout, especially emotional exhaustion, still has much more remained issued to be examined. I hope this study can be helpful for researches on emotional exhaustion literature.

Keywords: burnout, emotional exhaustion, feedback seeking behavior, social interaction, creative performance.

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I. INTRODUCTION

Due to the changing business environment with emphasizing efficiency and global competition, employees are distressed from work demand for higher and better performance. The National Institute for Occupational Safety and Health has stated that over 25% of workers report they are often “burned out or stressed”. Industry trend has changed as many workers in manufacturing declining and the number in service jobs increasing. This shift is occurred since 1970s and it brings the burnout has been investigated in several literatures, and is recognized as an occupational hazard. Burnout is most likely to occur in people who feel overworked and unappreciated and understood to be a pattern of responses to stressors at work. Burnout is one of psychological phenomenon of chronic stress reaction according to cumulative, long-term, and negative impact of job stress (Cordes & Dougherty, 1993), it’s main symptom including emotional exhaustion, feelings of depersonalization and feelings of low personal accomplishment (Maslach & Jackson, 1981).

The component of burnout, which investigated in current study, emotional exhaustion is experienced when excessive physical and psychological fatigue is present or accumulated for a while. Hence, employee who perceived emotional exhaustion reflects precarious connection between individual and their workplace. Exhaustion is a dominant indicator of employee well-being and therefore received attention from organizational behavior literature, because this is also important to organizational effectiveness aspect. When employees are exhausted, they might

leave out their organization or shift to minimum effort to performance on working, rather than doing their best. They are also less committed to the organization and less willingness to go the extra to make difference or useful. Therefore, emotional exhaustion is crucial issue to both individual and organization.

Traditional research about burnout was caused by Freudenberger (1974)'s study that have dealt with volunteers who worked with social problems among underprivileged people and their psychological state. Previous research on emotional exhaustion was proceeded the relationship between exhaustion and its consequence focusing on job performance. However, most of studies did not address how theories of performance influence the burnout and performance relationship. This means emotional exhaustion is unlikely to have a direct effect on job performance and instead should be mediated by some other mechanism (Bakker et al., 2004; Sullivan & Bhagat, 1992). Following this stream, a number of other studies explored the mediating and moderating mechanism in emotional exhaustion and performance relationship. But the research that investigates the mechanism process between the emotional exhaustion and creative performance was scarce.

The relationship between stressors and creativity has received considerable attention in the psychological, organizational, and educational literatures. Following in line with this, examining the relationship between burnout (especially, emotional exhaustion) that psychological phenomenon of stress reaction and creativity might be also interesting. Burnout is usually mentioned as an extension lead of job stress but also considered distinctiveness as an outcome of work-related

stress. From Folkman(1984)'s try to connect burnout with stress to up-to-date's perspective, there are still argument about among job stress and burnout conceptualization. However, I suggest burnout should be studied as distinctive aspect of general stress which assenting Shirom(1989)'s notion. Meanwhile, the competitive demands for creative performance, the emergence of a creative class, and increasing importance of human creative capital, organizations have shed light on creativity. Creativity has become one of the most important sources of sustained competitive advantage for organizations. In order to survive, adapt, and gain competitive advantage, organizations need to unleash their employees' innate creative potential, because employees' creative ideas can be used as building blocks for organizational change and competitiveness (Woodman, Sawyer, & Griffin, 1993; Zhou & George, 2003). Therefore, research about relationship emotional exhaustion and creative performance is also important.

Emotional exhaustion is not a problem of individuals but of the environment in which they work. Workplaces shape how people connect with one another and how they carry out their jobs. When the workplace does not recognize the human side of work, and there are major mismatches between the nature of the job and the nature of people, there will be a greater risk of burnout. A good understanding of emotional exhaustion, its dynamics, and what to do to overcome it is therefore an essential part of staying true to the pursuit of a noble cause, and keeping the flame of compassion and dedication burning brightly.

There are two principal purposes in this study. First, I suggest that emotional exhaustion can be perceived by different cause of employees. People try

to explain and understand their symptoms in the light of already existing schemata. Schemata is relevant to casual attribution that individuals usually engage in attributional analyses because they need to understand their current status and control or fix. Through attribution, the same phenomena of emotional exhaustion can be interpreted in several different ways and its analysis will also related to individual's way of thinking and follow- up action. According to the process, emotional exhaustion may be oriented many different causes that came from one's personal reason, task itself, work circumstances, inadequate rewards, family concern, human relations, etc. In the present study, the work-related emotional exhaustion and coworker-related emotional exhaustion will be investigated.

Furthermore, in the present study, I suggest that diverged aspects (cognitive aspect and affective aspect) of employee can be mediating mechanisms affected by each different sources of perception of emotional exhaustion. Feedback seeking behavior is posited as a mediator in the link between work-related emotional exhaustion and creative performance. Feedback seeking behavior might used cognitively as tactic of inquiry about their working state or performance or monitoring to other employees' behavior and their supervisor's actions. The emotional exhaustion recognized due to the job, the employee may negatively relate to feedback seeking behavior. On the other hand, social interaction is presented as a mediator in the link between coworker-related emotional exhaustion and creative performance. Peer interaction is frequent source of both happiness and distress from workplace (Berscheid & Reis, 1998) and influenced by one's emotional aspect, also contribute to mental health, subjective well-being, and

effective work functioning. As emotionally focused aspect, individual who perceive the emotional exhaustion by their coworkers may also negatively relate to personal social interaction with them. These two separated paths can be explicate each different flows of employee's perception of emotional exhaustion on creative performance more in detail.

Second, I will examine the relationship between emotional exhaustion component of burnout and work performance. Although some research exists that has explored this relationship, researchers have not adequately positioned the effects on performance within a theory of burnout and have not addressed how theories of performance influence the burnout–performance relationship. Specifically, researchers have not adequately addressed the influence to creative performance. As mentioned above, creativity is being increasingly recognized as a critical means by which organizations and their members can create meaningful, lasting value for their multiple stakeholders in today's dynamically changing environment (e.g., Amabile, 1988; George & Zhou, 2001, 2002). On the basis of conservation of resource model and activation theory, I propose the negative relationship of emotional exhaustion and creative performance. Furthermore, the influence on task performance and organizational citizenship behavior also tested with emotional exhaustion. By doing so, compare the result pattern of in-role performance (e.g., task performance) and extra-role performance (e.g., creative performance and organizational behavior) can be conducted.

To address these research questions, Chapter II reviews the previous studies on emotional exhaustion which component of burnout. The dependent variable of

current research, creative performance also reviewed as related with stress, specifically. In Chapter III, research model that employee's perception of emotional exhaustion affects one's further behavior and performance is suggested and several hypotheses are derived under conservation of resource theory as theoretical bases. These argumentations will contribute to the literatures on link between emotional exhaustion at work place and creative performance. Chapter IV suggests research method for empirical study. Specifically, information about research subject, procedures, and measures are written. The hypotheses of this paper are empirically tested with data collected from office employees serving in 16 several organizations in Republic of Korea. Test results would be given in chapter V, and the last chapter VI summarizes the findings of the current study and argues that implication of research and limitations.

II. THEORETICAL BACKGROUND

1. Burnout

The concept of Burnout

The concept of burnout was introduced in the psychosocial literature in the middle of the 1970s by Freudenberger (1974) and Maslach (1976) at first. Freudenberger and Maslach used this concept independently after having studied the same kind of fatigue and demotivation reactions among volunteers who worked with social problems among underprivileged people. While burnout started as a non-theoretical base concept it soon became a metaphor for a number of important psychosocial problems among persons who do 'people work'.

In the 1970s most of the research in occupational health psychology was still focusing on industrial workers and little attention was paid to social workers, nurses, teachers and other white collar groups in the human service sector. Nowadays, the concept of burnout is not only well established in psychosocial research (Maslach & Leiter, 1997; Schaufeli & Enzmann, 1998; Schaufeli, Maslach, & Marek, 1993) but also an extremely well known and popular subject of lots of research articles and books. Lazarus and Folkman (1984) connected burnout with stress; it is accompanied by mental and physical symptoms. This psychological response shows long-term exhaustion and diminished interest, and it may take months or years to bubble to the surface. In addition to that, Dorman (2003) mentioned that high level of stress for considerable periods of time could

increase burnout characteristics including less sympathy and understanding towards students, reduced acceptance of students, failure to set up lessons and a lack of commitment to the teaching profession.

The exact term of explaining burnout has long presented definitional issues for many researchers and practitioners (see Table1). Today, the most classically taken definition of burnout is conceptualization by Maslach and colleagues. They mentioned that burnout refers a psychological response to work-related stress that consists of emotional exhaustion, depersonalization, and reduced feelings of personal accomplishment (Maslach, 1982; Maslach, Schaufeli, & Leiter, 2001; Halbesleben & Buckley, 2004). It has been investigated over the past years and addressed as the significant negative impact on employees and organization. Unfortunately, burnout has become organizational reality for many employees nowadays. Burnout syndrome has become new type of emerging diseases in the modern society and that can occur among individuals who do 'people work' of some kind more easily.

As above in definition, Job burnout refers to a form of occupational stress and characterized by three components. The first component and the independent variable of the current study; (1) emotional exhaustion refers to a depletion of emotional resources and also contains physical depletion. Demerouti, Bakker, Nachreiner, and Schaufeli (2001) addressed that "Emotional exhaustion closely resembles traditional stress reactions that are studied in occupational stress research, such as fatigue, job-related depression, psychosomatic complaints, and anxiety." Following this standpoint, it is reasonable to conceptualize emotional exhaustion as

a type of strain that results from workplace stressors (Cropanzano, Rupp, & Byrne, 2003). (2) Depersonalization (also known as cynicism and disengagement in the literature) means detachment from their job and begin to develop callous or uncaring attitudes toward their job and their coworkers. (3) Reduced personal accomplishment (also known as personal efficacy in the literature) refers to diminished perception of ability on the job and people do a negative evaluation of the self and one's task performance ability (Maslach, 1982, 1993; Halbesleben & Buckley, 2004; Cropanzano, Rupp, & Byrne, 2003).

The relation between Job stress and burnout

Burnout is usually mentioned as an extension lead of job stress. Folkman (1984) connected burnout with stress and Ganster and Schaubroeck (1991) have argued, burnout is, in fact, a specific type of stress, a chronic affective response pattern to stressful work conditions that features high levels of interpersonal contact. Job stress concept has arisen from physiology, medicine, and psychology in the 1900s at first, and then started to research in such as industrial psychology, behavioral science, and business administration literature from in the 1970s. Similar to the case of burnout, several different conceptualizations of stress have been suggested. Although most researchers define stress as an outgrowth of person-environment interactions or "fit" (e.g., French & Caplan, 1972; McGrath, 1976; Schuler, 1980) or as a result of dysfunctional role relationships (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964), there has traditionally been little definitional or operational agreement among job stress conceptualizations (Schuler, 1980).

Schuler (1980) defined stress as a dynamic condition in which an individual is confronted with an opportunity, constraint, or demand on being/having/doing what one desires and for which resolution is perceived to have uncertainty but which will lead to important outcomes. This conceptualization can subsume many different stress problems, including burnout. However, burnout should be studied as a distinctive aspect of stress and as a pattern of responses to stressors at work (Shirom, 1989).

Burnout is irreversible phenomenon which means that if burnout is responded, employee's conditions cannot be changed back to the way they were before. General type of stress is usual reaction, so people who experience stress can return to normal state by adaptation mechanism but burned out can't. In addition that, burnout concept contains the tension resulted by stress, coping strategy, and its consequences, too. Because burnout arises at the time of employee's ability to cope with stress, it is more intensified concept than job stress. Cunningham (1983) asserted that burnout is symptom from continuous stress and could characterize as physical, emotional and attitudinal exhaustion. His comment also suggests burnout is more deepen dimension of job stress. For last, the term of burnout encompasses all of component of job stress as well as non-work part of life. Then, emotional pressures obtained from interpersonal contact considering work related people and personal related people such as family members, friends, and neighbors, too. From these reasons, burnout should be concluded not as sub-dimension of work-related stress but distinctiveness as an outcome of work-related stress. Furthermore, much more work is needed to investigate and control the burnout among workers at the individual and organizational level both.

Table 1. The definition of burnout represented in previous studies

Authors	Definition
Freudenberger (1974)	One of the chronic exhaustion and frustration resulting from continued commitment to a goal or principle that has unsuccessful to produce a corresponding reward.
Maslach (1976)	The chronic outcome of emotional pressure occurring in professionals who work in close daily contact with clients such as in the health care and education work settings.
Cherniss (1980)	A process that profession's attitude and behaviors changed negative ways due to job role stress.
Edelwich & Brodsky (1980)	A syndrome that the demands of work and family roles may be especially hard-hitting among service workers, so they lose their ideal-ism, energy, and purpose
Jones(1980)	A syndrome of physical and emotional depletion that is characterized by negative work attitudes, a poor self-concept and loss of concern for patients
Freudenberger (1981)	The state of fatigue or frustration brought about by devotion to a cause, a way of life, or a relationship that failed to produce the expected reward
Gillespie (1981)	The psychological, social, physical isolation process related to role stress.
Perlman & Hartman (1982)	(a) to fail, wear out, become exhausted; (b) a loss of creativity; (c) a loss of commitment for work; (d) an estrangement from clients, co-workers, job, and agency; (e) a syndrome of inappropriate attitudes toward clients and toward self, often associated with uncomfortable physical and emotional symptoms.
Maslach (1982)	A syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind
Pines & Aronson(1988)	A state of physical and emotional

	exhaustion caused by long-term involvement in situations that are emotionally demanding
Leiter (1989)	A cognitive-emotional reaction to chronic stress in human service settings
Maslach, Schaufeli, & Leiter (2001)	A prolonged response to chronic emotional and interpersonal stressors on the job, and is defined by the three dimensions of exhaustion, cynicism, and inefficacy.

A literature review of Burnout

Previous burnout literature has examined relationships between burnout and its correlates. The majority of studies could be classified as finding the predictors of burnout and burnout's impact to organizational effectiveness. In other words, researchers focused the relationship between burnout and its antecedent or consequences. Only few studies have been interested in the role of burnout among these variables.

Antecedents of burnout

The variables that constitute the antecedents of burnout can be sorted into three broad categories: (1) Job and role characteristics, (2) organizational characteristics, (3) personal characteristics.

The first category appears from the literature that the most critical variables are the characteristics of the employee-client relationship (Cordes & Dougherty, 1993). As the environment is going more complex and tasks become heavy and specialized, the number of clients increases. Thus, the demands on the employee's personal resources increase also. Consequently, the possibility of being exposed to burnout grows. Role conflict, role ambiguity, and role overload have been shown to be associated with burnout to varying degrees. Individuals who report higher levels of these role variables also report higher levels of burnout. Schwab and Iwanicki (1982a) found that role conflict and role ambiguity accounted for a significant amount of variance in the emotional exhaustion and depersonalization dimensions for a sample of 469 teachers, whereas role ambiguity accounted for a

significant, though much smaller, amount of variance in personal accomplishment. On the other hand, The nature of the work is considered to be a very powerful predictor of emotional exhaustion by most researchers in this area (Freudenberger, 1974, 1977a, 1977b; Maslach, 1976, 1978; Mattingly, 1977).

The second part, organizational characteristics, includes variables such as job context and contingency of organizational outcomes. This phenomenon, however, has received little attention in the literature as compared to the previous category (Cordes & Dougherty, 1993; Schaufeli & Enzmann, 1998; Maslach, Schaufeli, & Leiter, 2001). Gaines and Jermier (1983) found that levels of emotional exhaustion differed across departments. They asserted that this difference was due to the role of contingency of organizational outcome, work schedule, psychological environment using the sample of police officers.

Finally, personal characteristics, such as sex, marital status, and length of time in a work position, have been found to be related to burnout. However, there is mixed evidence concerning the pattern and complexity of relationships between demographic variables and three burnout components (Lemkau, Rafferty, Purdy, & Rudisill, 1987; Maslach & Jackson, 1981, 1985; Pretty et al., 1992; Schwab & Iwanicki, 1982b). Social support, defined in a variety of professional and personal ways, is extensively researched and generally related to lower levels of the burnout components (Caplan, 1974; Cohen & Wills, 1985; Constable & Russell, 1986; Maslach & Jackson, 1984).

Consequences of burnout

On the other hand, the significance of burnout, both for the individual and the workplace, the research on relationship between burnout and its outcomes also has been conducted. Prior studies have studied to focus on the consequences of individual workers such as job attitudes; commitment and satisfaction (Moore, 2000; Singh, Goolsby & Rhoads, 1994), turnover and turnover intentions (Freudenberger, 1975; Lee & Ashforth, 1993, 1996). The perspective of mental and physical health problems, burned out people experiences the decreases of self-esteem, depression, irritability, helplessness, or anxiety) and the fatigue, insomnia, headaches (Jackson & Maslach, 1982; Kahill, 1988). In addition, the interpersonal consequences part seemed that burnout has deleterious effect on one's social and family relationship. Jackson and Maslach (1982) found that individuals experiencing burnout tended to withdraw from their friends and reduced their socializing. Furthermore, even the spouses of the workers developed negative attitudes toward the police officer's job.

