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APPLING KNOWLEDGE ABOUT LEARNING STYLES TO FIGHT BURNOUT AND AMPLIFY COMPETITIVENESS AMONG POLISH MANAGERS

Summary. Managers, working under constant stress and pressure of decision making, are a social group that is highly prone to burnout syndrome. This research takes into consideration variables such as learning styles, features of personality such as extraversion vs. introversion, sensing vs. intuition, thinking vs. feeling and judging vs. perceiving may provide data essential to protect managers from this unwanted psychological phenomenon. Burnout syndrome, invented as a concept in 1970, consists of three aspects according to the Maslah Burnout Inventory (MBI): emotional exhaustion, depersonalization and reduced personal accomplishment. This research uses a point-scoring system whereby burnout syndrome is indicated by lower scores on the personal accomplishment scale, and by higher scores on the emotional exhaustion and depersonalization scales. This psychological phenomenon leads to gaining less satisfaction from work, which seems to be a significantly important problem in the contemporary job market, especially among managers. It is strongly related to the intensity of stress at work. If stress is permanent and not handled appropriately, impairments of cognitive abilities such as declined attention and perception may occur. Some features of personality can also be correlated to higher susceptibility to stress and the risk of burnout syndrome.

Keywords: burning out syndrome, learning styles, MBTI, managers

ZASTOSOWANIE WIEDZY O STYLACH UCZENIA W CELU PRZECIWDZIAŁANIA WYPALENIU ZAWODOWEMU ORAZ WZMOCNIENIA KONKURENCYJNOŚCI WŚRÓD POLSKICH MENEDŻERÓW

Streszczenie. Menedżerowie, pracujący w ciągłym stresie i pod presją podejmowania decyzji, są grupą społeczną, która jest bardzo podatna na syndrom

wypalenia zawodowego. Prezentowane badanie uwzględnia takie zmienne, jak: style uczenia, cechy osobowości (ekstrawersja vs introwersja; doznawanie vs intuicja, uczucia vs myślenie oraz ocenianie vs spostrzeganie), które mogą przekazywać dane niezbędne, mówiące o tym, jak chronić menedżerów przed niepożądanym zjawiskiem psychologicznym, jakim jest wypalenie zawodowe. Koncepcja pojęcia wypalenia zawodowego została stworzona w 1970 roku, składa się z trzech aspektów, ujętych w kwestionariuszu MBI: wyczerpanie emocjonalne, depersonalizacja i poczucie dokonań osobistych. Diagnozuje się go, gdy osoba uzyskuje niskie wyniki na skali poczucia dokonań osobistych oraz wyższe wyniki na skalach wyczerpania emocjonalnego i depersonalizacji. To zjawisko psychologiczne prowadzi do coraz mniejszej satysfakcji z pracy, co wydaje się być znaczącym problemem na współczesnym rynku pracy, szczególnie wśród menedżerów. Jest to ściśle związane z intensywnością doświadczanego stresu; jeśli jest on przewlekły i przekracza możliwości adaptacyjne jednostki, upośledza zdolności poznawcze, takie jak uwaga i postrzeganie. Niektóre cechy osobowości mogą być również skorelowane z większą podatnością na stres i ryzyko wypalenia.

Słowa kluczowe: wypalenie zawodowe, style uczenia, kwestionariusz MBTI, menedżerowie

1. Introduction

This article attempts to demonstrate the interaction between personality types, learning styles and burnout. Much attention was paid to the interaction between burnout and features of personality such as "Big Five" (NEO FFI) or MMPI (Munn-Giddings, Hart, Ramon, 2005) where the neuroticism was a predictor of depersonalization among professional care givers; however the MBTI (Myers-Briggs Type Indicator) questionnaire has not been frequently applied in studies among managers. The correlation between MBTI types of personality and learning styles has also not been examined in much depth, apart from some studies, for example, one examining upper-level civilian *managers* of the US Army that proofed relationships existing between Kolb's LSI dimension of concrete vs. abstract and the *MBTI* dimension of feeling vs. thinking and between the LSI dimension of active vs. reflective and the *MBTI* dimension of extrovert vs. introvert (Konopka, George, 1999). MBTI concentrates on four basic aspects of human personality – interactions of humans and widely taken environment, the way people make decisions, preference of living in a more structured or a more spontaneous world and the type of information they receive from their surroundings.

