An Employee Creativity Model for Facing the Management Revolution

Review of Integrative Business & Economics Research

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ABSTRACT

The management revolution exerts significant pressure on employees that necessitates increased creative innovation. This study examines how burnout, work engagement, and challenge stressors affect creativity. We employ a descriptive method focusing on cause-and-effect relationships, applying a quantitative approach. Data collection involved distributing questionnaires to 983 respondents, including 335 direct supervisors and 648 employees in companies experiencing a management revolution. The study analyzes the data using hierarchical regression and bootstrap analysis. The findings reveal that work fatigue and engagement are mediating variables and positively correlate challenge stressors with employee creativity. Core self-evaluation (CSE) and servant leadership function as moderating variables in the relationship between challenge stressors, work engagement, and burnout. This research contributes empirical evidence for determining alternatives to enhance employee creativity by examining challenge stressors, work engagement, CSE, work fatigue, and servant leadership as determinants when facing management revolution.

Keywords: employee creativity, work engagement, core self-evaluation, servant leadership.

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1. INTRODUCTION

Only companies that effectively and creatively manage the challenge stressors of the management revolution are capable of reaping the competitive benefits (Carayannis et all, 2017; Hanelt et al., 2021; McAfee & Brynjolfsson, 2012; Mikalef et al., 2018). Two key themes in most businesses are rising stressors and the heightened need for innovation, which undoubtedly introduce more pressure for employees (Liu & Li, 2018; Zhang et al., 2019). Employee responses to such pressure can demonstrate how individuals perceive workload, deadlines, and work complexity, considering the rapid changes, wide process fluctuations, high levels of uncertainty, and significant ambiguity. Employees are also pressured to exhibit a greater level of ingenuity in the management revolution (Del Vecchio et al., 2018; Gobble, 2013). In the context of the management revolution, employees confront an increasing number of challenge stressors and are required to demonstrate

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higher levels of creativity, which is key for organizations to achieve a competitive advantage. This study explores the effect of challenge stressors on employee creativity from the perspective of talent management transformation.

Currently, conflicting points of view regarding the positive or negative effects of the management revolution on employee creativity prevail. Challenge stressors are considered to inhibit creativity because they overload the finite cognitive resources that are essential for creativity (Agarwal & Farndale, 2017). The relationship between stress and creativity must be sustained by psychological resources, despite an insignificant relationship, and a moderately significant curved link has also been demonstrated (De Dreu and West, 2001). This study expands the knowledge in this area by focusing on conflicting potential intervention strategies behind challenge stressors in relation to creativity in the management revolution. Challenge stressors operate through two parallel, but competing, routes to influence individual creativity, which could explain the mixed impact. Positive intermediate mechanisms could work alongside negative mechanisms to transform stressors into creativity. The Job Demands-Resources (JD-R) model provides a theoretical framework for understanding complex intermediate employment and management dynamics (Bakker & Costa, 2014; Tetrick & Winslow, 2015). According to the JD-R model, work engagement should reduce the negative impact of challenge stressors on employee creativity (Sonnentag & Fritz, 2014; Useche et al., 2017), as social distancing in the workplace, reward imbalances, and work stress are predictable.

This study examines two fundamental problems concerning the contemporary talent management evolution. (1) What is the impact of pressure from the management revolution on employee creativity? (2) What factors can amplify the positive impact while reducing the negative impact of pressure on employee creativity? This study expands the research related to the stress challenges that affect employees' creativity.

2. LITERATURE REVIEW

2.1 Creativity

Scientists have recently developed a framework for navigating challenges to explain the impact of stressors, and have argued that understanding the nature of stressors is crucial for understanding subsequent impact (Bakker & Costa, 2014; Tetrick & Winslow, 2015; Tongchaiprasit & Ariyabuddhiphongs, 2016). Employee perceptions of the work environment in terms of the level of demand, such as role conflicts, role ambiguity, politics, bureaucracy, and job insecurity are referred to as stressors (Garg & Dhar, 2014; Wang et al., 2018). Lamb and Kwok (2016) found that environmental stress decreases employees' ability to think clearly while working and affects productivity (i.e., by reducing motivation). Work performance was found to decrease almost linearly as the number of stress variables rises, indicating that environmental stress factors are additive rather than multiplicative. Significant changes and challenges are common in the management revolution, which may be considered triggering challenges (Aikens et al., 2014; Randmaa et al., 2014; Tetrick & Winslow, 2015).