However, after Wright and Bonett (1997) said that there has been a need for more empirical work conducted to investigate the relationship between burnout and its effect on organizationally relevant criteria such as job performance, many studies have been conducted to investigate the relationships of them (Wright & Bonett, 1997; Leiter, Harvei, & Frizzell, 1998; Wright & Cropanzano, 1998 ; Halbesleben & Buckley, 2004b). Many studies report a negative relationship between emotional exhaustion and job performance (Cropanzano, Rupp, & Byrne, 2003; Leiter, Harvie, & Frizzell, 1998; Vahey, Aiken, Sloane, Clarke, & Vargas,

2004; Wright & Cropanzano, 1998). Wright and Cropanzano (1998) conducted a one-year longitudinal study that investigated the relationship between emotional exhaustion and supervisory ratings of job performance. They found a significant inverse relationship between emotional exhaustion and job performance, after accounting for the potential influence of negative and positive affectivity. Cropanzano, Rupp and Byrne (2003) deemed the influence of in-role and extra-role performance behavior together. They predicted that the emotional exhaustion component of burnout would be negatively related to in-role performance, organizational citizenship behaviors (OCB) directed to the organization, and OCB directed at one's supervisor.

Mediating/ Moderating mechanism of burnout process

In recent years, a number of studies have begun to explore mediating and moderating mechanisms in burnout and performance relationship. Chui and Tsai (2006) reported that job involvement mediated the relationship between exhaustion and performance. Halbesleben and Bowler (2007) found an interesting pattern whereby exhaustion differentially predicted job performance. It shows the negative relationships between exhaustion and in-role job performance and organizational citizenship behaviors targeted at the organization (OCB-O). Conversely, they detected a positive relationship between exhaustion and organizational citizenship behaviors that were targeted at individuals (OCB-I). Based on conservation of resources theory (COR; Hobfoll, 1988), that exhaustion leads employees to be more careful about how they invest their resources thinking of investment their

resources where they expect the best return on that. After then, Halbesleben and wheeler (2011) examined coworker reciprocity as a moderator of the exhaustion–performance relationships. They said that norms of reciprocity govern the investment of resources, which are manifested in OCBI.

Models of burnout

The conservation of Resources Model

Conservation of resources (COR) theory (Hobfoll, 1989) is one of the stress models. Hobfoll defined psychological stress as a reaction to the threat of loss of resources, actual loss of resources and lack of resource gain after the investment of resources (Hobfoll, 1989). COR theory explains the central mechanisms of stress and coping process. The COR model’s basic tenet is that people strive to retain, protect, and build resources to accommodate, withstand, or overcome threats. They might accumulate personal resources (e.g., self esteem and optimism), material resources (e.g., such as money), condition resources, and social support. Stressful or traumatic events consume these resources, thereby augmenting their sensitivity to subsequent stressors. That is, psychological distress is the result of the interaction between personal, social and environmental factors (Hobfoll, 1989, 2002).

The relationship between burnout and performance has been explained in terms of the conservation of resources (COR) model of stress and burnout (Hobfoll, 1988, 1989, 1998; Hobfoll & Freedy, 1993). As mentioned above, COR theory stipulates that employees actively protect current resources and seek to obtain new

resources (Hobfoll, 1988, 1989). Employees can obtain new resources, in part, by investing their current resources (Hobfoll, 2001). However, emotional exhaustion state is stated as employee's resources are depleted without the prospect of replenishment and then feeling of stress (Hobfoll & Freedy, 1993; Hobfoll & Shirom, 2000). COR model suggests three ways in which individuals experience stress: (a) loss of resources, (b) threat to current resources, and (c) inadequate return on investments made to maximize resources (e.g., an employee who takes extra courses in management to increase the likelihood of promotion but is passed over in the promotion). After then, resource depleted employees have trouble in doing their jobs, becoming more conservative in their work behavior (Baltes, 1997; Hobfoll, 2001). In this way, the COR model extends beyond the notion of stress to help understand how workplace stress develops into burnout and its result.

Key to the COR model is the notion that job demands and job resources can differentially predict burnout and its individual dimensions (Leiter, 1993). This means that burnout is experienced due to the different psychological experiences of loss and gain. Generally, people are more concerned about avoiding loss than they are with achieving gains. Hence, demands are more likely to lead to burnout than resources are to protect against it (Hobfoll & Freedy, 1993). Lee and Ashforth's (1996) argued that variables considered job demands (e.g., work overload) more strongly related to the emotional exhaustion component of burnout than resource variables such as social support. In addition, they found that demand variables tended to be less related to the depersonalization and personal accomplishment components of burnout, while resource variables were somewhat more strongly

related to those two components.

A wide variety of researches have utilized COR theory to understanding the burnout process for a long time. Recently, Wilk and Moynihan (2005) used COR theory to explain the relationship between display rules and emotional exhaustion may be moderated by individual differences. They focus on the category of personal characteristics (career identity and job self- efficacy), which Hobfoll (1988) defined as those characteristics that aid stress resistance. Halbesleben and Bowler (2007) also utilized the COR model to extend the relationship between emotional exhaustion and job performance, particularly in terms of extra-role behaviors at work. They argue that the link between burnout and job performance is best understood in terms of the investment in resources. Halbesleben and Wheeler (2011) tested a model based on conservation of resources theory (COR) where we predicted that daily fluctuations in exhaustion would be associated with organizational behaviors in differently. They found support for the positive relationship between exhaustion and OCB-I, the negative relationships between of exhaustion and in-role performance and OCBO, as well as the moderation effect of reciprocity.

One of the strengths of the COR model is its ability to explain the processes leading up to burnout, through the three processes noted above, and also the ability to explain the consequences of burnout. Specifically, as emotional exhaustion represents a significant depletion of resources (Hobfoll, 2001), the COR model suggests that burned out employees will carefully select the manner in which they use their remaining resources (Siegall & McDonald, 2004). While more empirical

work is needed to test these processes in the context of burnout, Hobfoll's (1988) compelling theory provides a streamlined model that can account for both the causes and consequences of burnout.

The Job demands – Resources (JD – R) Model

Building upon the COR model to develop the job demands—resources (JD-R) model of burnout, Demerouti, Bakker, Nachreiner and Schaufeli (2001) proposed that burnout is the result of two categories of work characteristics: job demands and job resources, that are related to in-role and extra-role performance respectively. Originally, this model is designed to examine specific factors within organization and integrate these to stress and motivation research tradition (Demerouti & Bakker, 2011).

Job demands refer to those physical, psychological, social, or organizational aspects of the job that require cognitive and emotional effort and are therefore associated with certain physiological and/or psychological costs. Examples are a high work pressure, role overload, emotional demands, work-family conflict, and poor environmental conditions. On the other hand, Job resources refer to those physical, psychological, social, or organizational characteristics of the job that assist in achieving work goals, diminish the demands of the job, or lead to personal growth. Resources may be located at the level of the organization (e.g., salary, career opportunities, job security), interpersonal and social relations (e.g., supervisor and coworker support, team climate), the organization of work (e.g., role clarity, participation in decision making), and the level of the task (e.g.,

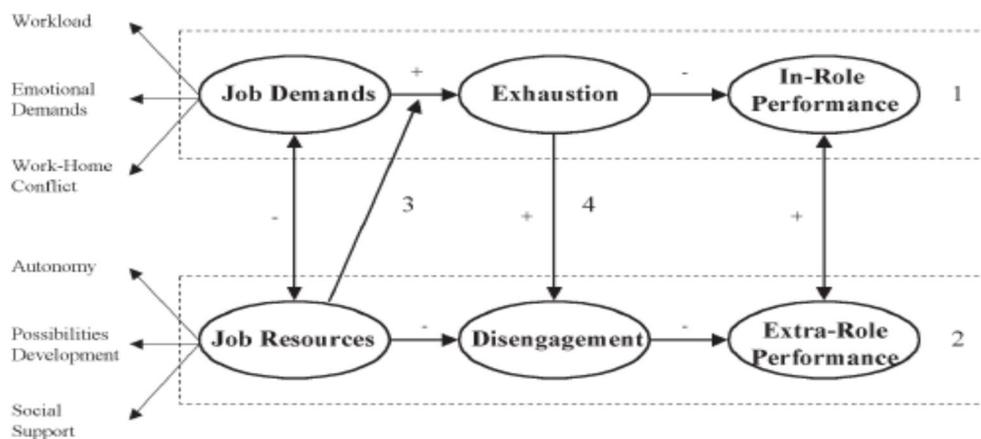
performance feedback, skill variety, task significance, task identity, autonomy).

The JD-R model depart from the demands – control model (DCM) of stress put forth by Karasek (1979). It considers the additive main effects of demands and resources in predicting burnout, rather than relying upon the interaction of these factors. Moreover, Demerouti et al. (2001) suggest that demands and resources lead to different component outcomes of burnout. It means that working characteristics may evoke two psychologically different processes (see Figure 1). In the first process, demanding aspects of work (i.e., work overload) lead to constant overtaxing and, in the long run, exhaustion (Lee & Ashforth, 1996; Leiter, 1993; Wright & Cropanzano, 1998). In the second process proposed by the JD-R model, a lack of job resources precludes actual goal accomplishment, which causes failure and frustration (Bakker, Demerouti, De Boer & Schaufeli, 2003). In summary, JD – R model predicts that demands are associated with exhaustion, while resources are inversely associated with depersonalization (disengagement).

Despite its relatively recent development as a burnout model, series of research on the JD-R model has investigated empirical support. Bakker, Demerouti, De Boer, & Schaufeli (2003) found job demands are unique predictors of burnout (exhaustion and cynicism) and indirectly of absence duration, on the other hand, job resources are unique predictors of organizational commitment, and indirectly of absence spells. Schaufeli & Bakker (2004) investigated 1698 employees in 4 companies' relationship between job demands and resources. They found burnout and engagements are negatively related; burnout is mainly predicted by job demands but also by lack of job resources, whereas engagement is exclusively

predicted by available job resources. Bakker, Demerouti, & Verbeke (2004), with sample of 145 workers from 11 companies, found support for the assertion that job demands are the most important antecedents of the exhaustion component of burnout, which, in turn, would predict in-role performance. In contrast, job resources are the most important predictors of extra- role performance, through their relationship with the disengagement component of burnout. Exhaustion would be positively related to disengagement.

Figure 1. The Job Demands-Resources Model Applied to Burnout and Performance.



Source: Bakker, Demerouti, and Verbeke (2004)

The Social Exchange Theory Model

There are some of new trends that have emerged from the burnout literature. One of them is the investigation of the role of social exchange relationships in the burnout process. Social exchange theory states that employees form relationships at work. Although there are many variants of social exchange theory, modern versions of this framework tend to describe two types of interpersonal relationships (cf.

Blau, 1964; Organ, 1988). Economic exchange relationships are more short term. They involve the exchange of relatively concrete, often economic benefits that are exchanged in a quid pro quo fashion. These types of relationships are quite different from social exchange relationships, which are more important to burnout research purposes. Social exchange relationships tend to involve the exchange of socio-emotional benefits. They are associated with close personal attachments and open-ended obligations. When individuals form social exchange relationships with organizations, they tend to have higher job performance, more organizational citizenship behaviors (OCB), and weaker turnover intentions (Hendrix, Robbins, Miller, & Summers, 1998; Wayne, Shore, & Liden, 1997).

In the burnout literature, research mentioned that individuals form social exchange relationships to the extent that they receive worthwhile benefits and that these benefits are assigned in a fair manner. Work that produces emotional exhaustion is likely to violate both of these conditions. First, emotional exhaustion can be seen as a cost that qualifies the value of any benefits received through employment. Second, employees are apt to grudge the organization that making them overworks to the point of emotional exhaustion, and also causing them to perceive the organization's actions as unjust. Emotional exhaustion, because it is personally costly and often seen as unjustified, should impede the development of high quality, social exchange relationships. From that kind of relationships, employees could manifest their lowered organizational commitment.

This stream of research has developed from Buunk and Schaufeli (1993), in which they suggested that feelings of inequity in social exchange relationships may

be associated with burnout. They asserted that caregivers often feel as though they invest more into relationships with clients than is reciprocated by the clients. Schaufeli, van Dierendonck and van Gorp (1996) then expanded this conceptualization, including the exchange relationship with the organization as an important factor in burnout. They found support for the suggestion that dual-level (interpersonal and organizational) model. Nowadays, many following studies have found consistent support for the notion that inequity in social exchange is associated with burnout (Bakker, Schaufeli, Sixma, Bosveld & van Dierendonck, 2000; Taris, Peeters, LeBlanc, Schreurs & Schaufeli, 2001; Van Dierendonck, Schaufeli & Buunk, 2001).

2. Emotional exhaustion

After employee's well-being issue has received attention from organizational behavior literature, researchers investigate the important indicator of employee well-being such as emotional exhaustion (Fritz & Sonnentag, 2006). As mentioned above, emotional exhaustion is a component of burnout which explains the state of emotional and physical depletion. In other words, employee's emotional resources become depleted, and they no longer feel able to give of themselves at a psychological level (Gaines & Jermier, 1983).

Focus on the specific component of burnout

The current study, I focused on the one component of burnout. I think this

approach is justified, because of three issues. First, the process of burnout, or the sequencing of the three components of burnout, has been surfaced in burnout literature. Leiter and Maslach (1988) suggested process model that basic assumption comes from Maslach's (1978, 1982) concept. They said emotional exhaustion appears first as excessive chronic work demands drain individuals' emotional resources. Depersonalization occurs as a defensive coping strategy to prevent energy loss. As a result, individuals experience a sense of inadequacy in terms of their ability to relate to people and to perform their jobs. Another conceptualization of the burnout process is a sequence that was advanced by Golembiewski and colleagues' (1996) phase model. They hypothesized that significant depersonalization is necessary to diminish feelings of personal accomplishment, and significant reductions in personal accomplishment are necessary to result in high levels of emotional exhaustion. The other view hypothesized that reduction in personal accomplishment occurs at first. Bakker and Colleagues (2000) said that reduced accomplishment affects depersonalization and then its significant impact makes people emotionally exhausted. They both consider the lack of self- efficacy would play a major role on burnout process.

Second, notwithstanding Maslach's (1982, 1993) original three component conceptualization of burnout has dominated the burnout research (particularly as it relates to measurement of burnout), some researchers have raised a question about its conceptualization of burnout (Moore, 2000; Shirom, 2003) and other conceptualizations have been proposed (Demerouti, Bakker, Nachreiner, & Schaufeli, 2001; Pines, Aronson, & Kafry, 1981). The alternative

conceptualizations of burnout differ in a variety of ways; however, all of them include emotional exhaustion as a primary component of burnout. Furthermore, the argument for level of three components has been raised. The studies founded close correlation between emotional exhaustion and depersonalization, whereas reduced personal accomplishment reported as unclear correlation of other components (Lee & Ashforth, 1993; Cordes et al., 1997). Some researchers contend that reduced personal accomplishment is not sub-dimension of burnout but the outcome or separate dimension of burnout (Shirom, 1989; Demerouti et al., 2001).

Third, while there are inconsistent relationships between components of burnout and antecedent or consequent processes, emotional exhaustion appears to be the most consistent in its relationships with outside variables. For example, most of studies report a negative relationship between emotional exhaustion and job satisfaction; focusing deleterious effect of it. Cordes and Dougherty (1993) said that employees are less satisfied when they feel depleted about their jobs o tasks. Wolpin and colleagues (1991) reported the negative relationship between emotional exhaustion and job satisfaction and also founded burnout is the predictor of job dissatisfaction. In Jackson and Maslach's (1982) study, even the spouses of the workers developed negative attitudes toward the police officer's job. Beyond that, many studies related to emotional exhaustion appears to be most consistent in its relationships with correlates.

From these reasons, I focus on the emotional exhaustion component. The intention of current research is not let's exclude depersonalization/cynicism and reduced personal accomplishment from burnout. Two components also should be

measured and analyzed, but should be as separate phenomena. In addition, I also suggest that the more consideration to the emotional exhaustion is needed. Up to nowadays, much of the attention on burnout treats emotional exhaustion as the end state, without considering its further influence on other workplace consequences. Organizational literature should give more attention to emotional exhaustion in order to managing their employee's well-being and organizational effectiveness both.

Different sources of emotional exhaustion

The classical view of burnout is that it is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind (Maslach & Jackson, 1986). In its definition, subject is restricted to employees in the human service sector. Therefore, the measure that mostly used in emotional exhaustion literature (MBI: Maslach Burnout Inventory) also can only be applied in human service work limitedly.

