

BOIT

Trainer's Manual

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INDEX

1. INTRODUCTION	3
2. BOIT – BURNOUT INTERVENTION TRAINING FOR MANAGERS AND TEAM LEADERS – THE CONCEPT	4
3. THE STRUCTURE OF THE BURNOUT INTERVENTION TRAINING	6
3.1 Description of the four face-to-face workshops	6
3.2 Flexibility of BOIT	7
3.2.1 The content of BOIT.....	8
3.2.2 The duration of the workshops	8
3.2.3 The duration of the total Burnout Intervention Training for Managers and Team Leaders	9
4. THE METHODOLOGICAL AND PEDAGOGICAL APPROACH OF THE BURNOUT INTERVENTION TRAINING	9
4.1 The blended learning approach of BOIT.....	9
4.2 Advantages of the blended BOIT offer	10
4.3 The usage of the BOIT face-to-face training materials	11
4.3.1 Explanation of how to understand and use the BOIT training material	13
4.3.2 Flexible use of the BOIT training material	15
4.4 A theoretical excursion to Formal, Non-Formal and Informal Education	15
5. PLANNING OF THE BURNOUT INTERVENTION TRAINING	16
5.1 Identification of the BOIT participants.....	17
5.2 Content and time frame of the Burnout Intervention Training for Managers and Team Leaders	17
5.3 Delivery mode for BOIT	17
6. CHALLENGES AND RECOMMENDATIONS	18

1. INTRODUCTION

Before presenting the content of this document it has to be stated that the BOIT trainer must acknowledge, and be themselves convinced of, the key issues pertaining to the training:

- Social responsibility at work needs to be strengthened both in general and for the specific purpose of reducing Burnout cases.
- Burnout is an illness which develops gradually and can therefore be intercepted early.
- Burnout affects not only the individual but also the team and the organisation in which the person is working
- Visible signs, effects and consequences of Burnout can be detected.
- With the help of the Burnout Intervention Training for Managers and Team Leaders the costs of Burnout – sick leave, personnel turnover and unemployment – can be reduced in the long-run.

The Trainer's manual serves as a supportive guideline for trainers who deliver the BOIT – Burnout Intervention Training for Managers and Team Leaders. It consists of six chapters:

This first chapter serves as a brief introduction and offers some background information on Burnout before fully presenting the BOIT concept in chapter 2.

The third chapter deals with the structure of the training. This includes an overview of the content of the four face-to-face workshops, followed by a discussion on the flexibility of BOIT – a special feature of the training. Flexibility relates not only to the content, but also to the duration of the workshops and the training in total.

The fourth chapter deals with the methodological and pedagogical approach of the BOIT program. This section informs the trainer about the BOIT blended-learning concept and advises on

how to use the face-to-face training materials. Since BOIT also leads to informal and non-formal learning activities, this chapter concludes with a short theoretical excursion on formal, non-formal and informal education.

The success of the Burnout Intervention Training very much depends on its preparation. The most important aspects to be considered such as identification of the BOIT participants, content and time frame for the training or the delivery mode are discussed in the fifth chapter.

The BOIT trainer also has to face several challenges. In the sixth chapter, the team who developed the Burnout Intervention Training offer their recommendations on how to minimise these difficulties.

2. BOIT – BURNOUT INTERVENTION TRAINING FOR MANAGERS AND TEAM LEADERS – THE CONCEPT

Burnout is an illness on the rise throughout EU member states. Reasons for this development in the last two decades are various: professional demands seems to be getting higher in almost all economic sectors, whilst at the same time the consequences of rising unemployment in Europe have impacted behaviour at work. From the company's perspective this both reduces employees' efficiency at work *and* results in an increase in sick days being taken. This can be interpreted as follows: employed people tend to work longer in terms of weekly or monthly hours and, as a result, this feel exhausted more easily and are more liable to get ill.