Based on the JD-R model, this study examines the difference between challenge stressors and creativity, which represent two competing mediation methods to account for it based on the JD-R model. The fundamental principle of the JD-R model is that all job characteristics can be categorized into two broad groups of job demands and job resources (Bakker & Costa, 2014). Job resources refer to the functional aspects of a job such as achieving work goals, reducing job demands, associated physiological and psychological costs, and promoting personal growth and development. Job demands refer to the physical, social, and organizational aspects of work that require sustained physical or mental effort

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that are associated with certain physiological and psychological costs (Breevaart & Bakker, 2018; Buruck et al., 2016; Yang et al., 2015).

Referencing the JD-R model, the demands and resources of work can have an influence on individual wellbeing and work outcomes through psychological resource-draining (Bakker & Costa, 2014) and motivational (Mudrak et al., 2018; Panisoara et al., 2020) processes. In particular, job demands are considered to deplete individuals' energy and resources, leading to burnout and work exhaustion, undermining motivation and engagement at work, and adversely affecting employees' health, wellbeing, and performance-related outcomes. In contrast, job resources aid individuals to acquire resources and promote high levels of engagement, motivation, and satisfaction in the workplace, all of which positively correlate with beneficial personal and organizational outcomes (Bakker & Costa, 2014; Breevaart & Bakker, 2018).

All hypotheses presented in this study are based on the JD-R model. First, the study examines how work burnout (i.e., resource-draining mechanisms) and work engagement (i.e., motivational processes) serve as parallel mediating variables with a competitive interrelationship that can explain the inconsistent relationship between challenge stressors and creativity. Second, the study examines how the moderating roles of core self-evaluation (CSE) (internal resources) and servant leadership (external resources) in enhancing motivational processes while reducing resource-draining processes represents another way to leverage JD-R interaction assumptions.

2.2 Work Burnout

Work burnout emerges from higher levels of challenge stressors in the context of management revolustion. According to the JD-R model, employees experience negative emotions such as sleep disturbances, fatigue, and tension when job demands are perceived to be resource-draining. Stress challenges, which include increased workloads, greater job demands, and higher levels of work complexity, require employees to expend considerable psychological resources to navigate them (Tongchaiprasit & Ariyabuddhiphongs, 2016; Crane & Searle, 2016). This study also investigates the process by which challenge stressors impact wellbeing, demonstrating the potential positive and negative effects of these stressors on psychological resilience.

Employees are expected to experience resource depletion resulting in work burnout when facing the increased job demands of the management revolution that impose additional emotional and cognitive burdens (Breevaart & Bakker, 2018; Scarborough, 2017). Previous empirical studies have demonstrated a positive correlation between work stress and burnout (Bakker & Costa, 2014; Khamisa et al., 2015).

Moreover, heightened work burnout disrupts the creativity that is necessary in the context of management revolution (Sonnentag & Fritz, 2015; Mcvicar, 2016; Tongchaiprasit & Ariyabuddhiphongs, 2016; see also Lu et al., 2017). Exhaustion can impede creativity by inhibiting the required mental resources. For instance, acute fatigue and negative emotions such as cynicism, dissatisfaction, and feelings of failure, consume mental resources, and when individuals experience work burnout, they have less energy to perform tasks, particularly those demanding considerable inventiveness (Seo et al., 2015; Lamb & Kwok, 2016). Previous research has shown that challenge stressors have a negative and indirect impact on performance through added strain (Crane & Searle, 2016; Karatepe et al., 2018).

2.3 Work Engagement

Referencing the JD-R model (Tetrick & Winslow, 2015; see also Lamb & Kwok, 2016; Panisoara et al., 2020), we propose that work engagement is a motivational process that

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connects stressors (demands and resources) with organizational and individual outcomes. Work engagement refers to a positive and fulfilling mental state associated with vigor, dedication, and absorption (Bakker & Costa, 2014). Employees are likely to become more engaged in their work when confronted with challenge stressors in the context of management revolution. As previously noted, in relation to learning and building confidence through personal experiences, challenge stressors can foster mastery, personal growth, or future benefits (Oh et al., 2017; Shahrour & Dardas, 2020). As suggested by Mikalef et al. (2020) and Tan et al. (2015), although challenge stressors can induce tension, a positive relationship between challenge demands and work engagement may exist, as such challenges may generate positive emotions and activate coping forces focused on problem-solving, which encourages employees to exert more effort to meet arising demands. In the context of management revolution, higher level challenge stressors can result in increased enthusiasm, motivation, and preparedness for work.