In addition, previous research only focused on the phenomena of emotional exhaustion itself. This blinkered approach made little interest for several occurrence reasons of emotional exhaustion and each of these different mechanisms. Emotional exhaustion might oriented many different causes that came from one's personal reason, task itself, work circumstances, inadequate rewards, family concern, human relations, etc. The reason we distinguish the different source of emotional exhaustion is that is related to individual's way of thinking and

follow-up action.

People try to explain and understand their symptoms in the light of already existing schemata (Bishop, 1991; Eysenck & Keane, 1990). A schemata is a frame of reference for understanding symptoms, which is typical for the person but influenced by the person's social role and position and by the whole culture of society. A central feature in connection with schemata for symptoms is causal attribution (Kristensen, Borritz, Valladsen, & Christense, 2005). People engage in attributional analyses because they need to understand, predict, and control what goes on in their lives (Weary & Reich, 2000). When it comes to symptoms and diseases that may be difficult or impossible to control, people will try to understand why they got the symptom or disease. Attributions may identify whether its reactions from specific sources. Therefore, the same phenomena of emotional exhaustion can be interpreted in several different ways.

In order to handling the things mentioned above, the Copenhagen Burnout Inventory concept was used. In the CBI the core of burnout is fatigue and exhaustion. This is in accordance with the historical development of the burnout concept, and also with a recent definition by one of the leading researchers in the field. Schaufeli and Greenglass (2001) defined burnout as a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding. Interestingly, this definition is almost identical to the definition by previous researchers such as Pines & Aronson (1988) and Shirom (1989). Furthermore, CBI asserts three sub-dimensions of emotional exhaustion. Three sources of emotional exhaustion are classified according to the

life domain from which it may arise: (1) personal or generic burnout, measuring the degree of physical and psychological exhaustion experienced by the person, regardless of occupational status; (2) work-related burnout, measuring the degree of physical and psychological exhaustion which is perceived by the person as related to work; and (3) client related burnout which measuring the degree of physical and psychological exhaustion which is perceived by the person as related to work with clients. Clients is a broad concept covering terms such as patients, inmates, children, students, residents, etc. (Kristensen et al., 2005).

3. Feedback seeking behavior

The concept of feedback

Feedback refers to individual resource that a subset of information available to individuals in their work environment (Ashford & Cummings, 1983). Correcting one's working task and its environment consistently through feedback enhances individual achievement and also gives competitive advantages. The positive effect of feedback on performance has been an accepted psychological principle since at least the early 1950s (Payne & Hauty, 1955). Chapanis (1964) labels this effect one of the most dependable and most studied in psychology. A comprehensive review of the empirical evidence by Ammons (1956) concludes that feedback generally enhances both performance and motivation. Interest in the feedback area has been primarily sustained because of its performance-enhancing effect. For these reasons, several areas including education (Van Houte, Hill,

& Parsons, 1975), multiple cue probability learning (Dudycha & Naylor, 1966; Brehmer, 1974), psychology and organization behavior (Ilgen, Fisher, & Taylor, 1979) were examined the feedback seeking behavior.

Feedback is that information that denotes how well individuals are meeting various goals (Greller & Herold, 1975; Ashford & Cummings, 1983). In the interpersonal realm, feedback involves information about how their behaviors are perceived and evaluated by relevant others. Feedback information also includes that provided by the task and by the individuals themselves. Feedback may pertain to both the appropriate behaviors to achieve a goal (referent information) and how well an individual is enacting those behaviors (appraisal information) as defined previously by Herold and Greller (1977). A consideration of feedback as an individual resource suggests several motivators of feedback seeking behavior.

The concept of feedback seeking behavior

Ashford and Cummings (1983) defined feedback-seeking as conscious devotion of effort toward determining the correctness and adequacy of behaviors for attaining valued end states. They suggested that individuals use one of two distinct strategies to obtain information from their environments. They proposed that employees can seek feedback using either the tactic of inquiry, which involves direct verbal requests for performance evaluations, or the more covert tactic of monitoring, which involves examining their environment for indirect feedback cues. First, individuals may monitor an environment for feedback. With monitoring,

individuals observe their own task progress and the actions of those around them to gain insights into aspects of their performance. On the other hand, with inquiry, individuals seek input into their performance by directly asking others for feedback. For example, employees may deliberately choose to ask a number of sources for feedback, because it may help them to get new and different insights into their work. Research has shown that although these feedback-seeking behaviors (particularly monitoring) may be subject to perceptual biases, individuals can increase their overall effectiveness by inquiring for direct feedback and monitoring their environment for indirect cues (Ashford & Tsui, 1991). A given piece of feedback can fulfill different functions. It can serve as a reward and thus motivate performance, and it can serve as a cue useful in regulating behavior appropriately (Payne & Hauty, 1955).

4. Social interaction

The concept of social relationship

The influence of social relationships on human development and behavior is receiving increased attention from psychologists, who are central contributors to the rapidly developing multi-disciplinary field of relationship science. The research of interpersonal relationships and their impact on human behavior was relatively delayed for many years by neglect of the conceptual challenges and complexities posed by the concept of relationship. From these reasons, Hinde (1979) declared that relationship science was a conceptual jungle that chokes the unwary. An important source of the neglect of conceptual issues was the fact that the term

relationship is part of common language (Berscheid & Peplau, 1983), and thus, relationship scholars, like laypersons, often assumed that the meaning of the word was obvious and not in need of conceptual scrutiny and elaboration.

As interest in studying relationship phenomena increased, most scholars who have undertaken the critical task of providing a conceptual analysis of the term relationship (e.g., Hinde, 1979; Kelley et al., 1983) have agreed that the essence of an interpersonal relationship lies in the interactions that take place between the relationship partners. The defining hallmark of interaction is influence; each partner's behavior influences the other partner's subsequent behavior (Berscheid & Reis, 1998). However, Hinde (1999) observed that relationship is more than the sum of its constituent interactions. Because each partner's behavior affects the other partner's subsequent behavior within a single interaction episode and each interaction episode influences future episodes again. Relationships thus are inherently temporal in nature.

The social interaction

A large number of researches about social interaction were conducted in developmental psychology literature. Many developmental psychologists followed Sears's (1951) suggestion that they expand their horizon from the individualistic unit of analysis to the dyad. But they have almost exclusively focused on children's relationships with their parents or caretakers. Although recognition of the importance of peer interactions in development has increased dramatically (Hartup, 1989), the role of social interaction in human development beyond the early years

and throughout the life span remains relatively neglected. On the other hand, the consistent body of interest to social interaction would be performed through the development of relationship science. Nevertheless, the study of social interaction is not equivalent to the study of relationships. Social interaction is necessary for a relationship to exist, but it is not sufficient.

Increased interest for researches that interpersonal relationships play in individual's behavior were sorted many ways. Perhaps, large portions of research are concerning the relationships and their helping behavior. Research and theory provide compelling evidence that seeking help increases the extent to which seekers reciprocate by giving help (Cohen & Wills, 1985; Flynn, Reagans, Amanatullah, & Ames, 2006). Sociological research has identified that most social relations are defined by norms for reciprocity (Blau, 1964; Emerson, 1976; Gouldner, 1960). Additionally, prominent theories of relationship formation note that relationships are characterized by interdependence that involves some type of give and take (Reis, Collins, & Berscheid, 2000; Thibaut & Kelley, 1959). In exchange relationships most commonly found among peers in organizational settings (Clark & Mills, 1993), norms for reciprocity are dictated by relatively equal exchange with appropriate delay (Fiske, 1992).

Meanwhile, a substantial body of research has been examined the leader-member exchange (LMX) theory. LMX theory suggests that supervisors determine which roles subordinates will hold (Graen & Uhl-Bein, 1995). These assigned roles define the quality of the relationship that subordinates enjoy with their supervisors and help subordinates determine the appropriate behaviors to enact (Lind, 1995).

Subordinates who share a high-quality LMX relationship with their supervisor are afforded several advantages not provided to those in a low-quality LMX relationship, such as ample resources, premier assignments, emotional support, and cooperative interactions with the supervisor (Liden & Graen, 1980). Exposure to these advantages has been demonstrated to result in a variety of positive outcomes, such as greater levels of motivation and superior performance ratings, for high-quality as compared with low-quality LMX subordinates (Liden et al., 1997).

The researches regarding emotion and relationships also have implemented. Morbidity and mortality aside, existing research overwhelmingly supports the conclusion that ‘relationships are people's most frequent source of both happiness and distress’ (Berscheid & Reis, 1998) and that ‘positive relations with others’ (Ryff, 1995) contribute to mental health, subjective well-being, and effective functioning across nearly all domains of life activity (Myers, 1999). These effects are readily apparent throughout the life cycle, from childhood and adolescence (e.g., Hartup & Stevens, 1997) to old age (e.g., Carstensen, Isaacowitz, & Charles, 1999); in many different type of contextual given situations (e.g., Veroff, Douvan, & Kulka, 1981; Sears, 1977; Reis, Sheldon, Gable, Roscoe, & Ryan, 2000); and across contexts as diverse as peer relations, marriage and family, work, and community involvement. Like social cognition, emotional behavior influences relationships, and also relationships influence emotional behavior. In contrast to emotion theorists and researchers, relationship scholars have accorded the relationship-emotion association great importance, and for good reason: There is little about a relationship that can be understood without understanding its affective

intent and the emotions and feelings the partners experience in their association with each other. Bowlby (1979) observed that many of the most intense emotions arise during the formation, the maintenance, the disruption, and the renewal of attachment relationships. Baumeister and Leary (1995), in support of their thesis that the ‘need to belong’ is a fundamental human motivation, reviewed much evidence that positive affect is frequently experienced with increases in belonging and negative affect with decreases in belonging. The maintenance of relationships also is strongly associated with emotional experience precipitated by the relationship partner (Fitz & Gerstenzang, 1978; Clark & Watson, 1988; Reis, Collins, & Berscheid, 2000).

5. Creativity

Definition of creativity

Creativity is being increasingly recognized as a critical means by which organizations and their members can create meaningful, lasting value for their multiple stakeholders in today’s dynamically changing environment (Amabile, 1988; George & Zhou, 2001, 2002). In today’s fast-changing business environment, creativity is a key source of cornerstone of organization change, competitive advantage, organizational innovation, and effectiveness of organizations (Woodman, Sawyer, & Griffin, 1993; Amabile, 1988; Oldham & Cummings, 1996). Therefore organizations are demanded more creativity to their employees in their workplace.

In current study, I use a product-based approach to creativity, which is the most widely accepted approach. It focused on outcomes and those things that result

from the creative process. The assumption here is that studies of products are highly objective, and therefore amenable to the scientific method (Runco, 2004). From the perspective of product approach, creativity is defined as the generation or production of ideas, solutions, or products that are novel and useful (Amabile, 1988, 1996; Oldham & Cummings, 1996; Scott & Bruce, 1994) in a given situation. Therefore, to be considered as creative performance, own ideas must be fresh as a new and thought to be having the potential to promoting value for organizations. Employee who makes creative performances is usually viewed as a key precursor to the successful implementation of creative ideas and also recognized as the person whose gives important ingredient for effectiveness in all kinds of work and organizations (Amabile, 1988, 1996; George & Zhou, 2007; Oldham & Cummings, 1996). Creative ideas can relate to work procedures, products, services, and organizing structures and can vary in terms of the degree to which the idea reflects an incremental versus radical departure from the status quo (Shalley, Zhou, & Oldham, 2004). Creative ideas can also vary in terms of scope or the range of their value-creating potential (George, 2007).

Table 2. Disciplinary framework studies on creativity

Perspective	Authors
Behavioral perspective	Epstein, 2003
Biology	Sperry, 1964 Hoppe & Kyle, 1991 Martindale & Hasenfus, 1978 Diamond et al., 1985 Mednick, 1962
Clinical perspective	Andreason, 1997 Hershman & Lieb, 1998 Rothenberg, 1990 Mraz & Runco, 1994 Carson & Runco, 1999 Kaun, 1991
Cognitive perspective	Wallach, 1970 Martindale & Greenough, 1973 Smith et al., 1990 Smith & Dodds, 1999 Goswami, 1999
Developmental research	Torrance, 1968 Jaquish & Ripple, 1981 Tegano & Moran, 1989 Albert & Runco, 1989
Economic factors	Dudek et al., 1993 Walberg & Stariha, 1992
Educational perspective	Rubenson & Runco, 1992 Harrington, 1975
History	Boorstin, 1992 Simonton, 1984
Organizational perspective	Amabile, 2003 Witt & Beorkem, 1989 Runco, 1995
Psychometric perspective	Witt & Beorkem, 1989 Guilford, 1968 Basadur, 1994 Amabile, 2003

Social perspective	Albert, 1983 Paulus & Nijstad, 2003 Simonton, 2003 Montuori & Purser, 1999 Parnes & Meadow, 1959
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Source: Runco (2004)

The relationship between stress and creativity

There are many previous studies that examined the individual and contextual factors that facilitate and hinder employees’ creative performance at work the creativity in a disciplinary framework. Especially, the relationship between stress and creativity has received considerable attention in the psychological, organizational, and educational literatures. Most researches regarding stress with creativity use a stimulus definition of stress. In the perspective of stimulus, stress is physical or psychological conditions that necessitate an adaptive response (Jex, Beehr, & Roberts, 1992; LePine, Podsakoff, & LePine, 2005). Previous studies addressing the relation between job stressors and creativity mainly focused on performance evaluation (Zhou & Oldham, 2001; Shalley, 1995) or time pressure (Baer& Oldham, 2006; Janssen, 2000; Ohly et al., 2006) and only used between-person designs. Also, there are unanswered questions that the clear valid model of concerning the relationship between them: studies have found positive (e.g., Baer, 1998), negative (e.g., Amabile, Goldfarb, & Brackfield, 1990), and curvilinear (e.g., Landon & Suedfeld, 1972) relationships between stress and creativity (Byron, Khazanchi, & Nazarian, 2010).

Some studies suggest that stressors increase creativity. In Bunce and West’s (1994) research, they investigate how individuals adapt their work environments in

response to occupational stress. Borrowing Nicholson's (1984) theory of work-role transitions, they found that individuals may attempt to adapt both themselves and the environment when entering new work roles and a particular new kind of role demand is perceived as creating stress, in that situation. Stressors increase arousal, which elicits the use of creative thought and motivates persistence toward deriving solutions (Anderson et al., 2004; Nicol & Long, 1996). When exposed to stressors, people may engage in focused problem-solving strategies, leading to enhanced creativity (Bunce & West, 1994). That is, stressors enhance creativity by creating a demand for creative solutions and by providing the cognitive stimulation and motivational arousal that are necessary for creative thinking (Andrews & Farris, 1972; Pelz, 1988; Byron, Khazanchi, & Nazarian, 2010).

On the other hand, according to distraction arousal theory (Teichner, Arees, & Reilly, 1963), stress decreases creative performance. Razmjou (1996) provided the definition for arousal that seems to encompass most perspectives. He said that arousal is a hypothetical construct which represents the level of central nervous system activity along a behavioral continuum ranging from sleep to alertness. As arousal theory states, arousal mobilizes and regulates the human stress response. People have a limited pool of mental resources and they devote some of these resources to attend to stressors, leaving fewer cognitive resources available for other tasks. The reduction of cognitive resources available may also result in the use of simpler cognitive strategies, such as using a narrow attentional focus (Eysenck, 1995; Amabile, Goldfarb, & Brackfield, 1990). Simple cognitive strategies are likely to result in the production of more common, less original ideas

(Baron, 1986; Drwal, 1973). In sum, stressors decrease creativity by demanding cognitive resources that are then not available for creative thinking and by using of simpler cognitive strategies.

The third alternative form for the relationship between stressors and creativity is that stress may be curvilinearly (inverted-U shaped form) related to creativity (Yerkes & Dodson, 1908; Landon & Suedfeld, 1972). According to activation theory (Gardner & Cummings, 1988), stressors can increase performance but only to a point, whereas, too much activation lowers performance, particularly for complex tasks like creative tasks. Individuals will be most creative at moderate levels of activation because moderate activation levels increase task engagement, result in the optimal use of cognitive resources, decrease negative affect, and increase positive affect (Baer & Oldham, 2006; Gardner, 1986). Conversely, too little or too much activation can lead to a lack of engagement and cause cognitive interference, which can hinder performance on cognitively demanding tasks. Given that cognitive, emotional, and behavioral engagement are important processes underlying creativity (Drazin, Glynn, & Kazanjian, 1999), moderate levels of activation are likely to be associated with the most creativity. Dickerson and Kemeny's (2004) found that number of social- evaluative threats and uncontrollable elements both are be associated with increases stress response. Social self-preservation theory forms the theoretical background, which says that humans are driven to preserve the social self and are vigilant to threats that may jeopardize their social esteem or status. Also, social- evaluative threats and uncontrollable elements likely increase activation (Elsbach & Hargadon, 2006).