The view on the learning styles has been developed in recent years (De Bello, 1990). The theoretical research concept is derived from Kolb's learning cycle. What is most important in his theory is the fact that learning is best conceived as a process, not in terms of outcomes. Latest neurobiological research shows that Kolb's learning cycle reflects the brain functioning

while processing information (Kolb, 2005). The learning cycle covered all areas of the learning process: concrete experience (CE); reflective observation (RO); abstract conceptualization (AC); active experimentation (AE). The learning cycle has the underlying assumption that the most effective learning will include all parts of this process. Research has consistently demonstrated that most people have strengths in some areas and weaknesses in others and this has led to the popularity of learning styles. The learning styles allow us to identify how an individual prefers to learn. There is debate in the application of learning styles however. Should learning styles predict who will be more successful when a learning experience matches styles? (Allinson & Hayes, 1988).

1.1. Honey and Mumford learning styles

Based on the model of Kolb, Honey and Mumford developed their own improved research tool for measuring learning styles in an attempt to eliminate the methodological weaknesses, which drew attention to the Kolb's learning style questionnaire. The basis for identifying learning styles, according to them, is the opposition in two dimensions: reflection – action and the theory – practice. The first dimension refers the preferred type of units involved in the learning process, from passive observation to active participation. The second dimension indicates the skills possessed by the person – from the theoretical analysis of the surface of issues to deal with specific tasks. Based on these dimensions, Honey and Mumford identified four learning styles:
- – Activator,
- – Contemplative,
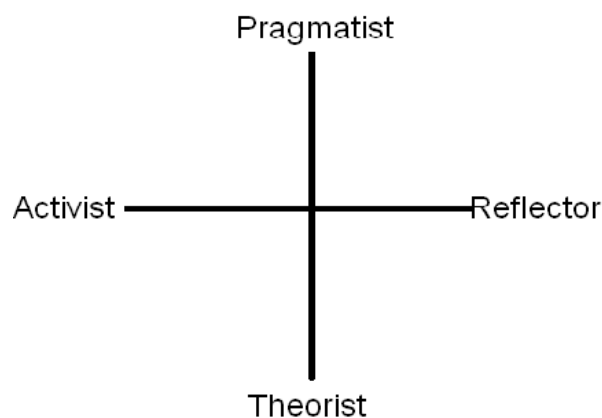- – Theorist,
- – Pragmatics.

Fig. 1. Four learning styles according to Honey and Mumford
Rys. 1. Cztery style uczenia się według Honeya i Mumforda
Source: Honey, Mumford, 1986.

Figure 1 shows that the activist and reflective learning styles are placed on opposing sides of the profile. To take a true measure of the preference for an activist style it is necessary to consider the reflective preferences at the same time (Wells et al, 1991). The following table shows a combined measure of the two scores.

The first of the styles – **activator** can be characterized as engaging in new experiences. People presenting this style have a high level of extraversion, are sociable and they attach great importance to interpersonal relations. It is crucial for them to be committed to cooperation in the workplace. Activators may feel reluctant to attempt entering a rigid team structure and having the obligation to report on the progress of a project. These people are able to stimulate others to action, they are creative, not afraid of change and innovation. Sometimes, however, this behavior is associated with the fact that action precedes the analysis and evaluation of the situation (Honey, Mumford, 1992).

The second of these styles is **reflector.** People who represent this style prefer to watch the action of others than to participate in specific projects, and therefore appreciate the opportunity to examine the situation in detail. Their preferred way of learning is collecting data and looking at them from different perspectives. Reflectors can be characterized by prolonging decision-making, and even delaying or full omission, if possible. These people are rather introverted and usually keep out of the way of a team.