Additionally, work engagement exerts a possible mediating role between challenge stressors and creativity. In numerous studies regarding the antecedents of creativity (Li et al., 2019), researchers have identified five stages for fostering intrinsic creativity, which include problem identification, information gathering, idea generation, idea evaluation, and idea implementation. Instead of merely "solving" a problem (Tetrick & Winslow, 2015), an individual might perceive positive potential and adopt various problem-solving techniques, such as defining a problem, generating alternative approaches, and evaluating potential solutions (Lamiani et al., 2017; Wurm et al., 2016), which ultimately contribute to enhanced creativity (Hoboubi et al., 2017; Wurm et al., 2016).

2.4 Moderating Role of Core Self-Evaluation

Individual characteristics that "shape perceptions of experiences, influence emotional responses and efforts to manage them and provide a basis for evaluating outcomes," impact how individuals cope with stressors (Oh et al., 2017). Adopting the JD-R model, Tetrick and Winslow (2015) posited that CSE, the fundamental assessment of one's worth, effectiveness, and capabilities, significantly influences stress management strategies. CSE encompasses four well-established traits in personality research, including locus of control, general self-efficacy, neuroticism, and self-esteem. We propose that CSE moderates the effect of stressors on work engagement and burnout.

Individual qualities that "define what stands out for wellbeing, shape people's perception of experiences, and as a result, emotions and efforts to overcome them, and offer a basis for assessing results," influence the ways in which people respond to stressors (Oh et al., 2017). Based on JD–R, Tetrick and Winslow (2015) asserted that CSE is an important personal resource that influences individual stress management strategies. CSE has been demonstrated to exert a moderating effect on the impact of challenge stressors on work engagement and work burnout in previous studies.

Initially, individual CSE can mitigate the positive effect of challenge stressors on work burnout. Previous studies have generally agreed that individuals with psychological, constitutional, or hereditary vulnerabilities may feel more threatened by work pressures (Lim & Tai, 2014; Crane & Searle, 2016). Individuals with low CSE, which is characterized by excessive emotional responses and poor perception of challenge stressors, can be considered vulnerable and sensitive (Zhang et al., 2014). Such individuals also tend to underestimate their abilities and exhibit low self-esteem (Pauleen & Wang, 2017). Individuals with low self-efficacy often doubt their capacity to perform and manage effectively in various contexts (Abbas & Raja, 2015). General self-efficacy can modify stress effects, and individuals with higher self-efficacy can more easily cope with heavy workloads and extended work hours than those with lower levels (Anderson et al., 2014;

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Tetrick & Winslow, 2015; Zhang et al., 2014; Mansour & Tremblay, 2016; Sari et al., 2019; Wheelock et al., 2015). Individuals with lower self-esteem undervalue their worth (Keim et al., 2014) and have a reduced capacity to overcome difficulties (Rudolph et al., 2017). Regarding locus of control, individuals with low CSE tend to attribute undesirable outcomes to external factors rather than assuming personal control, which leads to discouragement, stress, and increased tension (Zhang et al., 2014). These arguments align with the findings of previous studies such as Wurm et al. (2016).

CSE is a key construct that can foster a positive relationship between challenge stressors and work engagement. It is an essential aspect of personal resources that enables individuals to manage stressors effectively by reinforcing positive work assessments (Wurm et al., 2016). Behaviorally, individuals with high CSE display high motivation and job performance (Zhang et al., 2014) and tend to actively engage problem-solving skills and absorb new knowledge (Babore et al., 2020). Lim and Tai (2014) found that individuals with higher levels of CSE are more motivated to work actively and effectively, more likely to opt for complex tasks, and more engaged in overcoming adversity. Therefore, we propose that CSE enhances the positive impact of challenge stressors on work engagement.

2.5 Servant Leadership as a Moderator

Within the context of organizational change, leaders have a vital influence on empowering employees to overcome challenges, supporting employees through change, and helping them reap its benefits (McAfee & Brynjolfsson, 2012). Servant leadership posits that leaders must lead through serving others (Nobles, 2019; Zhao et al., 2016). Servant leaders aim to influence and motivate followers by prioritizing their interests and striving to meet their personal and professional needs (Mudrak et al., 2018; Zhang et al., 2014). This study examines the moderating effect of servant leadership on the relationship between challenge stressors, burnout, and work engagement.

We argue that servant leadership weakens the relationship between challenge stressors and work burnout. Eager to serve followers in challenging work environments (Nobles, 2019; Zhao et al., 2016), servant leaders provide expedient support to help followers adjust to workplace difficulties (Mosheva et al., 2020), attending to followers' specific issues and offering empathetic encouragement to those under pressure (Eibich, 2015; Wurm et al., 2016). Servant leaders also emphasize interpersonal relationship development, sincerely endeavoring to understand and encourage their subordinates (Kaya & Karatepe, 2020), which helps employees to manage challenge stressors more effectively.