Therefore, an inverted-U shaped form of model also founded. The results suggest that stressors' effect on creativity is more complex than previously assumed and points to the need for understanding boundary conditions that shed light on inconsistent findings (Byron, Khazanchi, & Nazarian, 2010). Furthermore, the study about the relationship between psychological reactions from stress and creativity is also needed. To fill this gap, the current research focuses on the effects of employee's perception of emotional exhaustion as an independent variable to the creativity.

III. HYPOTHESES DEVELOPMENT

Emotional exhaustion and creative performance

Emotional Exhaustion is a pervasive problem for organizations and often a consequence of people work (Maslach, Schaufeli, & Leiter, 2001; Maslach & Jackson, 1981). In terms of emotional exhaustion in organization literature, it usually means the feeling of emotional resource depletion and loss of energy to do something. Employees who are emotionally exhausted typically feel as though they lack adaptive resources and cannot give any more to their job (Maslach, 1982; Halbesleben & Buckley, 2004).

One of the most commonly cited negative consequences of emotional exhaustion is a reduction in job performance (Maslach, 1982; Halbesleben & Buckley, 2004b). Several researchers investigate the relationship between emotional exhaustion and job performance in longitudinal study that found a negative relationship between them (Leiter, Harvey, & Frizzell, 1998; Vahey, Aiken, Sloane, Clarke, & Vargas, 2004; Wright & Cropanzano, 1998). According to Goldberg and Grandey (2007), emotionally exhausted employees are lack the energy to complete tasks carefully. Also they need to expend additional effort in completing tasks (Halbesleben & Bowler, 2007).

As above, most of burnout literature has examined the relationship between burnout and in- role performance behaviors, limitedly. However, Wright and Bonnet (1997) suggested that the need to understand the relationship with other type of variables except just work performance. Following this perspective, the

current model suggests the research model that relationship between emotional exhaustion and creative performance. It is also thought be the part of work performance and need some resources such as personal characteristics, personal control over the job, energies, etc. Therefore, it also fits into the COR model of burnout. COR theory suggests that, under most circumstances, if one is experiencing emotional exhaustion, employee would be less likely to invest the limited resources he or she has and would instead maintain a defensive posture to protect those resources (Hobfoll, 2001). An emotionally exhausted employee's primary motivator becomes protecting whatever scarce resources remain and then employees would not have any motivation to invest into completing the tasks, duties, and then fail to make some of creative performance.

Additionally, from the perspective of Gardner's (1990) activation theory, stressors can increase performance just until specific phase and too much activation rather lowers performance, especially for doing complicated tasks like creative tasks. Individuals will be most creative at moderate levels of activation because moderate activation levels increase task engagement, result in the optimal use of cognitive resources, decrease negative affect, and increase positive affect (Baer & Oldham, 2006; Gardner, 1986; Byron, Khazanchi, & Nazarian, 2010). That means there will be an inverted U-shape between stressors and creativity.

Based on activation theory (Gardner, 1990) and theory of stress appraisal (Lazarus & Folkman, 1984), the relationship between emotional exhaustion and creative performance could be examined. According to activation theory stressor is positively related to perceived activation. Furthermore, activation theory posits that

an employee is optimally stimulated and fully engaged in his or her work at intermediate levels of activation, i.e., at characteristic levels of activation (Baer & Oldham, 2006; Gardner, 1990). In addition, an intermediate level of stressor (i.e., time pressure) in work situation should be appraised as challenging as fulfilling one's task within a given time can be achieved by investing more effort at work (Ohly & Fritz, 2010). Being optimally stimulated, challenged and engaged at work should in turn foster creative idea generation at work (Baer & Oldham, 2006; Ohly & Fritz, 2010). By contrast, individuals when experiences relatively low or high levels of pressure, one experiences activation that deviates from the characteristic level of stimulation which in turn should result into lower task engagement and creativity (Gardner, 1990). In sum, with regard to empirical evidence, I agreed that an inverted U-shaped relation (curvilinear relationship) between stressor and creativity.

However, if individual feels emotional exhaustion which is high level of pressure and extreme stressor, the employee may no longer appraise the situation as challenging but as threatening because spending more effort might not be sufficient to accomplish one's tasks within exhausted situation. Emotionally exhausted situation makes the individuals to distract arousal which evokes the use of creative thought during work situation. The reduction of cognitive resources available may also result in the use of simpler cognitive strategies, such as using a narrow attentional focus (Eysenck, 1995). And then, this kind of simpler cognitive strategies result reduction of creative thinking (baron, 1986; Drwal, 1973). Therefore, I argue that on days when an employee experiences an emotional

exhaustion he or she would be less creative. From these reasoning and previous empirical studies, I hypothesized the following:

Hypothesis 1a. Employee's perception of work-related emotional exhaustion is negatively related to creative performance.

Hypothesis 1b. Employee's perception of coworker-related emotional exhaustion is negatively related to creative performance.

Work related emotional exhaustion and feedback seeking behavior

According to Ashford and Cummings (1983), feedback is not like any other information and can be considered as a personal resource. Therefore, the feedback seeking behavior has been considered conscious devotion of effort toward determining the correctness and adequacy of behaviors for attaining valued end states. Furthermore, it is identified as self-regulatory tactic: individuals' proactive search for evaluative information about their performance (Ashford & Tsui, 1991; Porath & Bateman, 2006).

There are many different motivations to perform feedback seeking behavior. A long tradition in psychology suggests that people are motivated to defend and protect their egos (Baumeister, 1999). Also, Allport (1937) has called the defense of the ego as the 'nature's oldest law'. Individuals are thought to defend their egos through a variety of cognitive and behavioral strategies. Sherif and Cantril (1947) describe cognitive defense mechanisms ranging from

rationalizations to protective adjustments in which things, persons, and ideas are manipulated in memory in a highly selective fashion. Although accurate self-relevant information is most instrumental for goal attainment, people appear to have an overwhelming preference for favorable information about them that helps them maintain a positive self-view. Accordingly, they employ a variety of cognitive mechanisms to avoid or distort information that hurts their self-image (Baumeister, 1999). Negative type of feedback can hurt the employees' ego, and strike their resources. This potential for injury generates a motive to avoid (Ashford & Cummings, 1983; Wood, 1989), distort (Morrison & Cummings, 1992), or discount feedback (Baumeister, 1999; Frey, 1981; Mussweiler, Gabriel & Bodenhausen, 2000).

Furthermore, according to the COR model, an employee who is experiencing work related emotional exhaustion would be expected to lead to lower achievement motivation. He or she might sick and tired of their work to do and begin to feel as though they are less capable of completing tasks at work as they become loss own resources. Moreover, because achievement striving is associated with the desire to complete tasks at work (Brewer & Gardner, 1996), as this motivation lowers one would expect that creative performance also lower. If one is work-related exhausted, then he or she would be far less likely to seek out a situation that could potentially lead to higher demands in working.

Consistent with this logic, research shows that poor performers tend to avoid diagnostic information (Zuckerman, Brown, Fox, Lathin, & Minasian, 1979). Northcraft and Ashford (1990) found that individuals with

low performance expectations sought less feedback than those with high expectations, presumably to avoid the drop in self-image associated with negative feedback. Further, unlike unsolicited feedback which may be readily discounted, feedback that is actively solicited by individuals themselves may be more difficult to disregard. Self-perception theory would suggest that if performers seek feedback themselves, it is more difficult to subsequently disavow it (Bem, 1972). Thus, if performers expect the feedback to be negative, they would less conducting behavior of seeking feedback. It means that the level of these different motivations, in combination, which will determine the individual's will to active feedback seeking or not and the patterns of seeking behavior. Taken together, these lead to the prediction that those individuals who experience higher levels of work-related emotional exhaustion would less likely to conduct feedback seeking behavior.

Hypothesis 2. Employee's perception of work-related emotional exhaustion is negatively related to feedback seeking behavior.

Feedback seeking behavior and creative performance

Feedback seeking behavior usually considered as an employee practice and a managerial concern. It may affect the positive impact to individual and organization both ways. For individuals, acquired feedback gives some information about their performance. On the other hand, organizations get values of self-

awareness and interpersonal acumen, especially leaders, through feedback seeking (Goleman, 1998). However, that so little is known about the actions employees themselves may take to manage and enhance their own creative performance (Drazin, Glynn, & Kazanjian, 1999) and how these may also contribute to creative performance. Especially, research about the relationship between specific strategies like feedback seeking behavior and creative performance is scarce (Ruscio, Whitney, & Amabile, 1998). Understanding how employees increase their own creative performance may be as important as understanding who they are or how their context facilitates their efforts (de Stobbeleir, Ashford, & Buyens, 2011).

Feedback seeking behavior is valuable to the creative performance. First, the previous research indicated that when feedback seeking behavior is implemented with supervisor and follower, managers can use feedback as instrument to promote and nurture the creative performance of employees (Zhou, 2008). However, in today's dynamic world of work, where creativity and innovation have become a source of competitive advantage (Shalley et al., 2009; Zhou, 1998), organizations may have any ability to systematically pre-define and pre-stipulate the goals that employees need to achieve (Ashford, George, & Blatt, 2007). Because of the ambiguity of accompanying creative work and its variety type, determining the best managerial interventions for enhancing employees' creative performance has become an increasingly hard task for supervisors (Shalley, 2008). To the extent that these factors constrain formal organizational feedback, today's organizations enforce employees to give an effort to acquire feedback themselves. Based on these feedback, employees edit owns' behavior to maximize

their creative performance. That is, the non-routine character of the creative process that supervisor's poorly timed feedback makes increasingly dependent on employees' own self-regulation efforts to acquire feedback (Ashford, Blatt, & Vandewalle, 2003; Tsui & Ashford, 1994).

Second, Zhou (2008) accentuated that feedback may be particularly conducive to creative performance, because feedback reduces some of the uncertainty associated with the changing nature of work and because it helps performers to set creative standards. Feedback suggests new paths to consider for pushing work forward and stimulate new ideas for improving processes. de Stobbeleir, Ashford, and Buyens (2011) proposed that employees' active seeking of feedback is important, as the various external sources that potentially contribute to employee creative performance may not always provide their feedback spontaneously or at the right time. Indeed, more distant, external sources may not be aware of an employee's desire for advice and guidance (Higgins & Kram, 2001), or they may feel that they have no formal authority to provide feedback and thus may consider not giving it. As such, actively seeking feedback from these sources may be the only way for performers to obtain this crucial external input to enhance their creative performance. Therefore, the real organization context suggests that feedback seeking will be a valuable resource for employees in managing their own creative performance, apart from supervisors can use feedback as a tool to stimulate and foster creative performance.

Both of two distinct strategies in feedback seeking: the monitoring and the inquiry (Ashford & Cummings, 1983) can be used for increase creative

performance. The perspective of social cognitive research examined that individuals can learn to think and behave creatively by observing and monitoring creative models (Shalley & Perry-Smith, 2001; Zhou, 2003). In doing their work, individuals may make observations of how others proceed in their work or how others act and react toward them and their work. These observations can serve as feedback on their own work and work processes (Ashford & Cummings, 1983) and may stimulate more divergent thought as an input to creative performance (de Stobbeleir, Ashford, and Buyens, 2011). On the other hand, direct verbal feedback through inquiry gives a clear picture of how others see the employees' work and ideas, thereby facilitating subsequent adjustments and improvements to the ideas. Madjar (2005) theorized that employees who seek information more frequently from individuals within and outside their organizations are more creative, because of the variety of information and insights the multiple sources provide. From these reasoning and previous empirical studies, I hypothesized the following:

Hypothesis 3. Feedback seeking behavior is positively related to creative performance.

The work related emotional exhaustion level of employee is negatively related to the one's behavior of feedback seeking. In addition, the feedback seeking behavior can have a significant effect on the employee's creative performance. These indicate that individual's emotional reaction affects the way of thinking that doing proactive behavior or not and feedback seeking behavior acts as mediating

mechanisms that influences the creative performance. Taken together, the current study hypothesized the following,

Hypothesis 4. Employee's behavior of feedback seeking mediated the relationship between employee's perception of work-related emotional exhaustion and creative performance.

Coworker related emotional exhaustion and social interaction

As mentioned above, the source of emotional exhaustion will be examined through classified paths. In this part, the behavior pattern of coworker-related emotionally exhausted will be considered. Regardless of one's feelings about the job or the organization, relationships with coworkers have been regarded as an important factor to the individual (Halbesleben & Bowler, 2007). However, individuals might feel emotional exhaustion even from their coworkers. Employee may perceive his or her exchange with coworkers in disequilibrium, feel drained of energy to work with coworkers, and be tired of working with them due to personal feelings.

According to the COR theory, an employee who is experiencing emotional exhaustion would be more interested in minimizing further resource loss. In other words, as someone experiences emotional exhaustion, he or she will concentrate on things where one will be more likely to assist in coping with the emotional exhaustion (Hobfoll & Shirom, 2000). In this trouble situation, because employee feels fatigue from the general social relations with coworkers, he or she will try to

deviate from the target. Namely, coworker-related emotionally exhausted employee may be seeking to pull away from the coworkers.

This assertion also related to Barrick et al.'s (2002) notion of the communion striving form of motivation. Communion motivation is energy directed at obtaining acceptance in personal relationships and getting along with others (Barrick et al., 2002). An individual who is experiencing coworker related emotional exhaustion will attempt to decrease his or her acceptance in a social system to garner social resources, such as emotional social support or personal contacts.

In general, individuals may conserve resources by reinterpreting threat as challenge (Kobasa, 1979). In addition to refocusing attention as to whether and which resources are likely to be lost or gained, people may combat their sense of loss by reevaluating the value of resources that are threatened or that have been lost. Therefore, the stress of coworkers can be lightened by lowering the value placed on the lost relationship with them and shift focus on own tasks. By doing so, those who experience emotional exhaustion would disinvest their resources in social relationships in order to protect rested ones.

From the perspective of decision making theory, Janis and Mann (1977), for example, also argued that restricting one's social contacts is sometimes tantamount to making a special type of auxiliary decision to avoid exposure to disquieting messages or to guarantee that one will only hear reassuring information (p. 218). In addition, relationship scholars asserted that the maintenance of relationships is strongly associated with emotional experience precipitated by

relationship subject (Fitz & Gerstenzang, 1978; Clark & Watson, 1988). From this reasoning and previous empirical work, the current study hypothesized,

Hypothesis 5. Employee's perception of coworker-related emotional exhaustion is negatively related to social interaction.

Social interaction and creative performance

Basically, people have a strong motivation to form and maintain relationships (Baumeister & Leary, 1995) that called as 'the need to belong.' Also, people need to make effective decisions, avoid danger, resolve problems, cope with misfortunes, and obtain life-sustaining resources for survival. Belonging to a group can help one accomplish these, and group members support and protect each other, share resources, and gather information, etc (Baumeister, Twenge, & Nuss, 2002).

However, if someone be isolated or disconnect interaction with their group members, that kind of behavior influences cognitive processes because the experience thwarts a core need to belong (Baumeister & Leary, 1995). That is, those of individuals should have relatively less use for intelligent thought, whereas a fully functioning intelligence is needed to navigate the complex social structure and dynamics of human communities and also would be likely to feel severe emotional distress (Baumeister, Twenge, & Nuss, 2002). Being separated from social groups might set off anxiety or other forms of emotional distress that could produce a short-term impairment of cognitive functioning and negatively related to

divergent thinking which is essential to creative performance.

Also, two seminal theories of creativity propose that creativity is in part a social process (Amabile, 1983; Woodman, Sawyer, & Griffin, 1993). More specifically, factors in the work environment, such as social support and social influences resulting from group interaction, are proposed to be important antecedents to creativity. Amabile (1996), and Woodman et al, (1993) argued that the communication and interactions with diverse others should enhance creativity.

Moreover, complex social environment that workers experience more emphasized on teamwork and various forms of task sharing ensures the importance of interactions among working members. Employees may obtain more diverse and plentiful of information through personal social interaction rather than who don't. Therefore, in current days, workers try to interact with group members to get their jobs done and also gather knowledge. Furthermore, the quality and quantity of information/knowledge may differ from close relationship to awkward relationship. From the perspective of social network, Levin and Cross (2004) asserted that a strong tie is beneficial to knowledge transfer through interpersonal trust.