The third learning style is **theorist**. Theorists feel comfortable in a situation where they can, based on observations, combine elements into a logical and complex whole. Theorists have a penchant for perfectionism and order. They prefer clear and structured activities with a clearly marked target. Theorists tent to avoid an ambiguous and obscure situation with high-risk and uncertainties. Theorists are good at executing tasks based on a thorough analysis of the causes of phenomena.

The last style is **pragmatist**. For pragmatists, the most important is the realization and application of specific solutions in practice. These people learn best when "relevance face" tasks are high, that is in dealing with real-world problems, such as case studies. They are willing to try out new ideas, theories and techniques to see if they actually work in reality. Pragmatists treat each new task as a challenge, they tend to act swiftly and observe the effects of the changes. They can be characterized by their technical knowledge, often also without a broader analysis of the phenomena.

Table 1

Strengths and weaknesses of people presenting a particular learning style

Honey and Mumford Learning Style	Strengths	Weaknesses
Activist	Openness Readiness for challenges Flexibility Quickness of action	Lack of consistency in the implementation of projects Tendency to excessive risk Hasty action without a plan
Pragmatist	Methodical approach to tasks Scrupulousness Caution in formulating premature statements	Excessive minuteness Emphasis and difficulty in defending its borders Troubles in decision-making
Theorist	Objectivity Rationality Consistency	Low toleration to dissimilarity Perfectionism Patronizing attitude toward co-workers
Reflector	Pragmatism Effectiveness Realism	Impatience Low toleration to frustration Lack of interest in the theory underlying the phenomena

Source: Own elaboration based on Wilson D.: An investigation of the properties of Kolb's Learning Style Inventory. "Leadership & Organization Development Journal", No. 7(3), 1986, p. 3-15.

1.2. Maslach concept of burnout

The most well-known concept of burnout, and one that has become a medium for the creation of a research tool used in this study is a multidimensional concept by Christina Maslach. As for the burnout, Maslach et al. (2001) describes it as a *prolonged response to a chronic emotional and interpersonal stressors on the job and it is defined by the three dimensions: exhaustion, cynicism and inefficiency*. So the researches of this phenomena are of the opinion that burnout consists of three aspects: **emotional exhaustion** (reduced energy and enthusiasm), **depersonalization** (cynical approach to clients or co-workers) and reduced **personal accomplishment** (capacity to innovate and a sense of efficacy).

The two most important concepts in medical literature which formed the basis for later reflections on burnout were: defensive dehumanization and distant concern. The first one refers to the processes of protecting themselves (care givers) against the flood of strong emotions connected with the performance of the professional duties (eg. patient assistance) through the treatment of other subjects. The second concept relates to the balance between compassion shown to the patient by a healthcare professional and emotional distance. Thus, in jobs that involved working with others, people may experience strong emotional arousal. The author (Sęk, 2004) places particular emphasis on the fact that only including the stress and burnout component is not sufficient. It should be emphasized that this experience of stress is always embedded in the context of interpersonal relationships. In summary, two

components contribute to the burnout phenomenon: performance pressures and relationships with other people.

The first component of the concept is personal accomplishment, described by Maslach as a dimension of reduced sense of personal achievement, and the second component – the relationship with others, described in the dimension called depersonalization. Given the emotional exhaustion component, there is a ternary model of burnout. In light of the reasoning of the author quoted, focusing only on emotional exhaustion, which is similar to the definition of stress, would be tantamount to narrowing the phenomenon of burnout. Opposed to this approach is the author of the concept, Christina Maslach. Researchers (Antczewska, Świtaj, Roszczyńska, 2005) emphasize, however, that the term "depersonalization" should be understood differently here than in psychiatric literature, where it is used in terms of a psychopathological condition. As for burnout, it rather regards a dynamic process, that of being unfeeling and impersonal in response toward recipients of one's service, care treatment, or instruction. In literature (ibid.) also appears many terms describing emotional exhaustion (reduced personal accomplishment), such as decreased job satisfaction, lower professional and personal commitment and reduced sense of personal achievement. For the purposes of this study the term "personal accomplishment" will be used, as used by Sęk (2004) in the Polish adaptation of the MBI questionnaire.