We posit that servant leadership could amplify the positive impact of stressors on employee engagement. To empower followers, servant leaders advocate independent decision making, information sharing, and coaching for creative performance (Hartnell et al., 2020; Irving & Berndt, 2017). They inspire followers to take initiative and have confidence in their abilities. By assisting them in managing challenging tasks, servant leaders bolster followers' probability of overcoming obstacles (Irving & Berndt, 2017; Karatepe et al., 2019). As such, servant leadership is more likely to help employees better comprehend why they are being asked to meet emerging challenges and what potential future benefits can be anticipated in return. All things considered, we hypothesize that individuals under the guidance of a servant leader will behave positively, energetically, and productively at work when faced with challenging stress. Servant leadership reinforces the positive impact of challenging pressures on work engagement.

2.6 Integrated Moderated Mediation Model

This model provides theoretical guidelines for the contingent impact of CSE and servant leadership as well as the mediating effects of work burnout and work engagement. The

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theoretical justification for the aforementioned hypotheses also suggests a moderated integrated mediation model.

Specifically, the theories underlying hypotheses 1a and 2a and 1b and 2b suggest that an individual's CSE influences the extent to which challenge stressors affect work burnout and work engagement and subsequent employee creativity by strengthening or weakening the relationship between stress challenges and work burnout and work engagement. Similarly, servant leadership can moderate the effect of challenge stressors on work burnout and engagement (hypotheses 3a–3b), which influences the indirect impact of challenge stressors on creativity (hypotheses 1a and 1b). Altogether, two sets of integrative moderated mediation hypotheses are proposed.

H4a : The indirect negative effects of challenge stressors on creativity through work burnout are attenuated by CSE and decrease as CSE increases.

H4b : The indirect positive effect of challenge stressors on creativity through work engagement is amplified by CSE and increases as CSE rises.

H5a : Challenge stressors have a detrimental indirect influence on creativity through work burnout; however, this effect is mitigated by servant leadership and diminishes as the level of servant leadership increases.

H5b : Servant leadership amplifies the positive indirect effect of challenge stressors on creativity through increased work engagement. Consequently, the indirect positive effect grows as the level of servant leadership rises.

3. RESEARCH METHODS

3.1 Respondents and Procedure

Data from employees were obtained from 983 business entities in Indonesia representing industrial and service sectors. Each respondent was asked to complete a questionnaire that assessed the challenges of stressor, workability, work burnout, and servant leadership levels and CSE. Supervisors were asked to complete a questionnaire evaluating employees' creativity using the Likert-type scale presented in Table 1.

Table 1. Likert Scale Usage Criteria

Statement	Value	Interpretation
Strongly disagree	1	Bad
Disagree	2	Not Good Enough
Neutral	3	Enough
Agree	4	Good
Totally Agree	5	Excellent

Table 2. Variables and Indicators

Variables	Indicators
Stress Challenges	Workload, deadline pressure, task complexity, responsibility, and other elements
Work Engagement	At work, feeling full of energy; feeling powerful when working; feeling enthusiastic in doing work; work is inspiring; feeling excited to go to work when waking up in the morning; feeling happy when working intensively; feeling burnout when the work is done; feeling passionate in doing the work; feeling carried away with the work
Work Burnout	Feeling heaviness in the head; whole body fatigue; legs feel heavy; feeling muddled in the mind; easy drowsiness
Core Self-Evaluation	Self-esteem; general self-efficacy; neuroticism; job satisfaction; life satisfaction; locus of control; emotional stability; internal consistency; specifically, conscientiousness, extraversion, general feasibility, and self-commitment

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Servant Leadership	Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment, and building community
Creativity	Fluency (trying existing ideas and approaches first), originality (searching for new ideas and approaches), elaboration (generating innovative breakthroughs), flexibility (setting an example for other employees), and redefinition

Source: Summarized by the author from various sources (2022).