From these activities, employee will get domain-relevant knowledge. Domain-relevant knowledge is an individual's knowledge of facts, circumstances, and issues surrounding a given problem or area (Amabile, 1983). It involves technical expertise and the experience necessary to be able to come up with feasible solutions to a given problem. When individuals have more domain-relevant knowledge, the incidence of creative performance is enhanced (Mumford

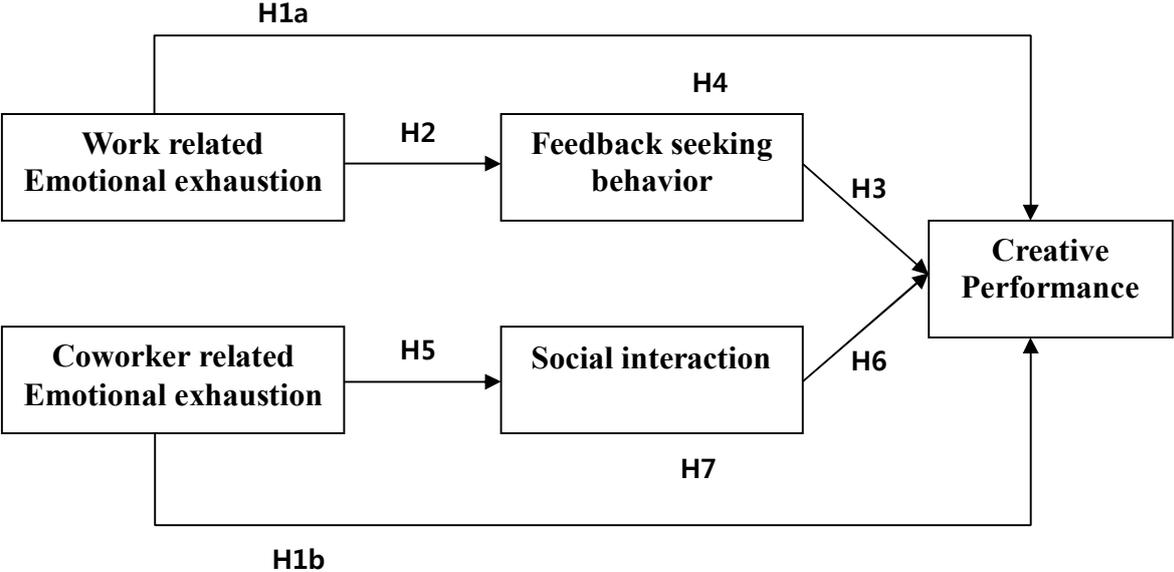
& Gustafson, 1988; Simonton, 1999) by an increased ability to generate potential solutions and to validate them to determine their appropriateness. From social interactions with others, individual should enhance one's understanding of the area and facilitate the generation of approaches that are feasible and unique. From this reasoning and previous empirical work, the current study hypothesized,

Hypothesis 6. Social interaction is positively related to creative performance.

The coworker related emotional exhaustion level of employee is negatively related to the one's frequency of social interaction. In addition, the social interaction can have a significant effect on the employee's creative performance. These indicate that individual's feeling of emotional exhaustion toward their coworkers affects the pattern of contacting to colleagues. And the diverse types of information and guaranteed emotional safety from personal relations act as mediating mechanisms that influences the creative performance. Taken together, the current study hypothesized the following,

Hypothesis 7. Employee's behavior of social interaction mediated the relationship between employee's perception of coworker-related emotional exhaustion and creative performance.

Figure 2. Research Model



IV. METHODS

1. Participants and procedures

The current study was implemented as non-experimental design using survey research in field setting. In order to test the hypothesized model of this study, the cross-sectional data were collected using questionnaires. A pair of survey package which included follower survey and supervisory survey was handed out to 16 organizations located in Republic of Korea. To reduce same source bias in measurement, two types of survey instruments will be used: one for the employees and the other for their supervisors who are in the position of the leader of the group or the team. Employees will receive questionnaires that measure variables of the perceptions of work-related emotional exhaustion and coworker-related emotional exhaustion each, feedback seeking behavior, interaction frequency, and information on their demographics. The other separate questionnaire, supervisors will provide information on demographics and rate the employee's creative performance and the behavior of feedback seeking.

The questionnaires were initially distributed 297 dyads to the 16 organizations, a total of 83 leaders and 232 followers of 265 dyads (response rate: 89%) were finally returned. After excluding the questionnaires with unreliable data and incomplete responses, 232 dyads were used for current data analysis.

Among responded followers, 67% were male and 33% were female with the average age of 33.35 (SD = 7.29). Education level of the employees were like this: 11.7% of them had higher degrees from graduate schools, 72.4% had

undergraduate degrees, 10.8% graduated from two-year technical college, and 5.2% finished their high school curriculum. . On average, followers had worked in their organization for 6.34 years (SD = 6.51) and worked with the current supervisor or team for 3.58 years (SD = 4.89). Respondents were composed of followers with four different position ranks: 48.7% were rank-and-file employees, 22.0% were assistant managers, 20.3% were managers, 4.7% were senior managers, 1.7% were directors (general managers), and 2.6% were etc. Most of them were office personnel (77.6%) and employed as full-time staff (91.8%).

On the other hand, supervisors of the subordinates also provided their demographic information. Among responded 83 supervisors, 83.1% were male with the mean age of 42.42 (SD = 7.47). Education levels of the leaders were as follows: 24.1% of them had completed their graduate schools, 67.5 % had undergraduate degrees, 7.2% graduated from two-year technical college, and 1.2% were high school graduates. The average organizational tenure of the supervisors was 13.46 years (SD = 7.33). Among them, 33.7% were highly ranked than general manager, 26.5% were senior managers, 30.1% were managers, and 9.6% were assistant managers. Most of responded supervisor were office personnel (69.9%).

Table 3. Demographic characteristics of sample (Follower)

Variable	Dimension	Frequency	Valid ratio (%)
Gender	Male	156	67.2
	Female	76	32.8
	Sum	232	100.0
Age	Twenties	86	37.1
	Thirties	101	43.5
	Forties	39	16.8
	Fifties	6	2.6
	Sum	232	100.0
Continuous service year (Org.)	Under 1 year	22	9.5
	Over 1 to under 3 years	74	31.9
	Over 3 to under 6 years	43	28.0
	Over 6 to under 10 years	30	12.9
	Over 10 to under 15 years	31	13.4
	Over 15 years	32	13.8
	Sum	232	100.0
Continuous service year (Dep. or team)	Under 1 year	49	21.1
	Over 1 to under 2 years	57	24.6
	Over 2 to under 5 years	73	31.5
	Over 5 years	53	22.5
	Sum	232	100.0
Education level	High school	12	5.2
	Junior college (2 yrs)	25	10.8
	Undergraduate degree	168	72.4
	Graduate degree	25	10.8
	Etc.	2	0.9
	Sum	232	100.0
Position (Staff level)	Staff	113	48.7
	Assistant manager	51	22.0
	Manager	47	20.3
	Senior manager	11	4.7
	Director	4	1.7
	Etc.	6	2.6
	Sum	232	100.0
Job type	Office personnel	180	77.6
	Sales	14	6.0

	Research & development	8	3.4
	Production & Technical Profession	8	3.4
	Etc.	13	5.6
	Sum	9	3.9
		232	100.0
Employment type	Full - time	213	91.8
	Contract	16	6.9
	Part – time	1	0.4
	Etc.	2	0.9
	Sum	232	100.0

Table 4. Demographic characteristics of sample (Supervisor)

Variable	Dimension	Frequency	Valid ratio (%)
Gender	Male	69	83.1
	Female	14	16.9
	Sum	83	100.0
Age	Twenties	4	4.8
	Thirties	28	33.8
	Forties	34	45.7
	Fifties	17	20.5
	Sum	83	100.0
Continuous service year (Org.)	Under 3 year	5	6.0
	Over 3 to under 10 years	22	26.5
	Over 10 to under 15 years	20	24.1
	Over 15 to under 20 years	11	13.3
	Over 20 years	25	30.1
	Sum	83	100.0
Education level	High school	1	1.2
	Junior college (2 yrs)	6	7.2
	Undergraduate degree	56	67.5
	Graduate degree	20	24.1
	Sum	83	100.0
Position (Staff level)	Assistant manager	8	9.6
	Manager	25	30.1
	Senior manager	22	26.5
	Director	27	32.5
	Etc.	1	1.2
	Sum	83	100.0
Job type	Office personnel	58	69.9
	Sales	4	4.8
	Research & development	6	7.2
	Production & Technical	6	7.2
	Profession	5	6.0
	Etc.	4	4.8
	Sum	83	100.0
	Employment type	Full - time	82
Contract		1	1.2
Sum		83	100.0

2. Measures

Before starting the survey, all survey items used in current study had survey translation procedures. At first, all measures of English version had translated to Korean and then translated back into English by myself and several master-degree students who are not involved in this study. Entire procedures were followed as recommended by Brislin (1980). As reported above, all variables that emotional exhaustion, feedback seeking behavior, social interaction frequency in the current study were measured from employee's self-reports, whereas employee's creative performance used as dependent variable in the current study and employee's behavior of feedback seeking were rated by their supervisor. The specific measures used of analyzing this research model are described below. The subjects will be asked to respond to the questionnaires using a seven-point Likert scale (ranging from 1= strongly disagree to 7= strongly agree) each.

Work related Emotional Exhaustion The perception of work related emotional exhaustion was measured with multi-item subscales developed by Kristensen, Borritz, Valladsen, and Christense (2005). There are several items of measure regarding to individual's emotional exhaustion. The most widely used measure is the emotional exhaustion scales of MBI (Maslach Burnout Inventory) from Maslach and Jackson (1981). However, the focus of this research was to classify the source of emotional exhaustion, so, CBI (Copenhagen Burnout Inventory) measure was adapted for current study.

The core of CBI is the fatigue and exhaustion and there is a questionnaire

for burnout and is composed of three subscales (personal burnout, work-related burnout, and client-related burnout). Personal burnout pertains to general symptoms of physical or mental exhaustion, which is not always related to a given particular situation in the work environment and applies to everyone. Work-related burnout pertains to symptoms of exhaustion that are related to the work of the subject and applies to everyone in the workforce. Client-related burnout pertains to symptoms of exhaustion related to the subject's work with clients and applies to employees in human service work such as nurses and teachers. This inventory is relatively newly-developed and has been used in several countries.

To measure work related emotional exhaustion, work-related burnout subscale of CBI was used. All of 6 items of them were initially adopted, and then an exploratory factor analysis was conducted using the SPSS 19.0 package. One item was eliminated due to unexpected pattern, therefore the total of 5 items was used in the current study. A sample items include "Do you feel worn out at the end of the working day?", "Do you feel burnt out because of your work?". The analysis results are presented in Table 5 and the Cronbach alpha value was .84.

Coworker related Emotional Exhaustion The perception of coworker related emotional exhaustion was measured with multi-item subscales developed by Kristensen, Borritz, Valladsen, and Christense (2005), too. The initial version of client-related burnout subscale of CBI was modified as coworker-related situation in order to match the current research purpose. The word 'client' was changed for 'coworker' and the specific situation of responding client was also altered. As a

result, all 6 items were measured for coworker related emotional exhaustion. Sample items include “ Does it drain your energy to work with coworkers?”, “Do you feel that you give more than you get back when you work with coworkers?”. Result of factor analysis is presented in Table 5 (Cronbach’s alpha = .83).

Feedback seeking behavior Feedback seeking behavior was adopted from Ashford (1986). One subscale of it was monitoring part that was consisted 4 items (Cronbach’s alpha = .88) and the other was inquiry (Cronbach’s alpha = .89). Total items were measured by 7 items from both of follower and supervisor. The constituents were asked to indicate, also on a seven-point scale, how frequently the individual conduct these type of behaviors. Result of factor analysis is presented in Table 6.

Social interaction Frequency of social interaction was measured with four items modified from an instrument developed by Wilson (1988). Respondents described the frequency of various forms of their interaction with coworker on a seven-point scale ranging from 1 to 7. Sample items are ‘How frequently do you interact with your coworker at work?’ and ‘How frequently do you interact with coworkers informally or socially at work?’. Result of factor analysis is presented in Table 7 (Cronbach’s alpha = .87).

Creative performance Following prior research, we used supervisor ratings to assess employees’ creative performance (Zhou, 1998, 2003; Zhou &

George, 2001). Creative performance was measured with 13-item developed by Zhou and George (2001), supervisors rated the creative performance of their subordinates on a scale ranging from 1 to 7. A sample item is “Comes up with new and practical ideas to improve performance.” The result of factor analysis is presented in Table 8 (Cronbach’s alpha = .97).

Control variables Several demographic variables measured from the employees and from the supervisors were controlled in this study. If not, that may influence patterns of interaction among peer employees and, in turn, social status and individual productivity. Gender, age, education level, continuous service year, position, job type, marital status, employment type of follower and supervisor will be considered. Age was measured in years. Gender was coded (1= male, 2 = female), and employee education level (1 = high school, 2 = junior college, 3 = undergraduate degree, 4 = graduate degree, and 5= etc.) also coded. Additionally, the factor related to the hierarchical status of the employees in the organization like as organizational tenure, position was measured. For lastly, one’s marital status, job type (1 = Office personnel, 2 = Sales, 3 = Research & development, 4 = Production & Technical, 5 = Profession, and 6 = etc.), and employment type (1 = Full – time, 2 = Contract, 3 = Part – time, 4 = temporary, and 5 = etc.) were controlled.

3. Analytical strategy

Prior to conduct the test of hypotheses, validity and reliability check on the responses to questionnaire items was conducted. First, exploratory factor analysis was implemented in order to examine whether the items measured in this study having corresponding construct each. After then, Cronbach's alpha statistics was reported for determination of internal consistency and reliability.

Hierarchical regression analysis was conducted to test the hypotheses of current study using SPSS 19.0 statistical package. The first set of hypotheses (1a and 1b) concerns the relationship between two paths of emotional exhaustion and creative performance. In step 1, the control variables including demographic variables were set. In step 2, the independent variables that work-related emotional exhaustion and coworker-related emotional exhaustion were entered.

To test further hypotheses also conducted in hierarchical linear regression analysis. The second set of hypotheses concerns mediation effect of feedback seeking and social interaction. For the test of mediating effects of two variables, the Baron and Kenny's (1986) four-step approach was adopted. The first step is about identification of the independent variables have significant effect on dependent variables, and therefore requires a test of main effect of the independent variable to outcome variable. The second step concerns demonstration of the significant relationship between independent variable and the mediating variable, and that obtains a separate test of main effect of independent variable on the mediating variable. The third step concerns examination of the mediating variable is significantly related to dependent variable while the independent variable is held

constant as a control variable. The last step concerns examination of the relationship between the independent variable and the dependent variable when the mediating variable is included in the linear model.

Following the Baron and Kenny's guideline, Shrout and Bolger (2002) and other researchers said that the first step (identification of the significant relationship between independent variable and dependent variable) is not critical to examine the mediation effect. Also, Kenny, Kashy, and Bolger (1998) argued that first step is not required for investigating mediation effect. Based on these researches, this study relaxed the requirement of the first step guideline of Baron and Kenny (1986).

Hypotheses 2 through 4 suggests the mediating effects of feedback seeking behavior on the relationship between work-related emotional exhaustion and creative performance. The other path that hypotheses 5 through 7 concerns the mediating effects of social interaction on the relationship between coworker-related emotional exhaustion and creative performance. In step 1, control variable were included. Work-related emotional exhaustion and Coworker-related emotional exhaustion were included in step 2. Feedback seeking behavior and social interaction were entered in step 3 each. Meanwhile, for significant mediating variables, additional analysis will be conducted to report the Sobel test.

V. RESULTS

1. Validity and reliability analysis

Before testing the hypotheses, exploratory factor analysis was implemented in order to examine whether the items measured in this study having corresponding construct each. All variables are assumed to be related to some degree, but varimax rotation was used to check the distinctiveness of the constructs. All items showed the expected pattern except one item of work related emotional exhaustion (i.e., item number 4). So, after eliminating this one, exploratory factor analysis was conducted again. Also, Cronbach's alpha was calculated to show reliability. The results are shown in Table 5 through Table 8.

2. Descriptive statistics

The means, the standard deviations, and the inter-correlations of variables that were used in this analysis are shown in Table 9. As shown in the table, work related emotional exhaustion was negatively correlated with creative performance and but coworker related emotional exhaustion is not significantly correlated with creative performance. Social interaction is negatively correlated not only work related emotional exhaustion but also coworker related emotional exhaustion. Creative performance is positively correlated feedback seeking behavior and social interaction.