Table 2

Dimensions of burnout according to Maslach and their characteristic

Dimensions of burnout according to Maslach	Characteristic
Emotional Exhaustion	Irritability • powerlessness • Lack of energy • Fatigue • psychosomatic symptoms (headache, insomnia)
Depersonalization	dehumanized attitude to clients or colleagues • coldness and indifference in interpersonal relations • Isolation in the workplace • cynicism • Reluctance to professional topics in a conversation
Personal Accomplishment	Feelings of incompetence • Loss of sense of what you are doing • Dissatisfaction with job performance • The attitude of resignation • Increase self-criticism

Source: Own elaboration based on Sęk H.: Wypalenie zawodowe. Przyczyny i zapobieganie. Wydawnictwo PWN, Warszawa 2004.

1.3. Briggs and Briggs-Myers concept of personality types

Briggs and Briggs-Myers took into account all the typology developed by Jung into a research tool, supplementing it with a fourth pair, namely judging versus perception (Cakrt,

2006). They obtained, thanks to this, a classification of 16 personality types, which are the result of a combination of four output options. A simplification of this approach is a reduced typology, taking into account only the dimensions such as perception versus intuition and thinking versus feeling.

The first pair of dimensions is **introversion** versus **extroversion**, referring directly to the ideas of Jung of whether the libido energy is directed outward (extraversion) or inward (introversion). This also shows that the individual draws energy from being with people or spending time alone. Extroverts are characterized by emotional expression, sociability and openness. An inspiring environment for them is one where a lot is happening, and where you need to make quick decisions and work with people. Introverts, on the other hand, avoid places abound in number of stimuli and rather prefer a small group of devoted friends. By nature, they are more reflective and also have less capacity to adapt to a new environment.

Another pair of dimensions is **intuition** versus **sensitivity** (basing on the feelings flowing from the senses) which has been distinguished due to the way that an individual collects information about the world. These dimensions say whether a person carefully gathers facts and details (experiencing) or is guided by intuition and look at the overall picture of the situation (intuition). Jung ranked sensory perception and intuitive functions to the so-called irrational, because they did not benefit from the mind and rationality. People using this kind of approach accept things as they are, based on the facts. Moreover, they easily remember specific events, rather than their hidden meaning or connection between the events. People with superior intuitive perception tend to use their own generalized experience in gathering the information. Furthermore, they often use metaphorical language and are oriented to what will happen in the future. One can characterize them by their rich imagination and willingness to draw conclusions, regardless of the logical reasons. These people do not like to deal with the little things and details. Their aim is rather to create new ideas and look for the relationship between them.

In the pair of dimensions described above the focal point was a way of gathering information about the world by the individual. When it comes to the division into **thinking** versus **feeling**, it has been distinguished for its method of use, evaluation and processing of data, but also, for reasons of decision making. In contrast to the previous pair (intuition versus sensation), thinking and feelings are described as rational functions, because in both cases we are dealing with an assessment. As Cakrt writes (2006, p. 77) – *the mind estimates by means of information, while feelings by emotions, pleasure and satisfaction*. People with a predominance in rational approach (thinking) focus on the logical parameters of the situation and approach problems in an analytical way. They try at all cost to maintain objectivity, are systematic and well organized. People with a preference for thinking can be

seen by others as conservative and principled. "Feelers" attach importance to feelings and emotions and can sympathize and understand the situation of others. When they make decisions they take into consideration the best interests of other people. One can say that they care about making others happy. In conflict situations, they may give up their opinion in favor of values such as harmony and peace. These people tend to take an emotional approach to assessing and dealing with events.

Last but not least is the pair of dimensions **judging** versus **perceiving.** The authors have made this division in order to show a definite preference for task completion in contrast to a tendency to leave things open and take their own course so that all possible outcomes remain open for as long as possible. People with a preference for judging prefer active decision-making and planning their lives, as opposed to those with a preference for perceiving, who would rather observe and postpone a decision in order to allow time for things to fall into place on their own. People representing the perceiving personality type want as much as possible to extend decision making time in order to look at the issue from different points of view. "Judgers" are anxious and nervous as long as a case is not closed. People with a preference for perception, even having made the decision, feel discontent, claiming that it was always possible to make a better one.