Table 3. Construct Validity and Reliability Test Results

Latent Variables	Manifest Variable	Standard Loading	Cα	Cr	AVE
Stressor Challenges	SC1	0.762	0.923	0.792	0.522
	SC2	0.654			
	SC3	0.832			
	SC4	0.751			
	SC5	0.692			
Work Engagement	WE1	0.821	0.902	0.745	0.613
	WE2	0.762			
	WE3	0.692			
	WE4	0.752			
	WE5	0.842			
	WE6	0.921			
	WE7	0.695			
	WE8	0.742			
	WE9	0.629			
Work Burnout	WB1	0.724	0.723	0.742	0.544
	WB2	0.755			
	WB3	0.821			
	WB4	0.729			
	WB5	0.823			
Core Self-Evaluation	CSE1	0.696	0.817	0.812	0.524
	CSE2	0.741			
	CSE3	0.692			
	CSE4	0.818			
	CSE5	0.756			
	CSE6	0.841			
	CSE7	0.802			
	CSE8	0.729			
	CSE9	0.741			
	CSE10	0.692			
	CSE11	0.818			
	CSE12	0.827			
Servant Leadership	SL1	0.818	0.791	0.789	0.626
	SL2	0.756			
	SL3	0.841			
	SL4	0.802			
	SL5	0.729			
	SL6	0.741			
	SL7	0.692			
	SL8	0.741			
	SL9	0.692			
	SL10	0.818			
Creativity	Cr1	0.756	0.761	0.758	0.617
	Cr2	0.841			
	Cr3	0.802			
	Cr4	0.692			
	Cr5	0.741			

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Source: Primary data processed (2023)
Notes: Cα = Cronbach's Alpha (α) reliability; CR = construct reliability; AVE = average variance extracted

In Table 3, construct reliability (CR) and average variance extracted (AVE) are calculated manually using the following equation:

$$CR = \frac{(\sum_{i=1}^{n} \lambda_i)^2}{(\sum_{i=1}^{n} \lambda_i)^2 + (\sum_{i=1}^{n} e_i)} \qquad AVE = \frac{(\sum_{i=1}^{n} \lambda_i^2)}{n}$$

where λ^2 = standardized factor loading for item *i*, *i* = item, e = respective error variance for item *i*, and *n* = number of indicators.

Control variables include employees' gender and educational background, considering five levels of education, including primary/secondary education, diploma, bachelor's degree, master's degree, and doctorate.

3.2 Data Analysis Methods

This study employs a path analysis approach, with hypotheses testing conducted using SPSS macro applications to evaluate models, mediation, and moderated mediation. The test for significance of indirect effects employs a maximum confidence interval of 5,000 bootstrap samples.

Based on the results of the significance test of the standard loading estimate on the measurement model, all indicators contained in the latent variable exhibit extremely significant values ($p < 0.001$), and the value of each loading indicator is greater than 0.50. These results confirm that all indicators are valid for measuring latent variables. Cronbach's Alpha (α) applies the SPSS version 25 program, with an acceptance parameter > 0.70. The constructs of each latent variable are described in Table 2.

4. RESULTS AND DISCUSSION

4.1 Results

Summary of Demographics

The sample includes 983 participants, with 34.18% supervisors and 65.82% employees. The gender distribution is 61.75% male and 38.3% female. Regarding educational attainment, 20.14% (198 individuals) have a primary/secondary education, 29.81% (293 individuals) have a high school diploma, 47.2% (464 individuals) hold a bachelor's degree, 2.64% (26 individuals) have a master's degree, and 0.20% (2 individuals) have a doctorate.

Confirmatory Factor Analysis

Prior to hypotheses testing, we conducted a series of confirmatory factor analyses to examine the distinctiveness of the six variables (challenge stressors, CSE, servant leadership, job burnout, work engagement, and creativity). As shown in Table 4, the theorized six-factor model is confirmed to be a good fit for the data ($\chi 2$ ¼ 2,712.62, df ¼ 845, RMSEA ¼ 0.07, SRMR ¼ 0.08, CFI ¼ 0.93, TLI ¼ 0.93), exhibiting a significantly better fit than the five-factor model (Dw2 ¼ 1; 869:11, $p < 0.01$), the four-factor model (Dw2 ¼ 3; 983:08, $p < 0.01$), the three-factor model (Dw2¼3; 768:47, $p < 0.01$), the two-factor model (Dw4¼; 883:14, $p < 0.01$), and the single factor model (Dw2¼ 5; 687:43, $p < 0.01$). Given that the fit of the theorized six-factor model is superior to all alternative models, we continue to examine these variables as distinct constructs.

