

kitokie projektai

CAN WE HELP BURN-OUT PEOPLE IN BUSINESS ORGANIZATIONS?

IS IT POSSIBLE TO COMBINE ADLERIAN APPROACH WITH EXPERIENTIAL
LEARNING METHOD?

V.Keturakis

kitokieprojektai.net

Introduction.

Experiential learning occurs when

- individuals engage in some activity,
- reflect upon the activity critically,
- derive some useful insight from the analysis and
- incorporate the result through a change in understanding and/or behaviour.

Burn-out -3 dimensions

(Maslach et.al. 2001)

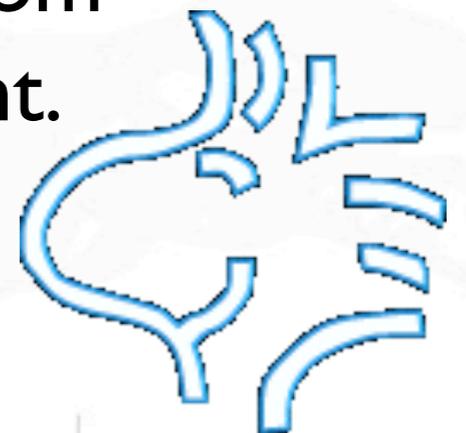
- Erosion of engagement with the job. Decrease in three major components:
 - energy turns into exhaustion;
 - involvement into cynicism;
 - efficacy into ineffectiveness.

Case I - Burn out at call center

- Emotionally challenging and routine work serving customers at call center requires “discharging”, relaxing atmosphere, be heard out.
- Limitations of advices “feel good” or “be positive”.
- Exhaustion and distancing (cynicism) could not be addressed by usual training and development tools and resulted in decreased efficacy.

Case I - Concept of the self support

- Address burn-out symptoms directly.
- Employees own all skills, experience and personality qualities necessary for support. Develop social support inside community.
- Encourage people to use their skills and “hearts” for support and understanding from peers (“no advice” principle)
- Encourage employees to express feelings, thoughts from encounters with customers without fearing judgement.



Case 2 - Burn out in telecommunication technicians department

- People are overloaded and insecure because of management changes.
- HR administrator doesn't know how to entertain to "get them back" to work inspiration.
- People are critical to all ideas that intend bringing them together.
- It seems employees became sensitive to sophisticated reward-incentive programmes to control-manipulate their behavior.

Case 2 - Intervention

- The idea - let's have a look how you are together.
- Basic principle - encouragement to participate and share viewpoints (even extremist ones).
- Recognizing and respecting feelings of exhaustion and cynicism unless is not directed towards others.
- Actively intervening any discharge directed towards fellow person.
- For participants - facing the dilemma of gaining personal value by executing personal power vs being in relationship and cooperating.

Case 3 - Social skills and personal initiative large scale development

- Factory bought out by German company.
- People are obedient and passive.
- General manager wants to develop social skills and initiative throughout the factory.
- Shift the attitude that managers are special, superior, hold the power and know all the answers and workers are inferior and executing the will of management.

Case 3 - Intervention steps

- Allowing people to participate.
- Encouraging them to share their points of view.
- Learning how to speak and how to listen.
- Making space for personal responsibility to emerge.
- Making possible to experience emptiness when no one takes responsibility for action.

Case 3 - Unfinished

- The private logic (goals) of being in special status shifted from being not special (inferior), to being special in THE training group.
- After facing emptiness when no one took the charge for company's problems the shift was back - "we are failures and consultants are special (have power) and did fail the project".

Reflections and summary

- Emphasis from “we are inefficient and must do something about this” is shifted towards “we are exhausted and courageous enough to face it at work and in life”.
- Job involvement is restitued gradually by developing appeal for social support as opposed to “mistaken goals” (Dreikurs-Ferguson, 2005a) that focus on personal status and consequentially justification and self elevation.
 - “Ask for help and support” instead thinking “I can manage myself”.
- Horizontal strivings are developed as opposed to usual hierarchical power relations.

References

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