Table 3

Strengths and weaknesses of people presenting a particular personality type
according to Briggs Myers

Briggs Myers personality types	Strengths	Weekneses
Extravertion	• openess • innovativeness • flexibility • quickness in action	lack of consistency in the implementation of projects • tendency to excessive risk • hasty action without a plan
Introvertion	• independence • reflexivity • ability to concentrate attention on a particular task diligence	Inability to work in an environment full of incentives • Difficulty in establishing relationships • Often misunderstood by co-workers
Intuition	• Creativity • Holistic approach • A rich imagination • Curiosity about the world	• Impatience • depreciating the importance of details • Focusing on too many issues at once
Sensitivity	• Practical approach to tasks • taking account of details • patience • precision	• excessive focus on details • adherence to proven methods of operation • Problems with the recognition holistic issues
Thinking	logic, analyticity • objectivity • Good organization	• principal approach at work • ruthlessness • Lack of interest in conflict resolution

Feeling	Mediation Skills • Loyalty to the team • interest in the situation of other people	Avoid conflicts and confrontations • Delaying the implementation of unpleasant tasks • Excessive sentimentality
Perceiving	Spontaneity • objectivity • Ability to compromises	Troubles in decision-making • Difficulties in planning activities • chaos
Judging	• Meticulous planning • Commitment to order • Decisiveness	• Difficulties in finding a new environment • Lack of flexibility • Persistence

Source: Own elaboration based on Cakrt M.: Typy osobowości dla menedżerów.
Wydawnictwo Helion, Gliwice 2006.

2. Method

Participants

Descriptive analyses were used to summarize the demographic characterization of the participants. The studied group consisted of 110 middle managers and executives, aged 25-58. All of them came both from the public and private sector. The average seniority in this group was 13,5 years and the managerial serenity amounted to 6,43 years. In the survey were not included managers with managerial experience of less than 1 year because this period of time is needed to get accustomed to changes which could have blurred the results of the survey. The majority were men (58%); 87 per cent lived together with a partner; 85 per cent of them declared having many friends and acquaintances, only 15 per cent of the group admitted having severe problems in their private lives, while 26 per cent declared having severe problems in their occupational life. In the survey participants were also asked about job satisfaction; 6 per cent deemed their satisfaction as low, 71 per cent as average and 23 per cent assessed it as high. The majority were non smoking (71%) and doing sport occasionally (66%). A typical managerial sample consisted of predominantly middle aged and married men.

Measures

Burnout was measured using the Maslach **Burnout** Inventory (MBI), having three subscales – depersonalization, emotional exhaustion and personal accomplishment. All items are scored on a 7 point frequency rating scale from 0 (meaning "never") to 6 (meaning daily). According to the author, burnout is indicated both by high scores on the emotional exhaustion and depersonalization subscale and by low scores on personal accomplishment subscale.

The learning styles were measured in this study using the Learning Styles Questionnaire (LSQ) developed by Honey and Mumford and consisted of four stressed styles – activist, reflector, theorist and pragmatist. This questionnaire consisted of 80 affirmations (e.g. "I like to try new and different things without too much preparation") and each style with 20 items each. The personality test used in this study was of the Myers-Briggs Type Indicator (MBTI) – short version, having four subscales – extraversion vs. introversion; intuition vs. sensing; thinking vs. feeling and perceiving vs. judging. The Myers-Briggs Type Indicator (MBTI) personality inventory based on the C.G. Jung theory of personality was chosen because it was designed for non clinical use.