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Table 4. Comparison of Measurement Models

Model	Factors	χ^2	df	$\Delta\chi^2$	RMSEA	SRMR	CFI	TLI
Model 0	Theorized six factors	2,712.62	975		0.07	0.09	0.93	0.93
Model 1	**Five factors**: JB and WE merged into one factor	4,281.73	977	1.569,11**	0.12	0.12	0.83	0.83
Model 2	**Four factors**: CS, JB, WE, and CSE merged into one factor	5,370.89	978	1.089,16*	0.16	0.14	0.72	0.71
Model 3	**Three factors**: CS, JB, WE, and CSE merged into one factor	6,481.09	979	1.110,20*	0.15	0.13	0.69	0.67
Model 4	**Two factors**: CS, JB, WE, and CSE merged into one factor	7,695.76	980	1.214,67**	0.16	0.15	0.54	0.63
Model 5	**One factors**: all variables merged into one factor	8,700.05	981	1.004,29*	0.19	0.16	0.59	0.57

Notes: n = 983; CFI = comparative fit index; RMSEA = root mean square error; SRMR = standardized residual mean root; NFI = normed fit index; *p < 0.05; **p < 0.01

Table 5. Mean, Standard Deviation, and Correlations Among Variables

	M	SD	1		2	3	4	5	6	7	8
Gender	0.58	0.50									
Education	2.68	0.61	0.12**								
Challenge stressor	3.76	0.56	0.01		0.23	0.87					
Core Self-evaluation	3.58	0.49	−0.09*		−0.09*	−0.11**	0.78				
Servant Leadership	3.65	0.45	−0.02		−0.19**	−0.12**	0.35**	0.89			
Job burnout	2.45	0.90	−0.07		0.17**	0.40**	−0.48**	−0.31**	0.91		
Work Engagement	3.66	0.67	0.00		−0.04	0.04	0.46	0.50	−0.31	0.92**	
Creativity	3.38	0.90	−0.02		0.12	0.10	0.13	0.07	−0.70**	0.09*	0.93

Notes: n = 983; Cronbach's α determines the internal consistency reliabilities on the diagonal; *p < 0.0; **p < 0.01

Descriptive Statistics

The means, standard deviations, and correlations among the variables are presented in Table 5, revealing that employees' challenge stressors are positively related to job burnout (r ¼ 0.40, po0.01) but not to work engagement (r ¼ 0.04, ns). Notably, job burnout is negatively related to creativity (r ¼ −0.07, po0.05), whereas work engagement is positively related to creativity (r ¼ 0.09, po0.05).

Hypotheses Tests

H1a posits that job burnout mediates the relationship between employees' challenge stressors and creativity. M2 of Table 6 reveals a positive relationship between employees' challenge stressors and job burnout (b¼ 0.50, p < 0.01) after controlling for employees' gender and education. In addition, as shown in M14, employee's job burnout was negatively related to their creativity after controlling for the demographic characteristics and challenge stressor (b¼ −0.15, p < 0.01). Furthermore, the results demonstrated the indirect effect of employees' challenge stressors on creativity.

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Based on the hypotheses test results in Table 6, Figure 1 illustrates the model of creativity in the face of the management revolution.

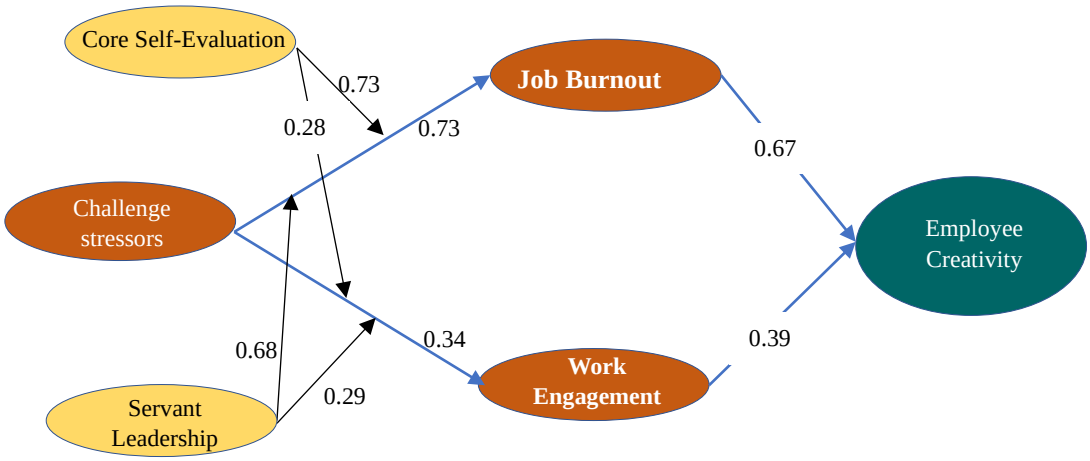

Figure 1. Model of creativity in the face of the management revolution

4.1 Hypotheses Testing

H1a posits that work burnout mediates the relationship between challenge stressors and employee creativity. There may be a positive correlation between challenge stressors and work burnout, even after accounting for employee gender and education. Moreover, work burnout is positively associated with creativity once demographic characteristics and stress challenges are controlled for. The results demonstrate a significant indirect influence of challenge stressors on creativity via job burnout.