Table 5. Factor analysis of the items measuring the emotional exhaustion of employee

Items	Factor loadings			α
	1	2	3	
Work - related emotional exhaustion				
1. Do you feel worn out at the end of the working day?	.58	.36	.02	0.84
2. Are you exhausted in the morning at the thought of another day at work?	.77	.11	.07	
3. Do you feel that every working hour is tiring for you?	.80	.12	.16	
5. Is your work emotionally exhausting?	.72	.15	.23	
6. Do you feel burnt out because of your work?	.78	.25	.11	
Personal emotional exhaustion				
1. How often do you feel tired	.08	.87	.01	0.88
2. How often are you physically exhausted	.15	.89	.05	
3. How often are you emotionally exhausted	.15	.81	.17	
4. How often do you think 'I can't take it anymore'	.41	.60	.21	
5. How often do you feel worn out	.51	.62	.08	
6. How often do you feel weak and susceptible to illness	.48	.55	.07	
Coworker - related emotional exhaustion				
1. Do you find it hard to work with coworkers?	.19	-.02	.76	0.83
2. Does it drain your energy to work with coworkers?	.22	.17	.74	
3. Do you find it frustrating to work with coworkers?	.20	.07	.77	
4. Do you feel that you give more than you get back when you work with coworkers?	-.07	.09	.71	
5. Are you tired of working with others?	.34	.05	.72	
6. Do you sometimes wonder how long you will be able to continue working with coworkers?	-.07	.07	.61	
<hr/>				
Eigen Value	3.64	3.52	3.30	
Pct of VAR (%)	21.43	20.73	19.43	
Cum of VAR (%)	21.43	42.16	61.59	

$N = 232$. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 6. Factor analysis of the items measuring the feedback seeking behaviors of employee

Items	Factor loadings		α
	1	2	
Monitoring			
1. Observe what performance behaviors your boss rewards and use this as feedback on your own performance?	.83	.16	0.88
2. Compare yourself with peers (persons at your level in the organization)?	.82	.23	
3. Pay attention to how your boss acts toward you in order to understand how he/she perceives and evaluates your work performance?	.84	.29	
4. Observe the characteristics of people who are rewarded by your supervisor and use this information?	.74	.42	
Inquiry			
5. Seek information from your co-workers about your work performance?	.37	.81	0.89
6. Seek feedback from your supervisor about your work performance?	.28	.89	
7. Seek feedback from your supervisor about potential for advancement within the system?	.18	.89	
Eigen Value	2.87	2.58	
Pct of VAR (%)	40.95	36.92	
Cum of VAR (%)	40.95	77.87	

$N = 232$. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 7. Factor analysis of the items measuring the interaction frequency

Items	Factor loading	
	1	α
1. How frequently does your coworker initiate work-related interaction with you?	.83	0.87
2. How frequently do you initiate work-related interaction with your coworker?	.87	
3. How frequently do you interact with your coworker at work?	.91	
4. How frequently do you interact with coworkers informally or socially at work?	.79	
Eigen Value	2.91	
Pct of VAR (%)	72.67	
Cum of VAR (%)	72.67	

$N = 232$. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 8. Factor analysis of the items measuring the creative performance

Items	<u>Factor loading</u> 1	α
1. This employee suggests new ways to achieve goals or objectives	.86	0.97
2. This employee comes up with new and practical ideas to improve performance	.90	
3. This employee searches out new technologies, processes, techniques, and/or product ideas	.87	
4. This employee suggests new ways to increase quality	.89	
5. This employee is a good source of creative ideas	.89	
6. This employee is not afraid to take risks	.71	
7. This employee promotes and champions ideas to others	.87	
8. This employee exhibits creativity on the job when given the opportunity to	.89	
9. This employee develops adequate plans and schedules for the implementation of new ideas	.85	
10. This employee often has new and innovative ideas	.87	
11. This employee comes up with creative solutions to problems	.89	
12. This employee often has a fresh approach to problems	.83	
13. This employee suggests new ways of performing work tasks	.85	
Eigen Value	9.65	
Pct of VAR (%)	74.24	
Cum of VAR (%)	74.24	

N = 232. Bolded numbers represent factor loadings greater than .40 on the corresponding factor.

Table 9. Means, Standard deviations, and correlations.

	Mean	S. D.	1	2	3	4	5	6	7	8	9	10
1. Age	33.34	7.29	1									
2. Tenure	6.33	6.51	0.80**	1								
3. Gender	1.33	0.47	- 0.33** *	- 0.22** *	1							
4. Education level	2.91	0.67	0.04	-0.02	- 0.21** *	1						
5. Position	1.97	1.20	0.58** *	0.51** *	- 0.29** *	0.17**	1					
6. WorKEE	3.79	1.05	-0.10	-0.09	0.18**	0.06	0.00	1				
7. CoworkerEE	3.42	0.87	0.12*	0.13*	0.07	0.17**	0.11†	0.34** *	1			
8. FSB	3.90	0.99	-0.06	-0.13*	-0.01	0.05	-0.02	0.07	0.10	1		
9. SI	4.71	0.89	0.12†	0.08	-0.08	0.08	0.12†	-0.15*	-0.12†	0.27** *	1	
10. CRT	4.61	1.01	0.02	0.02	-0.09	0.11†	0.10	-0.13*	0.06	0.11†	0.23** *	1

Note. N = 232, *p≤ .05, **p≤ .01, *** p≤ .001, †p≤ .10 (two-tailed)

WorKEE: Work-related emotional exhaustion, CoworkerEE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction, CRT: Creative performance.

3. Hypotheses testing

Hypothesis 1 suggested the negative relationships between employee's emotional exhaustion and creative performance. Specifically, hypothesis 1a is about work-related emotional exhaustion and hypothesis 1b concerns coworker-related emotional exhaustion. As indicated in Table 10, the results of the results of hierarchical regression analysis show that both of the work-related emotional exhaustion and coworker-related emotional exhaustion had a negative effect on creative performance ($\beta = -0.18, p < .01$). However, only work-related emotional exhaustion was significantly related to outcome variable, whereas, coworker-related emotional exhaustion was not significantly related to creative performance. Thus, these result provides support for Hypothesis 1a, while Hypothesis 1b was not supported.

Table 11 presents the results of hierarchical regression analysis for upper part of the current research model. Hypothesis 2 suggested that the significant relationship between work-related emotional exhaustion and feedback seeking behavior. Results in Model 2 indicated that work-related emotional exhaustion was not significantly related to feedback seeking behavior. Thus, hypothesis 2 was not supported. Hypothesis 3 suggested the positive main effects of feedback seeking behavior on creative performance. The results in Model 4 indicated that feedback seeking behavior is marginally related to creative performance ($\beta = 0.11, p < .10$). This result supports Hypothesis 3.

The other path of the current research model was also conducted hierarchical regression analysis. Hypothesis 5 suggested that coworker-related

emotional exhaustion would be negatively related to social interaction frequency. Table 12 (Model 2) indicated that coworker related emotional exhaustion had negatively significant relationship with social interaction ($\beta = -0.16, p < .05$). Thus, Hypothesis 5 was supported. Hypothesis 6 suggested the positive main effects of social interaction on creative performance. The results in Table 12 (Model 4) indicated that social interaction is significantly and positively related to creative performance ($\beta = 0.22, p < .01$). Thus, Hypothesis 6 was supported.

Hypothesis 4 and 7 suggested the mediating variables in each path. In order to examine the mediating effect, hierarchical regression analysis was conducted through Baron and Kenny's (1986) approach. Hypothesis 4 is about feedback seeking behavior mediates the relationship between work-related emotional exhaustion and creative performance. However, the current study confirmed only for first condition of mediation testing, the second condition was not fulfilled in examining Hypothesis 2. So, Hypothesis 4 was not supported.

On the other hand, Hypothesis 7 suggested that social interaction mediates the relationship between employee's coworker-related emotional exhaustion and creative performance. Before conducting regression, the current study confirmed the first condition of mediation testing through Hypothesis 1b. The examination of hypothesis 5, which posited the negative relationship between coworker-related emotional exhaustion and social interaction, also fulfilled the second condition of mediation testing. After the social interaction was regressed, the effect of employee's coworker-related emotional exhaustion was shown to significant effect to creative performance ($\beta = 0.14$), and the social interaction had a significant

effect on creative performance ($\beta = 0.23, p < .01$) (Model 3 in Table 10).

In addition, the current study also employed Sobel test (Sobel, 1982). This test directly identifies the mediating effect (Mackinnon, Lockwood, Hoffman, West & Sheet, 2002) to validate the mediation between the independent variable and dependent variable. The statistics is calculated with the regression coefficients and standard errors from the regression equations which represent the relation between independent variable and mediator and the relation between mediator and the dependent variable.

For the hypothesis 7, the result of Sobel test supports the negative mediating effects of social interaction within the relationship between employee's coworker related emotional exhaustion and creative performance (Z score = -1.921, $p < .10$). Therefore, the Hypothesis 7 was supported.

Table 10. Hierarchical regression analysis results for creative performance
(Hypothesis 1a,1b,7)

Variable	Creative performance		
	Model 1	Model 2	Model 3
Step1: Control variables			
Age	-0.08	-0.10	-0.13
Tenure	0.12	-0.00	0.02
Gender	-0.07	-0.06	-0.07
Education level	0.09	0.08	0.06
Position	0.10	0.12	0.10
Step2: Main effects			
Work EE		-0.18*	-0.16*
Coworker EE		0.12†	0.14*
Step3: Mediator			
FSB			0.05
SI			0.20**
Overall F	1.198	1.890†	2.806**
F change		3.551*	5.734**
R ²	0.03	0.06	0.10
R ² change		0.03	0.05
Sobel test			-1.921†

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

Table 11. Hierarchical regression analysis results for mediator: feedback seeking behavior (Hypothesis 2,3)

Variable	Feedback seeking behavior		Creative performance	
	Model 1	Model 2	Model 3	Model 4
Step1: Control variables				
Age	0.10	0.01	-0.08	-0.09
Tenure	-0.23*	-0.22*	0.02	0.04
Gender	-0.02	-0.03	-0.07	-0.07
Education level	0.04	0.03	0.09	0.08
Position	0.02	0.01	0.1	0.10
Step2:Independent variable				
Work EE		0.07		
Step3:Mediating variable				
FSB				0.11†
Overall F	1.242	1.207	1.198	1.453
F change		1.033		2.681†
R ²	0.03	0.03	0.03	0.04
R ² change		0.004		0.01

N = 232, *p≤ .05, **p≤ .01, *** p≤ .001, †p≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

Table 12. Hierarchical regression analysis results for mediator: social interaction (Hypothesis 5,6)

Variable	Social interaction		Creative performance	
	Model 1	Model 2	Model 3	Model 4
Step1: Control variables				
Age	0.12	0.13	-0.08	-0.10
Tenure	-0.04	-0.03	0.02	0.03
Gender	-0.02	0.01	-0.07	-0.07
Education level	0.06	0.10	0.09	0.07
Position	0.05	0.06	0.10	0.09
Step2: Independent variable				
Coworker EE		-0.16*		
Step3: Mediating variable				
SI				0.22**
Overall F	1.133	1.860†	1.198	2.921**
F change		5.387*		11.264***
R ²	0.02	0.05	0.03	0.07
R ² change		0.03		0.05

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

The current study also conducted path analysis using AMOS 20.0 additionally to check research model fit. Some goodness-of-fit indexes were used to assess the overall fit of the proposed path: the comparative fit index (CFI; Bentler, 1990), and the root-mean-square error of approximation (RMSEA) with confidence intervals. For the CFI, values of .95 or above indicate a model with acceptable fit (Bentler & Bonett, 1980; Hu & Bentler, 1999). For the RMSEA, values of .05 or less indicate a well-fitting model (Hu & Bentler, 1999). The overall measurement model fit indicated a good fit to the data ($\chi^2[545] = 1017.643$, CMIN/DF = 1.867, IFI = 0.922, TLI = 0.914, CFI = 0.922, RMSEA: 0.061).

4. Additional analysis

The current research concerns the mechanism of emotionally exhausted employee's behavior and performance through classifying each source of exhaustion. Prior to the test of the mediating effects of feedback seeking behavior and social interaction frequency, main effect of employee's feeling of emotional exhaustion on creative performance is tested.

Additional analysis is conducted to investigate some findings that concerns the relationship with emotional exhaustion and other outcome variables except creative performance (i.e. task performance and organizational citizenship behavior). The analysis for these testings performed the same ways of earlier ones. Hierarchical linear regression analysis and mediation analysis follows the four-step guidelines of Baron and Kenny (1986). For further analysis, Sobel test was also executed.

First of all, an additional analysis is conducted to investigate the patterns of results for the relationship with task performance. As indicated in the Table 13, the relationships among variables are nonsignificant nothing except negative pattern between coworker related emotional exhaustion and social interaction. Employees who exhausted due to their coworker are willing to decrease social interaction frequency with others ($\beta = -0.16, p < .05$).

A second additional analysis is conducted to investigate the relationship between emotional exhaustion and organizational citizenship behavior. For further examination, OCB-I and OCB-O are tested separately. This approach “slices” behaviors not by category of behavior but instead by the intended beneficiary of the behavior (e.g., OCBs targeted at individuals (OCB-I) vs. OCBs targeted at organizations (OCB-O); Williams & Anderson, 1991).

The negative relationship between work related emotional exhaustion and OCB-I is significant, $\beta = -0.17, p < .05$. However, no significant relation between coworker related exhaustion and OCB-I, $\beta = -0.002, p = .98$. Feedback seeking behavior was not related to work related emotional exhaustion and OCB-I each. Coworker related emotional exhaustion is negatively related to social interaction ($\beta = -0.16, p < .05$) and social interaction is positively related to OCB-I ($\beta = 0.24, p < .001$), respectively. There was limited satisfaction for guidelines of Baron and Kenny (1986). However, the results from the Sobel test indicate that social interaction is a marginally significant mediator ($Z = -1.96$). Therefore, the Sobel test provides support for hypothesis 7 in relationship with OCB-I.

The result patterns of OCB-O is showed similarly. The negative

relationship between work related emotional exhaustion and OCB- O is significant ($\beta = -0.22$, $p < .001$) and coworker related exhaustion and OCB-O is not significant ($\beta = 0.07$, $p = .30$). Feedback seeking behavior was not related to work related emotional exhaustion and OCB-O each. Coworker related emotional exhaustion is negatively related to social interaction ($\beta = -0.16$, $p < .05$) and social interaction is marginally related to OCB-O ($\beta = 0.21$, $p < .01$). The results from the Sobel test indicate that social interaction is a marginally significant mediator ($Z = -1.88$). Therefore, the Sobel test provides support for mediating effect in relationship with coworker related emotional exhaustion and OCB-O.

Table 13. Hierarchical regression analysis results for task performance

Variable	Task performance		
	Model 1	Model 2	Model 3
Step1: Control variables			
Age	-0.05	-0.06	-0.07
Tenure	-0.06	-0.07	-0.05
Gender	0.06	0.06	0.06
Education level	0.12†	0.11	0.10
Position	0.05	0.06	0.06
Step2: Main effects			
Work EE		-0.12†	-0.12
Coworker EE		0.10	0.09
Step3: Mediator			
FSB			0.07
SI			0.03
Overall F	1.083	1.263	1.173
F change		1.697	0.862
R ²	0.02	0.04	0.05
R ² change		0.02	0.01

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

Table 14. Hierarchical regression analysis results for individual-directed citizenship behavior (OCB-I)

Variable	OCBI		
	Model 1	Model 2	Model 3
Step1: Control variables			
Age	-0.07	-0.08	-0.11
Tenure	-0.02	-0.04	-0.02
Gender	0.01	0.04	0.04
Education level	0.04	0.05	0.03
Position	0.06	0.08	0.06
Step2: Main effects			
Work EE		-0.19**	-0.16*
Coworker EE		0.06	0.08
Step3: Mediator			
FSB			0.04
SI			0.21**
Overall F	0.350	1.211	2.311*
F change		3.345*	5.974**
R ²	0.01	0.04	0.09
R ² change		0.03	0.05
Sobel test			-1.953†

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

Table 15. Hierarchical regression analysis results for organizational-directed citizenship behavior (OCB-O)

Variable	OCBO		
	Model 1	Model 2	Model 3
Step1: Control variables			
Age	-0.12	-0.15	-0.17
Tenure	0.05	0.03	0.03
Gender	-0.07	-0.05	-0.05
Education level	0.03	0.02	-0.00
Position	0.03	0.05	0.04
Step2: Main effects			
Work EE		-0.27***	-0.25***
Coworker EE		0.16*	0.19**
Step3: Mediator			
FSB			-0.02
SI			0.20**
Overall F	0.406	2.665**	3.181***
F change		8.247***	4.682**
R ²	0.01	0.08	0.11
R ² change		0.07	0.04
Sobel test			-1.880†

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion, Coworker EE: Coworker-related emotional exhaustion, FSB: Feedback seeking behavior, SI: Social interaction.