3. Results

Table 5 shows the mean and standard deviation of the study variables. The most common learning style among surveyed managers was pragmatist (mean = 11,97; SD = 3,61), while the most rare learning style seemed to be the activist (mean = 7,66; SD = 3,91). In comparison with results from British, Canadian and American surveys, showed in the Table 4, the Polish sample scores relatively lower for all styles. As for theorist (mean = 10,48; SD = 3,63), the nominal score is almost three full points lower than for Canadian and British managers and almost four points lower than American managers. Correlations among the study variables are presented in Table 6. In terms of the outcome, extraversion was correlated with the activist learning style ($r = 0,21$, $p < 0,05$) and was negatively correlated with the reflector learning style ($r = -0,19$, $p < 0,05$). Moreover, there was a significant correlation between the intuition and activist learning style ($r = 0,5$, $p < 0,01$), while activist correlates negatively with sensing ($r = 0,44$, $p < 0,01$). Sensing also correlates with reflector ($r = 0,22$, $p < 0,05$) and theorist ($r = 0,23$, $p < 0,05$). Furthermore, a negative correlation occurred between the intuition and theorist learning style ($r = -0,32$, $p < 0,01$) as well as with the reflector learning style ($r = -0,31$, $p < 0,05$). Thinking correlates with reflector ($r = 0,36$, $p < 0,01$), theorist ($r = 0,38$, $p < 0,01$), and pragmatist ($r = 0,22$ $p < 0,05$), but negatively with activist ($r = -0,23$, $p < 0,05$). Feeling correlates with activist ($r = 0,26$, $p < 0,01$), however negatively with both reflector ($r = 0,36$, $p < 0,01$), and theorist ($r = 0,4$, $p < 0,01$). As far as burnout is concerned, only the depersonalization subscale seemed to be significant in the correlation with the learning styles. Depersonalization correlates with activist ($r = 0,3$, $p < 0,01$), and pragmatist ($r = 0,23$, $p < 0,01$). There were no significant correlations between the two other subscales of burnout as emotional exhaustion and personal accomplishment.

Table 4

Learning styles distribution in Great Britain, Canada and the United States

Nationality	Activist	Reflector	Theorist	Pragmatist
British	8,7	12,9	13,5	14,5
Canadian	8,5	13,9	13,7	14,0
American	9,5	12,0	14,5	14,5

Source: Honey and Mumford, 1986, p. 79.

Table 5

Mean and standard deviations of the four categories of personality styles
(extraversion vs. introversion; intuition vs. sensing; thinking vs. feeling; perceiving vs.
judging), three subscales of burnout (emotional exhaustion, depersonalization, personal
accomplishment) and four learning styles (activist, reflector, theorist, pragmatist)

	Mean	SD
Extraversion	22, 96	5,61
Introversion	17,43	5,46
Intuition	18,65	5,91
Sensing	27,76	5,74
Thinking	24,56	4,95
Feeling	15,82	4,68
Perceiving	17,95	4,64
Judging	22,34	4,81
Emotional Exhaustion	17,02	9,97
Depersonalization	8,78	6,61
Personal Accomplishment	34,60	8,56
Activist	7,66	3,91
Reflector	10,97	3,99
Theorist	10,48	3,63
Pragmatist	11,61	3,61

Table 6

Correlations between four learning styles (activist, reflector, theorist, pragmatist)
and four categories of personality styles (extraversion vs. introversion; intuition vs. sensing;
thinking vs. feeling; perceiving vs. judging), three subscales of burnout
(emotional exhaustion, depersonalization, personal accomplishment)

	Activists	Reflector	Theorist	Pragmatist
Extraversion	,209*	-,190*	-,134	,041
Introversion	-,112	,099	,039	-,018
Intuition	,502**	-,305**	-,319**	-,044
Sensing	-,437**	,219*	,232*	,055
Thinking	-,227*	,335**	,376**	,217*
Feeling	,265**	-,358**	-,397**	-,157
Perceiving	,117	-,136	-,200*	-,119
Judging	-,017	,033	,061	,116
Emotional Exhaustion	,151	-,131	,050	,051

Depersonalization	,296**	-,089	,088	,229*
Personal Accomplishment	,022	,040	,000	-,007

Note: *p < 0,05; **p < 0,01

4. Discussion

The results suggests that some of the learning styles correlates with both personality types from MBTI, as well as subscales of burnout. Extravertic types of personalities seem to be more active learning types. As the days of activists are filled with activity, it is highly likely that they are faced with situations where other people are involved, such as meetings, panel discussions and conferences. In these types of social situations, contact with other people is inevitable, which makes these managers more sensitive to horizontal and vertical interactions with other people.