H1b proposes that work engagement mediates the relationship between employee challenge stressors and creativity. Controlling for gender and education reveals no correlation between challenge stressors and work engagement. The results also suggest an insignificant indirect influence of challenge stressors on creativity through work engagement.

H2a hypothesizes that CSE diminishes the positive correlation between challenge stressors and work burnout. The interaction term between challenge stressors and CSE is extremely significant after controlling for employee demographics, challenge stressors, and CSE. Our simple test, referencing Aiken and West (1991), indicates that less positive challenge stressors are associated with work burnout for employees with high CSE.

H2b posits that CSE amplifies the positive correlation between challenge stressors and work engagement. The interaction term between challenge stressors and CSE is highly significant after accounting for employee demographics, challenge stressors, and CSE. For employees with high CSE, stress challenges are positively related to work engagement, while for those with low CSE, stress challenges are significantly associated with work engagement.

H3a theorizes that servant leadership weakens the positive correlation between challenge stressors and work burnout. The interaction term between challenge stressors and servant leadership is highly significant after controlling for employee demographics, challenge stressors, and servant leadership. When servant leadership is high, challenge stressors are less positively associated with work burnout.

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Table 6. Hypotheses Test Results

	Job Burnout					Work Engagement					Creativity				
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14	M15
Control Variables															
Gender	-1.16*	−0.14*	−0.20**	−1.18**											
Education	0.24**	0.12*	0.08	0.09	0.06	−0.04	−0.05								
Independent Variable															
CS		0.50**	0.53**	0.72**	**0.73****	0.47**		0.04	0.09*	**0.34****	0.08	0.08		0.16**	0.08
Moderating Variables															
CSE			−0.73**	−0.73**					**0.28****	0.65**					
SL					−0.33**	−0.32**					0.50**	0.50**			
Interaction															
CS x CSE				**0.73****						0.07*					
CS x SL						**0.68***						0.05*			
Moderators															
JB														**0.67****	
WE															**0.39***
R^2	0.04	0.18	0.38	0.39	0.24	0.25	0.00	0.00	0.23	0.24	0.25	0.26	0.02	0.04	0.03
ΔR^2		0.14**	0.20**	0.01**	0.06**	0.01*		0.00	0.23**	0.01	0.25	0.01		0.02**	0.01
F	10.56**	40.79	83.02	69.47	44.12**	36.52**	0.51	0.63	40.84	34.97**	47.69	39.20**	3.67**	4.69**	3.56**

Notes: n = 983; CS = challenge stressor; CSE = core self-evaluation; SL = servant leadership; WE = work engagement; JB = job burnout; unstandardized regression coefficients and adjusted R^2 are shown. *p < 0.05; **p < 0.01

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H3b posits that servant leadership amplifies the positive correlation between challenge stressors and work engagement. The interaction term between challenge stressors and servant leadership is significant after controlling for employee demographics, challenge stressors, and servant leadership. When servant leadership is high, challenge stressors are positively related to work engagement, whereas they are not significantly related when servant leadership is low. This finding aligns with Budiyati and Febriansyah (2021), indicating that work environment and growth opportunities promote employee engagement and work engagement. Furthermore, Pam et al. (2023) stated that transformational leadership, humanity management, participation in decision making, empowerment, and delegation may help public employees increase organizational commitment and subsequent, their work performance.

To evaluate H4a and H4b, we examined the conditional indirect influence of employee challenge stressors on creativity via work burnout or work engagement across two levels of CSE. The indirect effect of challenge stressors through work burnout or work engagement significantly differs based on employees' CSE. Specifically, the indirect effects of challenge stressors through work burnout are stronger at low levels of CSE. Similarly, the indirect effects of challenge stressors through work engagement are significant at high levels of CSE but not at low levels.

To test H5a and H5b, we examined the indirect influence of employee challenge stressors on creativity via work burnout or work engagement across three levels of servant leadership. The indirect effects of challenge stressors through work burnout differ significantly based on high versus low servant leadership. Specifically, the indirect effect of challenge stressors through work burnout at low levels of servant leadership is stronger, and the indirect effects of challenge stressors through work engagement are significant at high levels of servant leadership.

4.2 Theoretical Implications

First, this study provides credible evidence and adds to the knowledge regarding talent management in the context of the management revolution. According to previous research, businesses that use technologic revolution outperform competitors in terms of profitability, transparency, innovation, and agility (McAfee & Brynjolfsson, 2012). The technological and managerial revolutions is fueled by the management revolution being among the alternatives. The management revolution prioritizes capabilities in the context of learning.