Table 16. Hierarchical regression analysis results for mediator: individual-directed citizenship behavior (OCB-I)

Variable	Social interaction		OCBI	
	Model 1	Model 2	Model 1	Model 2
Step1: Control variables				
Age	0.12	0.13	-0.07	-0.09
Tenure	-0.04	-0.03	-0.02	-0.01
Gender	-0.02	0.01	0.01	0.02
Education level	0.06	0.10	0.04	0.03
Position	0.05	0.06	0.06	0.05
Step2: Main effects				
Coworker EE		-0.16*		
SI				0.24***
Overall F	1.133	1.860†	0.350	2.463*
F change		5.387*		12.936***
R ²	0.02	0.05	0.01	0.06
R ² change		0.03		0.05

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

Coworker EE: Coworker-related emotional exhaustion,

SI: Social interaction.

Table 17. Hierarchical regression analysis results for mediator:
organizational-directed citizenship behavior (OCB-O)

Variable	Feedback seeking behavior		OCBO	
	Model 1	Model 2	Model 1	Model 2
Step1: Control variables				
Age	0.10	0.01	-0.12	-0.14
Tenure	-0.23*	-0.22*	0.06	0.06
Gender	-0.02	-0.03	-0.07	-0.07
Education level	0.04	0.03	0.03	0.01
Position	0.02	0.01	0.03	0.01
Step2: Main effects				
Work EE		0.07		
FSB				0.21**
Overall F	1.242	1.207	0.406	2.012†
F change		1.033		9.963**
R ²	0.03	0.03	0.01	0.05
R ² change		0.004		0.04

N = 232, *p ≤ .05, **p ≤ .01, *** p ≤ .001, †p ≤ .10 (two-tailed)

WorkEE: Work-related emotional exhaustion,

FSB: Feedback seeking behavior.

VI. DISCUSSION

1. Summary of the findings

Burnout is a serious job-related syndrome and can be predictor of employee's well-being state, thereby depleting an one's resources and bring psychological strain. Therefore, many organizational scholars have paid attention to this issue, but until now few studies have investigated the process of how emotionally exhausted people acts and its influence on performance. Previous works focused on the antecedents of burnout and direct effect on consequences. The present study begins from this question. The purpose of this study is to investigate the relationship between the perception of emotional exhaustion and their creative performance. By dividing the source of emotional exhaustion, this study tried to find out different possible psychological mechanisms; one is focused on work orientation and the other is relation related orientation, when employee engage their behaviors at workplace. Feedback seeking behavior and social relation is examined as mediating variables. Furthermore, the current study has also examined the relationship between emotional exhaustion and other outcomes (e.g., task performance and organizational citizenship behavior) to compare. Taken together, the present study suggests that the relationship between emotional exhaustion and creative performance is mediated by feedback seeking behavior and personal social interaction on two different paths.

Based on Hobfoll's conservation of resources theory, employee's perception of emotional exhaustion was thought to be a depletion of resources. Moreover,

activation theory and theory of stress appraisal suggest that emotionally exhausted employee might appraise their situation as threat and distract arousal to make creative performance. Both hypothesis 1a and 1b anticipated the negative relationships between two paths (work-related and coworker-related way) of emotional exhaustion and creative performance.

As hypothesized, the findings of the current study support Hypothesis 1a that concerns the negative relationships between work-related emotional exhaustion and creative performance. However, hypothesis 1b which concerns the relationship with coworker-related emotional exhaustion and creative performance marginally showed positive pattern in multiple regression analysis result ($\beta=0.12$, $P\leq.10$). Meanwhile, in the correlation analysis, work-related emotional exhaustion and creative performance are significantly correlated, but coworker-related emotional exhaustion and creative performance are not significantly correlated. That means, the results of multiple regression analysis and correlation analysis are not matched (The each variable of work related emotional exhaustion and coworker related emotional exhaustion is $VIF \leq 10$, $CI \leq 100$; no multi-collinearity). When comparing to the result of single regression analysis, the relationship between work-related emotional exhaustion and creative performance showed negative and significant relation ($\beta= -.14$, $P\leq.05$). However, there is no significant relationship between coworker-related emotional exhaustion and creative performance. These results are match with correlation analysis. Therefore, it is hard to conclude that there is a significant positive relationship between coworker-related emotional exhaustion and creative performance. It is need to be more

interpretation. In conclusion, the results provide support for Hypothesis 1a, while Hypothesis 1b was not supported.

Also drawing on the COR model, the current study tried to find out cognitive way of behavior which has work-related emotional exhaustion. An employee who sick and tired of their work itself begins to lower achievement motivation and more focused on take care of remained resources. Hypothesis 2 suggested that the significant relationship between work-related emotional exhaustion and feedback seeking behavior, was not supported. Hypothesis 3 that the positive main effects of feedback seeking behavior on creative performance was supported. It means that feedback reduces uncertainty and helpful to set creative standards. Furthermore, proactive employees might get evaluative info about their performance and subsequent adjustment to working attitudes by feedback seeking behavior. Hypothesis 4, which demonstrated the mediating effect of feedback seeking behavior was supported. The current study confirmed only for first condition of mediation testing, the second condition was not fulfilled in examining Hypothesis 2. So, Hypothesis 4 was not supported.

The other path of the current research model, Hypothesis 5 suggested that coworker-related emotional exhaustion would be negatively related to personal social interaction was supported. With felt fatigue from the general social relations with coworkers, employees might try to deviate from the stress subject and also decrease the communion motivation. Hypothesis 6 suggested the positive main effects of social interaction on creative performance was also supported. This result follows the notion that social support or social influence is the antecedents of

creative performance. More closed relationship gives more chance to obtain domain-relevant knowledge that is good for creative performance. The results of current research showed that emotional exhaustion of employee indirectly and negatively influence their creative performances. Hypothesis 7 suggested that social interaction mediates the relationship between employee's coworker-related emotional exhaustion and creative performance was supported. This particular mechanism was supported by revised mediation effect asserted from Kenny and colleagues. They asserted that if there is a significant relationship between A and B, and a significant relationship between B and C, then even though A is not significantly related to C, the indirect effect of A on C is entailed (Kenny et al., 1998). Thus, the emotional path of reaction after emotional exhaustion of employee, as an relation oriented process through social interaction among coworkers, to creative performances was supported. In addition, the result of Sobel test supports the negative mediating effects of social interaction within the relationship between emotional exhaustion and creative performance (Z score = -1.92, $P \leq .10$).

Finally, to investigate the more detailed and comprehensive feature of the relationships, the current study conducted additional analyses to compare the each relationship patterns of emotional exhaustion with creative performance, task performance, and organizational citizenship behavior. Task performance is a type of in-role performance and the others are extra- role performance.

As showed in Table 13, the relationship between emotional exhaustion and task performance showed low shared variance. This result shows different patterns

that many other studies' result has suggested that negative relationship between emotional exhaustion and task performance. These result is open to further interpretation. Even though the perception of emotional exhaustion might influence individual's behavior, there is no impact on ordinary task performance because it is in-role performance. On the other thought, the measure of independent variable, CBI makes mixed up results. Previous research used MBI or OLBI but current study used the Copenhagen Burnout Inventory. For example, in Bakker, Demerouti, and Verbeke's (2004) research, they hypothesized that the negative relationship between job demands (e.g., work pressure and emotional demands in emotional exhaustion component of burnout) and in-role performance by using OLBI measure. The constitution of measure's difference might brings mixed result. Bakker et al. (2004) set emotional exhaustion as a whole of work itself and emotional demands, etc. However, in the current study, we classified each source of demands and that might makes variance between emotional exhaustion and task performance more lower.

On the other hand, following table 14 through 17, an additional analysis that conducted the relationship between emotional exhaustion and organizational citizenship behavior showed similar pattern with creativer performance one. First, the result showed negative relationship between work related emotional exhaustion and OCB-I but no significant relation between coworker related exhaustion and OCB-I. The work orientation path of research model was not related to work related emotional exhaustion and OCB-I both. In addition, coworker related emotional exhaustion is negatively related to social interaction and social

interaction is positively related to OCB-I, respectively. The results from the Sobel test showed that social interaction is a marginally significant mediator ($Z = -1.96$). Thus, the relational oriented path of model provides support with OCB-I like as current study. Second, the result patterns of OCB-O is showed negative relationship with work-related emotional exhaustion and no significance relationship with coworker-related exhaustion. Also in OCB-O, the additional analysis result showed coworker-related emotional exhaustion indirectly and negatively influence the OCB-O through mediating effect of social interaction. The Sobel test also support this result ($Z = -1.88$).

Taken together, this additional analysis showed different pattern of emotional exhaustion on employee's performance whether the performance type is in-role or extra-role. Job resources are the most important predictors of extra-role performance, through their influence on behavior. Drawing on COR theory as a theoretical framework, the results could be interpreted that the employee's perception of each source of emotional exhaustion might be the threat signal for job resources. This kind of recognition makes employees to their behavior in a defensive way and it influences extra-role performance.

2. Theoretical and practical implication

The findings from the current study shed further attention on the effect of emotional exhaustion perception of employee on one's creative performance in theory and practice both.

First, by adopting a COR perspective as a theoretical framework, these

findings help to clarify understanding of how emotional exhaustion is related to job performance in the context of theories of COR and activation. Moreover, these findings provide further support for the COR model as a plausible mechanism for understanding burnout, both in terms of its development and its consequences. Despite its detractors (e.g., Lazarus, 2001), the COR model has seen a great deal of empirical support, in part because of its important recognition of both environmental variables and individual cognitive processes in the etiology of burnout (Brotheridge & Lee, 2002; Halbesleben & Buckley, 2004b; Lee & Ashforth, 1996). Moreover, the present study serves as an important contribution to the literature because it extends previous work on burnout and performance, in particular, creative performance. This addresses two critical concerns in the burnout literature: the emphasis on a direct relationship between emotional exhaustion and performance without considering the more likely indirect influence of emotional exhaustion (Halbesleben & Buckley, 2004b; Jex, 1998) and the manner in which cognitive or emotional resources are invested in response to emotional exhaustion. This suggests that a mediator may exist that would help understand the relationship better.

Second, particularly important in terms of understanding of the emotional exhaustion, the classification the cause of emotional exhaustion is the improvement in the prediction of individual's behavior and further performance. As noted in the introduction, past studies have typically investigated the symptom of burnout only in service occupation and considered as just on domain. The current study can offers theoretical and empirical implication for multiple literatures to consider the

several sources of burnout. The main aim of dividing source of the emotional exhaustion is that the key feature is the attribution of fatigue and exhaustion to specific domains or spheres in the person's life.

When people experience emotional exhaustion, they try to explain and understand their perceptions by using their already existing schemata (Bishop, 1991; Eysenck & Keane, 1990). A schemata is a frame of reference for understanding symptoms, which is related to the causal attribution process. When activated in attribution process, the interpretations might differently from each situation that employee is engaged in. Therefore, the present study suggests that one such domain is work and the other is coworker. Following the Kristensen et al.'s definition, work-related emotional exhaustion is characterized as 'The degree of physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work'. This definition stresses the person's own attribution of symptoms to her/his work. On the other hand, coworker-related emotional exhaustion was defined as follows: The degree of physical and psychological fatigue and exhaustion that is perceived by the person as related to his/her work with clients. This means employees might attribute their fatigue to factors other than their situation with coworkers, which is called 'people work'. These classified concepts will helpful to understand the mechanisms of emotional exhaustion and give different ways of interpretation.

Third, the results of this research provide some support for the Yerkes–Dodson law (Yerkes & Dodson, 1908) and activation theory (Gardner, 1986, 1990), as found evidence to support a curvilinear relationship between evaluative stress

and creativity. Existing literature has focused on the relationship between just stressors and creativity. However, the current study shed new light on the effect of perception cause of stressors on individual's creative performance. Furthermore, the results suggest that leaders seeking to increase creative performance among their employees should ensure that their employees feel a sense of control over their situation. Supervisors may increase creative performance by removing stressors that are likely to be associated with feelings of uncontrollability, such as bureaucratic red tape, role conflict, and time pressure that have possibilities to bring emotional exhaustion.

Additionally, this study follows the recent suggestions that organizations interested in enhancing employees' creative performance will profitably focus on developing work contexts that support it. Shalley (2008) argued that such contexts may be developed by setting creativity goals, making creativity a job requirement, providing feedback, and building reward systems that value employee creativity. Current study suggests that supportive contexts should also stimulate employees to inquire for feedback about their work more frequently. To inspire feedback seeking behavior and enhance employees' creative performance, organizations and managers need to take steps to reduce or eliminate some of the documented image concerns associated with inquiring for feedback (Ashford, 1986), perhaps by developing a general feedback climate (Steelman, Levy, & Snell, 2004) that supports the spontaneous exchange of informal feedback throughout an organization.

This study also has emphasized the role of social interaction, the

importance of interpersonal fit with coworkers. In general, even though one's feeling of emotional exhaustion from their work itself has a negative impact on prosocial and proactive behavior, well built relationships might encourage them to keep working or helpful to handling such hard situation relative to employees who have less social interaction among coworkers. In addition, even if a focal employee has a good ability and successful in working, if employee has troubles with coworkers due to the lack of fit between them, that employee would be dissatisfied with situation. Therefore, managers must pay attention in their selection and assignment of employees by considering the personality of the new employee and the personality traits and task characteristics of existing employees and need to pay attention to work-team composition. This implies that the current research can be expanded to diversity management research.

3. Limitations and future research

Although this research strengthens our understanding of the relationship between emotional exhaustion and job performance (e.g., creative performance, task performance, and organizational citizenship behavior), the present study also has several limitations and need to be further examination.

First of all, the current research used a cross-sectional research design. This does not allow us to conclude the causal relationship in this model. It can be possibly assumed that the employee who shows higher level of creative performance from work burdened experience more work-related emotional exhaustion. That is, employee's higher creative performances may lead leaders to

push more demands to work and that employee may too tired to do one's job. In fact, there are some studies that concern the dark side of creativity (e.g., Gino & Ariely, 2012). From this, current study provided the possibilities that conducted creative performance could be antecedents of perception of emotional exhaustion. It is not unusual to doubt this possibility within the workplace. Therefore, future research could test this causal relationship within longitudinal research design.

Secondly, performance theorists have commonly suggested that performance is a function of motivation and ability. The limitation on this is this study's inability to rule out ability as an alternative mediator in the emotional exhaustion– creative performance relationship. In the case of emotional exhaustion, it appears unlikely that it has its direct effect on ability. Fleishman (1972) and his colleague (Fleishman & Mumford, 1991) defined ability that it is an enduring trait of individuals that changes only over long-term exposure to new experiences. Therefore, although emotional exhaustion may lead to perceptions of reduced ability, it does not reduce ability per se. However, in this study could unable to rule out the possibility that ability plays a meaningful role in the relationship among emotional exhaustion, some behaviors pattern, and performance; future research that can assess the possibility of emotional exhaustion influencing actual ability over a length of time would be valuable in addressing this possibility. Furthermore, a possible extension of this research involves exploration of moderators to the emotional exhaustion and creative performance relationship. For example, taking a social network perspective, one might expect that those employees who are central in their social networks at work might be experience the greater chance to

emotional exhaustion. In other words, a person's centrality in his or her social network will lead him or her to more personal interactions to coworkers. Such research would offer a clearer picture of the manner in which social networks in the workplace interact with emotional exhaustion to lead to meaningful predictions concerning the outcomes of emotional exhaustion.

Lastly, the present research examines office employees in 16 multiple organizations, several demographic variables are used as a control to decrease the difference among organizations or employees. However, there is still the possibility of result distortion that uncontrolled factors like characteristic factors might affect the dependent variables. Moreover, the other uncontrolled factors are also exist in the relationship between independent variable and dependent variable. In investigating the relationship between emotional exhaustion, exhausted individual's behavior and their creative performance, the control of related other attitudes and behaviors makes research validity to increase.

In conclusion, the current study has tried to fill the gap of established literature, which has focused on direct relationship between emotional perception and performance, by furthering the processes of how emotional exhaustion influences one's behavior and performance. Moreover, the different sources of perception are also considered. This attempt is not only helpful to academics, but also to practitioners. Overall, as one of the crucial research topics in organizational studies, burnout, especially emotional exhaustion, still has much more remained issued to be examined. I hope this study can be conducive for researches on emotional exhaustion literature.

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APPENDIX

Excel with the SNU Business School!



SEOUL
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(秘) 본 조사의 내용은 통계법 제33조 (비밀의 보호)에 의거하여 비밀이 보장되며, 통계목적 외에는 사용되지 않습니다.

설 문 지 (상사용)

안녕하십니까?

저는 서울대학교 대학원 경영학과에서 인사조직을 전공하고 있습니다. 바쁘신 중에도 이렇게 귀중한 시간을 내 주셔서 대단히 감사합니다.

본 설문지는 조직에서 일어나는 다양한 현상들에 관한 연구를 위해 설계되었습니다. 질문에 대한 귀하의 응답내용은 오직 학술적 목적으로만 사용될 것입니다. 모든 정보는 익명으로 처리되므로 특정 개인이나 부서, 또는 기업의 특성은 절대로 노출되지 않으며, 이로 인한 어떠한 불이익도 없을 것임을 약속 드립니다.