Other studies have shown correlations between the *LSQ (Learning Style Questionnaire)* and the big-five factors (NEO-PI-R), where the activist learning style was correlated with agreeableness, conscientiousness, and extroversion (Gentry, Mondore, Cox, 2007). In light of the data from this research, the correlations now seem easier to explain. An activist tends to act first and then considers the consequences afterwards, whereas the reflector first collects data and observes people in the process of doing activity, instead of actively taking part in it. This kind of attitude involves more a philosophy of caution. It is easier to be an observer outside a social group than to take part in work. The results have also shown a negative correlation between the activist and the way of judging - thinking that is based on a logical process aimed at impersonal findings, which is contrary to feeling. Feeling types are naturally friendly and sociable, finding it difficult to be businesslike (Brigs Myers; Myers, 1995), which closely corresponds with activists preferring to share ideas with other people. A negative correlation between perceiver and theorist could be expected, since the perceiver type, who is active and empirical appears to be disjoined with the precision and detail focused theorist.

The most essential information from this survey is that only two learning styles are prone to depersonalization. Being an activist means tackling problems by brainstorming, while being pragmatist means trying out new ideas in practice; so both learning styles are strongly connected with being in touch with others who either accompany activist in the process of creative thinking or give pragmatist the feedback about applied solutions. The more interactions with coworkers or clients managers have, the more potential stressful situation

may occur. If the satisfaction from work is low and the stress becomes chronic, managers can treat people around them as unfeeling objects, which leads to distancing from them and having a cynical attitude towards them. Given these results, the question of whether the reflector and theorist can be protected from the burnout syndrome should be asked.

As for learning styles, the overall learning profile is lower for Polish managers and this may mean that they will be more selective or less interested in learning. The dominant style is clearly pragmatist and the sample scored very low on the activist style. This shows that Polish managers are passive, not very willing to take action or to make changes. From the research it is difficult to evaluate the reasons for this. It may be the educational system which did not use active methods or applications but focused on acquiring theoretical knowledge.

The result of this study can be used in academic education among students of management, business, marketing etc, who after getting to know their personality styles and learning styles can more consciously affect their educational attainment. Zebun (2009), in her article derived a conclusion that teachers should tailor their teaching strategies based on the learning styles of students. This kind of attitude generates more interest in the learning process which can bear fruits not only in occupational, but also in the personal lives of those young people. The more enthusiastic towards learning a student will be, the more creative and open- minded they become. As well as in higher education, the results of this survey have practical implications in MBA programs and courses designed especially for managers, as (Wells; Layne; Allen, 1991) suggested in literature, because the better the methods of teaching are matched to students, the greater chances for success can be observed.

Further study is needed on the correlation between learning styles, burnout and cognitive functioning of Polish managers in order to examine potential interactions between attention, memory, perceptiveness and learning styles. What else should be examined is the influence of a multicultural environment in the work field. This trend can result in hybridization of learning styles especially among higher level management. Thanks to globalization and exchange programs in companies, managers share and derive knowledge from the experience.

Although learning styles have been widely researched, little is known about gender differences in learning styles among managers. According to the latest data, almost 40 per cent of upper and middle managerial positions are held by women. It is also crucial to examine if women, who are managers having a particular learning style, are more prone to burnout.

What seems interesting is the potential situation, in which a manager and their workers have the same dominant learning style. The question arises of whether it helps them to communicate and solve the problem or rather impede progress. The common assumption that

the most effective team should be composed of workers representing different learning styles may be in need of reappraisal. Nowadays, when a high level of specialization is needed, perhaps small groups of two or three workers with the same learning style could be more competitive. Those people would not waste time adjusting to the way the other members of the team process information. This seems to be one of the many ways of taking advantage of human potential in a company or organization. Investing in the training and development of managers seems to have a return. Moreover, as some researchers highlight, they are the chain link in the organization that is able to pass on knowledge.

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