Second, this analysis considers two crucial factors. First, the management revolution processes impose an added burden on employees, requiring them to learn to use new technology, and second, employee creativity must be augmented as part of an overall management revolution strategy for companies to gain a competitive edge. This study contributes new insights to the talent management literature by investigating the relationship between challenge stressors and employee creativity in the context of the management revolution.

We examine two conflicting mediating processes to explore the impact of challenge stressors on employee creativity in management revolution. This approach helps to explain the contradictory research findings regarding the effect of challenge stressors on creativity. Consistent with previous research, we determine that work burnout serves as a

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mediator to explain how challenge stressors negatively affect employee work outcomes (Buckman et al., 2020; Zhang et al., 2014). In our study, the effect of work engagement was somewhat surprising. These findings, along with those of previous studies, suggest that boundary conditions may be present in the relationship between challenge stressors and work outcomes.

Third, some dispositional and environmental elements can enhance the beneficial effects of challenge stressors by mitigating their negative impact on employee creativity. According to the results of this study, CSE and servant leadership can attenuate the negative effects of challenge stressors on employee creativity through work burnout and enhance positive effects through work engagement. Based on these findings, this study expands the previous research on challenge stressors by identifying two significant moderators and adding new insights regarding the boundary conditions of their effects.

4.3 Managerial Implications

First, these findings have various managerial and decision-making implications, underscoring the magnitude of human capital management in the management revolution. Revolutionizes both management and technology, with management employing an increased emphasis in this context.

Second, given that the context of management revolution, technology managerial impacts on creativity, challenge stressors and individual creativity are significant factors for individuals in the management revolution. Managers must effectively control challenge stressors to prevent them from being influenced by external forces and impairing employees' creative abilities. By addressing the level of stressor challenges in the workplace, managers can employ initiatives to enhance employees' creative performance, which could lead to a higher quality of creativity.

5. CONCLUSION

Referencing the discussion of the results of this study, we arrive at two primary conclusions. First, work burnout and work engagement serve as mediating variables that positively correlate with the relationship between challenge stressors and employee creativity. Second, CSE and servant leadership function as control variables in the relationship between stress challenges, work engagement, and work burnout.

This study presents relevant empirical findings, contributing to the knowledge regarding talent management in the context of the management revolution by investigating its determinants. The revolutions in technology and management are propelled by management revolution, with the management revolution emerging as a vital force for fostering employee creativity. This management revolution prioritizes capabilities in the context of organizational learning and growth and the technology effective use.

Integrating management revolution into work processes imposes a substantial burden on employees, as they are required to learn how to navigate new technology. Enhancing employee creativity is crucial for companies to incorporate management revolution strategies and gain a competitive edge. This study introduces new insights into the

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management literature by exploring the relationship between employee challenge stressors and creativity in the management revolution.

To investigate the impact of challenge stressors on employee creativity in the management revolution settings, we examine two contrasting intermediary processes, which can reconcile the contradictory outcomes of challenge stressors on creativity. These findings, in conjunction with past research, suggest the existence of a boundary condition in the relationship between stress challenges and work engagement.

Dispositional elements and environmental factors can amplify the beneficial effects of challenge stressors, mitigating unfavorable impact on employee creativity. The study confirms that CSE and servant leadership reduce the negative effects (and enhance the positive effects) of stress challenges on employee creativity through the mechanisms of work burnout and work engagement. These findings expand the existing stress challenges literature by identifying two key moderating variables and providing fresh insights into limiting stress challenge effects through strategic management initiatives.

6. LIMITATIONS AND FUTURE RESEARCH

This research has some limitations. Although the findings enhance our understanding of the management revolution and the relationship between challenge stressors and individual creativity, the underlying mechanisms explored in this research constitute only a small fraction of the transformation of talent management. It is important to note that the management revolution has sparked multiple challenges, leading to numerous additional questions that require investigation. Specifically, as the managerial landscape evolves, findings from previous research may no longer be relevant, giving rise to new concerns. More comprehensive research problems are anticipated in the context of the new, technology-induced management revolution.

Despite theoretically and empirically demonstrating a causal relationship, we also suggest various potential future directions. First, future studies could delve deeper into the underlying mechanisms linking stressors to work burnout and engagement. Second, future research could further explore the two boundary conditions and mediators from challenge stressors to creativity. Future investigations could also uncover other boundary conditions. Furthermore, in addition to the research methodologies employed in this study, future studies should also focus on other research issues related to the contemporary management revolution and management transformation to gain a more comprehensive understanding of the complex dynamics in the business environment.

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