특히 귀하께서 받으신 본 상사용 설문지는 귀하가 설문지를 배포한 구성원에 대한 귀하의 생각을 묻는 문항들로 구성되어 있습니다. 예를 들어, 귀하가 구성원 세 명에게 설문지를 배포하셨다면, 본 설문지 세 개를 각각 다른 구성원을 대상으로 작성해 주셔야 함을 부탁드립니다.

귀하의 응답내용은 본 연구를 위해 매우 의미있게 쓰일 소중한 자료이므로, 다소 지루하시더라도 성실한 작성을 부탁드립니다. 응답 하신 후에는 내용의 익명성을 위해 동봉한 봉투에 넣으신 후 밀봉하시어, 설문 조사를 부탁하신 분에게 전달해 주시면 감사하겠습니다.

1. 정답은 없습니다. 바람직한 것이 아니라 귀하의 실제 느낌이나 생각을 솔직하게 응답해 주시면 됩니다.
2. 긍정적 질문과 부정적 질문이 혼재되어 있습니다. 질문을 잘 읽고 응답해 주십시오.
3. 연구설계로 인해 유사하게 반복되는 문항이 있을 수 있습니다. 껴넘하지 마시고 빠짐없이 모든 문항에 응답해 주시기 바랍니다.
4. 질문에 관한 의문사항은 아래 연락처로 문의하여 주시면, 성심껏 답변해 드리겠습니다.

2012년 10월

연구자: 서울대학교 대학원 경영학과 이지혜 드림
지도교수: 서울대학교 경영대학 박오수 교수

PART I. 다음을 잘 읽고, 귀하가 설문을 배포하신 구성원 1명을 염두에 두시고 설문을 작성해 주시기 바랍니다. 구성원에 대한 귀하의 실제 생각이나 지각 정도를 가장 잘 설명하고 있는 정도에 ○ 또는 √표하여 주세요.

항 목	정 도						
	1 매우 낮다	2 1 중간	3 2 중간	4 3 중간	5 4 중간	6 5 중간	7 6 매우 높다
1. 이 직원은 목표 달성을 위한 새로운 방법을 제안한다.	1	2	3	4	5	6	7
2. 이 직원은 성과향상을 위해 새롭고 실용적인 아이디어를 찾아낸다.	1	2	3	4	5	6	7
3. 이 직원은 새로운 기술, 공정, 기술 및 제품 아이디어를 찾는다.	1	2	3	4	5	6	7
4. 이 직원은 업무나 제품의 질(質)향상을 위해 새로운 방법을 제시한다.	1	2	3	4	5	6	7
5. 이 직원은 창의적인 아이디어의 원천이다.	1	2	3	4	5	6	7
6. 이 직원은 위험을 감수하는 것을 두려워하지 않는다.	1	2	3	4	5	6	7
7. 이 직원은 새로운 아이디어를 촉진하고 전파한다.	1	2	3	4	5	6	7
8. 이 직원은 기회가 있을 때마다 직무에 대한 창의성을 발휘한다.	1	2	3	4	5	6	7
9. 이 직원은 새로운 아이디어의 구현을 위해 적절한 계획이나 일정을 고안한다.	1	2	3	4	5	6	7
10. 이 직원은 종종 새롭고 혁신적인 아이디어를 가지고 있다.	1	2	3	4	5	6	7
11. 이 직원은 문제해결을 위한 창의적인 방안을 고안한다.	1	2	3	4	5	6	7
12. 이 직원은 종종 문제에 대해 기존에 없던 새로운 접근방식을 가지고 있다.	1	2	3	4	5	6	7
13. 이 직원은 과업수행을 위한 새로운 방법을 제시한다.	1	2	3	4	5	6	7

PART II. 다음은 연구분석을 위해 꼭 필요한 사항들로 귀하가 아닌 귀하가 위에서 평가한 구성원에 관한 문항들입니다. 이 자료들은 통계적 목적 이외에는 절대 사용되지 않습니다.

1. 구성원 이름의 초성 (예: 이지혜 -> 이지혜)	()	2. 연령	만 () 세	3. 성별	남 () 여 ()
3. 구성원의 직급	①사원급 () ②대리급 () ③과장급 () ④차장급 () ⑤부장급이상 ()				

PART III. 다음은 설문을 작성하신 작성 본인에 관한 내용들입니다. 응답자를 분석목적에 따라 분류하기 위한 항목들로서, 통계적인 목적 이외에는 절대 사용되지 않음을 다시 한 번 말씀드립니다. 성실한 답변을 부탁드립니다.

1. 성함의 초성 (예: 이지혜 -> 이지혜)	()	2. 연령	만 () 세
3. 부서(팀)명			
4 -1. 조직(회사)에서의 근속기간	만 ()년 ()개월	5. 결혼 유무	①기혼()②미혼()
4 -2. 현재(해당) 팀 혹은 부서에서의 근속기간	만 ()년 ()개월	6. 성별	① 남 ()② 여 ()
7. 학력	①고졸 () ②전문대졸 () ③4년제 대학 졸업 () ④대학원 졸업 () ⑤기타 ()		
8. 직급	① 사원급 () ② 대리급 () ③ 과장급 () ④ 차장급 () ⑤ 부장급 이상 () ⑥ 기타 ()		
9. 직종	① 사무관리직 () ② 영업직 () ③ 연구개발직 () ④ 생산기술직 () ⑤ 전문직 () ⑥ 기타 ()		
10.고용형태	① 정규직 () ② 계약직 () ③ 파트타임직 () ④ 임시직 () ⑤ 기타 ()		

(秘) 본 조사의 내용은 통계법 제33조 (비밀의 보호)에 의거하여 비밀이 보장되며, 통계목적 외에는 사용되지 않습니다.

설 문 지

(구성원용)

안녕하십니까?

저는 서울대학교 대학원 경영학과에서 인사조직을 전공하고 있습니다. 바쁘신 중에도 이렇게 귀중한 시간을 내 주셔서 대단히 감사합니다.

본 설문지는 조직에서 일어나는 다양한 현상들에 관한 연구를 위해 설계되었습니다.

설문에 대한 귀하의 응답내용은 오직 학술적 목적으로만 사용될 것입니다. 모든 정보는 익명으로 처리되므로 특정 개인이나 부서, 또는 기업의 특성은 절대로 노출되지 않으며, 이로 인한 어떠한 불이익도 없을 것임을 약속드립니다.

귀하의 응답내용은 본 연구를 위해 매우 의미있게 쓰일 소중한 자료이므로, 다소 지루하시더라도 성실한 작성을 부탁드립니다. 응답 하신 후에는 내용의 익명성을 위해 동봉한 봉투에 넣으신 후 밀봉하시어, 설문 조사를 부탁드립니다 분에게 전달해 주시면 감사하겠습니다.

1. 정답은 없습니다. 바람직한 것이 아니라 귀하의 실제 느낌이나 생각을 솔직하게 응답해 주시면 됩니다.
2. 긍정적 질문과 부정적 질문이 혼재되어 있습니다. 질문을 잘 읽고 응답해 주십시오.
3. 연구설계로 인해 유사하게 반복되는 문항이 있을 수 있습니다. 껌넘하지 마시고 빠짐없이 모든 문항에 응답해 주시기 바랍니다.

설문에 관한 의문사항은 아래 연락처로 문의하여 주시면, 성심껏 답변해 드리겠습니다.

2012년 10월

연구자: 서울대학교 대학원 경영학과 이지혜 드림
지도교수: 서울대학교 경영대학 박오수 교수

PART I. 다음을 잘 읽고 귀하의 인식이나 행동성향을 가장 잘 설명하고 있는 정도에 ○ 또는 √표하여 주세요.

항 목	정 도						
	그 렇 지 않 다	그 렇 지 않 다	그 렇 지 않 다	보 통 이 다	그 렇 다	그 렇 다	매 우 그 렇 다
1. 나는 하루 업무를 마친 후 지쳤다고 느낀다.	1	2	3	4	5	6	7
2. 나는 아침에 일어나 출근을 생각하는 것만으로도 심적으로 지친다.	1	2	3	4	5	6	7
3. 나는 모든 업무 시간 동안 피곤함을 느낀다.	1	2	3	4	5	6	7
4. 나는 여가 시간을 가족들이나 친구들과 보낼 수 있는 충분한 에너지가 있다.	1	2	3	4	5	6	7
5. 나의 업무 자체는 나를 감정적으로 지치고, 좌절감을 느끼게 한다.	1	2	3	4	5	6	7
6. 나는 나의 업무 때문에 극도의 피로(소진감)을 느낀다.	1	2	3	4	5	6	7
1. 나는 나의 성과 증진을 위해 상사가 언제 보상을 실시하는지 관찰한다.	1	2	3	4	5	6	7
2. 나는 나의 행동을 주변의 동료 직원과 비교 관찰한다.	1	2	3	4	5	6	7
3. 나는 상사가 나의 성과를 어떻게 평가하는지 이해하기 위해 상사의 행동에 주의를 기울인다.	1	2	3	4	5	6	7
4. 나는 상사가 보상을 준 사람들의 특성을 주의 깊게 관찰하며, 이를 활용하고자 한다.	1	2	3	4	5	6	7
5. 나는 동료들에게 나의 성과와 관련된 피드백을 구한다.	1	2	3	4	5	6	7
6. 나는 종종 상사에게 나의 성과와 관련된 피드백을 구한다.	1	2	3	4	5	6	7
7. 나는 종종 상사에게 나의 발전 가능성에 대하여 피드백을 구한다.	1	2	3	4	5	6	7
1. 나는 동료들과 함께 일하면서 많은 에너지를 소모한다.	1	2	3	4	5	6	7
2. 나는 동료들과 함께 일하는 것 때문에 좌절감을 느껴본 적이 있다.	1	2	3	4	5	6	7
3. 나는 동료들과 함께 일할 때 내가 얻는 것보다 주는 것이 많다고 생각한다.	1	2	3	4	5	6	7
4. 나는 동료들과 일하는 것이 피곤하다.	1	2	3	4	5	6	7
5. 나는 때때로 내가 얼마나 오랫동안 나의 팀원들과 계속 일할 수 있을지 생각하곤 한다.	1	2	3	4	5	6	7
1. 당신의 동료는 얼마나 자주, 당신과 업무와 관련하여 상호작용을 한다고 생각하십니까	1	2	3	4	5	6	7

2. 당신은 얼마나 자주, 업무 관련된 동료와의 상호작용을 주도하십니까	1	2	3	4	5	6	7
3. 당신은 얼마나 자주, 직장 내에서 동료들과 상호작용을 하십니까	1	2	3	4	5	6	7
4. 당신은 얼마나 자주, 직장 내에서 동료들과 비공식적 혹은 사적으로 상호작용을 하십니까	1	2	3	4	5	6	7

PART V. 다음은 설문을 작성하신 작성 본인에 관한 내용들입니다. 응답자를 분석목적에 따라 분류하기 위한 항목들로서, 통계적인 목적 이외에는 절대 사용되지 않음을 다시 한 번 말씀드립니다. 성실한 답변을 부탁드립니다.

1. 성함의 초성 (예: 이지혜 → 이지혜)	()	2. 연령	만 () 세
3. 부서(팀)명			
4 -1. 조직(회사)에서의 근속기간	만 ()년 ()개월	5. 결혼 유무	① 기혼 () ② 미혼 ()
4 -2. 현재(해당) 팀 혹은 부서에서의 근속기간	만 ()년 ()개월	6. 성별	① 남 () ② 여 ()
7. 학력	① 고등학교 졸업 () ② 전문대 졸업 () ③ 4년제 대학 졸업 () ④ 대학원 졸업 () ⑤ 기타 ()		
8. 직급	① 사원급 () ② 대리급 () ③ 과장급 () ④ 차장급 () ⑤ 부장급 이상 () ⑥ 기타 ()		
9. 직종	① 사무관리직 () ② 영업직 () ③ 연구개발직 () ④ 생산기술직 () ⑤ 전문직 () ⑥ 기타 ()		
10. 고용 형태	① 정규직 () ② 계약직 () ③ 파트타임직 () ④ 임시직 () ⑤ 기타 ()		

귀중한 시간을 내어 답변해 주셔서 대단히 감사합니다.
완성하신 설문지를 봉투에 넣은 후 밀봉하시어
설문 조사를 부탁드립니다. 분에게 주시면 됩니다.

감사합니다.

국문초록

조직구성원의 정서적 고갈과 직무 성과 간의 관계에 대한 연구

서울대학교 대학원

경영학과 경영학전공

이 지 혜

오늘날 기업들은 경영의 효율성을 강조하고, 세계화에 따른 무한경쟁에서 최대의 경제적 이득을 얻는 것이 성공의 기준이 되고 있다. 이로 인해 조직 구성원들에게 휴식은 잃어버린 시간이 되었으며, 성공지향문화에 익숙해진 개인들은 이러한 삶을 당연한 것으로 받아들인 채 과도한 직무요구들과 직무스트레스에 지속적으로 노출되고 있다. 이는 창의성과 효율성을 키우기는커녕 오히려 개인에게 부정적인 영향을 미치고, 기업에게는 생산성의 감소를 불러일으킨다.

본 연구에서는 직무 스트레스의 연장선에서 언급되는 직무소진, 그

중에서도 정서적 고갈과 창의적 성과 간의 관계에 대해 규명하고자 한다. 기존의 연구들은 정서적 고갈과 직무 성과 간의 직접적인 관계에서만 주로 해석되어 왔음에 착안하여, 이들 두 관계를 매개하는 메커니즘을 고찰하였다. 정서적 고갈은 일반적인 직무스트레스와는 다른 특수성을 지니고 있으며, 어떠한 연유로 인해 고갈 상태를 느꼈는가에 따라 후속 행동과 성과에 각기 다른 영향을 줄 것이다. 따라서, 업무로 인한 정서적 고갈과 동료관계로 인한 정서적 고갈로 상세히 나누고, 자원보존이론에 근거하여 각각의 메커니즘을 살펴보았다.

업무로 인한 정서적 고갈은 심리적 반응을 통해 피드백 탐색 행위에 부적인 영향을 미칠 것으로 예측되며, 감소된 피드백 탐색 행위는 창의적 성과를 저하시킬 것이다. 한편, 동료관계로 인한 정서적 고갈 역시 심리적 반응을 통해 동료들과의 사회적 상호작용 행위를 줄일 것으로 예상된다. 본래 활발한 사회적 상호작용은 다양한 외부자원의 획득과 정서적 안정감의 제공 등을 통해 창의적 성과 증진과 긍정적인 관계를 가질 것으로 예측되나, 정서적 고갈로 인해 해당 관계는 반전될 것으로 가설을 설정하였다.

본 연구의 가설들은 한국의 16개 조직들로부터 수집된 232개의 상사-구성원의 데이터 쌍을 기반으로 검증되었다. 가설에서 예측한 바와 같이, 업무로 인한 정서적 고갈은 구성원의 창의적 성과와 부(-)적인 관계를 갖는 것으로 나타났으나, 동료관계로 인한 정서적 고갈과 창의적

성과 간의 관계는 유의미하지 나타나지 않았다. 업무로 인한 정서적 고갈은 피드백 탐색행위 간의 관계에 대한 가설은 지지되지 않았고, 피드백 탐색행위와 창의적 성과간의 정(+)적 관계에 대한 가설은 지지되었다. 한편 동료에 의한 정서적 고갈과 사회적 상호작용 간의 부(-)적 관계 및 사회적 상호작용과 창의적 성과 간의 정(+)적 관계에 대한 가설들은 지지되었다. 따라서, 구성원이 사회적 상호작용의 매개효과에 대한 가설 역시 지지되었다. 추가적으로, 정서적 고갈과 업무 성과, 조직시민 행동이 각각 어떠한 관계를 갖는지도 살펴봄으로써, 정서적 고갈이 역할 행동과 역할 외 행동에 미치는 영향이 다름을 파악하였다.

본 연구는 조직행동 및 조직심리 분야에서 직무 소진에 대한 연구들이 많이 진행되어왔음에도 불구하고, 상대적으로 논의가 부족했던 구성원의 후속 행위와 성과에 어떠한 영향을 미치는지의 메커니즘을 고찰하고자 했다. 또한 개인이 느끼는 정서적 고갈의 다양한 원천에 대한 고려가 가능성이 증명되었다. 앞으로도 정서적 고갈은 여전히 더욱 많은 논의와 연구가 필요할 것이며, 이러한 과정에 있어서 본 논문이 보다 발전된 직무소진 연구에 도움이 되기를 바란다.

주요어 : 직무소진, 정서적 고갈, 피드백 탐색 행위, 사회적 상호작용, 창의적 성과

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