



Gifted Adults Foundation

Radboud University

GIFTED AND BURNOUT IN THE WORKPLACE

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THE RESEARCH

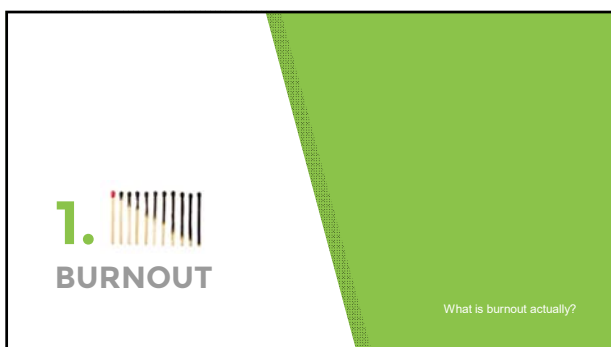
Research setting: the Netherlands

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1. BURNOUT

What is burnout actually?

BURNOUT or OVERWROUGHT?

- Burnout seen differently by many researchers
- NL: difference between burnout and overwrought
- Burnout: "one stage further" (>6 months, fatigue main role)

BURNOUT (MASLACH, 1982)

Emotional exhaustion

feelings of being used up, frequent irritability, frustration and feelings of being worn out



Depersonalization

cynicism and disengagement of the individual on the job



Reduced personal accomplishment

unhappiness of the individual about him or herself and dissatisfaction of the individual about his or her own performance




MASLACH BURNOUT INVENTORY (MBI) EXAMPLE

Emotional Exhaustion

1. I feel emotionally drained from my work.
2. I feel used up at the end of the workday.
3. I feel fatigued when I get up in the morning and have to face another day on the job.
6. Working with people all day is really a strain for me.
8. I feel burned out from my work.
13. I feel frustrated by my job.
14. I feel I'm working too hard on my job.
16. Working with people directly puts too much stress on me.
20. I feel like I'm at the end of my rope.

Source: Byrne (1991)



What are your **experiences** with burnout?



2.
RESEARCH

A short overview how the research was conducted

TWO RESEARCH PHASES

<p>PHASE 1: QUALITATIVE STUDY</p> <ul style="list-style-type: none"> Open interviews with 10 gifted individuals who face/had faced burnout Topic list made in advance Goal: finding common threads 	<p>PHASE 2: QUANTITATIVE STUDY</p> <ul style="list-style-type: none"> Survey among 74 gifted individuals Questionnaire based on key aspects found in the interviews Goal: testing the common threads found in phase 1 
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3.

PHASE 1

What did the interviews show?

QUALITATIVE STUDY

- Open interview with 10 respondents
- Faced burnout between 2013-2015
- Were diagnosed by physician or the like
- Each respondent was encouraged to tell his/her own story
- “Could you tell me what happened?”
- Data was coded and analyzed. Several aspects were visible...



Some statistics:
Age: 23 to 61 yrs old
6 Female, 4 male
IQ: 133 - 148

“

Still, there's this question when is good good enough. And for me, that's only when it's perfect. And if you keep pursuing that, you keep harming yourself

“

People do stuff in a certain way and they are doing it in this way for years, so why should they change that. I sometimes have the idea I'm at a **total different wavelength** compared to the others

“

Even when you are less in your ability to concentrate, you are always at a high level. Therefore, **it isn't noticeable**. That's the issue for the manager. You don't see anything about me, because I'm still performing

“

It's the same thing all the time, **I'm not learning anymore**, I'm not developing

MAIN ASPECTS FOUND

Perfectionism	Supervisor support	Coworker support	Not knowing limits
Workload	Wanting to do everything	Impulse for control	Career development
Autonomy	Feedback	Acknowledgement	Hierarchy

JOB DEMANDS -RESOURCES (JD-R) MODEL

- Results can be aligned with existing JD-R model (e.g. Bakker & Demerouti, 2006)
- Job demands & job resources influence burnout
- See handout

4.

PHASE 2

What did the questionnaire confirm?

EXAMPLE ITEM QUESTIONNAIRE

Several theorems are shown below. Please indicate to which extent you agree with these theorems.

20. If I fail at work, I am a failure as a person.	Totally disagree	0	0	0	0	0	Totally agree
21. My social environment will probably think less of me if I make a mistake.	Totally disagree	0	0	0	0	0	Totally agree
22. I have extremely high goals.	Totally disagree	0	0	0	0	0	Totally agree

RESULTS QUESTIONNAIRE

► Perfectionism, supervisor & coworker support and not knowing limits confirmed by the data


► Sample size statistically rather small (i.e. 74 respondents)
► More significant results will probably be found with greater sample

Some statistics:
Age: 26 to 64 yrs old
52 Female, 22 male
IQ: 122 -160

5.

SO...WHAT CAN WE DO?

Actions to undertake







WHAT SHOULD BE DONE ACCORDING TO YOU?

OUR RECOMMENDATIONS

For gifted (all ages) ; for supervisors and HRM; for professionals like counsellors, educators, mental health:

Prevention Gifted (of all ages) should know their talents and use them!	Early detection of signals manage the factors related to giftedness.	Recognition of symptoms in combination with giftedness take time to explore symptoms and treat in combination with managing factors related to giftedness.
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THANK YOU!

Any questions?

You can contact us at akkelijn@home.nl & noksnaute@ihbv.nl