The tendency seems to be that one person is doing the workload of one and a half employees for the same salary and sometimes with higher expectations from his/her line manager. In economically difficult times companies have to keep an even closer eye on their budget and their turnovers, so they often try to cut back on personnel costs whilst making fewer people do more work. In the long-run this is of course a miscalculation. An increasing number of sick-days or drop-outs in the end leads to much higher costs for an enterprise; the missing staff member has to be either replaced for a short or extended period of time, or new staff have to be recruited to replace employees who have dropped out. This is not only a financial burden, but is also costly in terms of time as the new employee has to be fully inducted into the company. Thus the increasing psychological requirements at work can also have long-lasting consequences for the enterprises in terms increasing personnel costs.

From an external perspective it is sometimes difficult to understand why people do not announce their work overload in time so that reorganisation could take place. Nowadays in a climate of economic uncertainty and high unemployment it can be assumed that employed, as well as self-employed, persons are glad to have a job and fear losing it. As a consequence these people take on more work, longer hours and greater responsibilities whilst at the same time endangering their health. Burnout seems to be just one of a number of negative “outcomes” of this trend affecting working people.

Due to more demanding working situations Burnout seems to have become a fashion: everybody feels stressed and often Burnout is also experienced by employers. The BOIT project team stresses that in the BOIT sense Burnout is a real illness and not a moment in which someone feels “simply” overworked:

Burnout can be defined as feelings of exhaustion, a cynical attitude toward the job and people involved in the job and through a reduced personal accomplishment or work efficiency. In a radical meaning Burnout takes away a person's spirit and will. This means that the employees' energy or capacity to work can diminish over time when the work environment does not provide resources and is especially demanding. In a terminal stage a state of physical, emotional and mental exhaustion will occur from which it is hard to recover.

Schaufeli, Greenglass, 2001¹

Being able to distinguish between this “real” Burnout – which is itself already difficult to define as the definition allows for vari-

¹ Schaufeli, W. B. & Greenglass, E. R. (2001). Introduction on a special issue on Burnout and health. *Psychology & Health*, 16, 501–510.

ous interpretations – and “normal” stress (which can be positive or negative in the understanding of Eustress² and Distress³) or depression is one important aim of the BOIT. This distinction provides the foundations for the detection, intervention and prevention of the Burnout process.

From a treatment perspective the positive thing about Burnout is that it is an illness which does not appear suddenly but rather develops fairly slowly over weeks, months and sometimes years. This allows the Burnout process to be intercepted at an early stage and for the first steps of intervention to take place before an individual reaches total breakdown.

The Burnout Intervention Training for Managers and Team Leaders makes use of exactly these circumstances.

Although there are already many training courses on offer which deal with topics such as “work-life-balance”, “stress-free life”, and avoidance of Burnout at work and at home, relaxation techniques for stressful (working) situations, etc., there is currently no training which is constituted for the superiors of people working in very stressful (and therefore Burnout promoting) situations. What is special about the BOIT – Burnout Intervention Training for Managers and Team Leaders – is that it targets people responsible for other staff. With the help of the training this target group is encouraged to develop a greater awareness of working conditions that could lead to Burnout among their staff. BOIT aims to encourage managers and team leaders to take on more responsibility for their well-being of their staff members when it comes to work-related illnesses such as Burnout.

The training participants are confronted with consequences of Burnout which do not only concern the affected people or those who are deemed ‘at risk’ but also the team and the organisation

in which such individuals work. Bearing this in mind, the distinction between the three levels (individual, team and organisation) plays an important role in the training and forms the basis for the strategies delivered and developed during and after the training targeting the reduction of Burnout promoting factors.

The team who developed the content of BOIT believes that the number of Burnout cases can be reduced, and that their consequences for working teams and organisations such as reduced motivation, higher incidence of errors, longer sick leave, staff turnover and rising unemployment due to Burnout can be minimised. The BOIT approach is to make managers, team leaders and other members of middle-management from different sectors more sensitive to, and aware of, Burnout as well as to encourage them to apply strategies to prevent or intercept the Burnout process amongst their staff.

The Burnout Intervention Training should not only be of interest to the direct target group (staff responsible person), but rather national social insurance agencies, labour market services and the public at large should have a stake in it. With widespread implementation of the BOIT in companies of different economic sectors the damaging personal effects of Burnout, as well as the financial costs associated with Burnout cases – sick leave, personnel turnover and unemployment – can be reduced.

Therefore social and pension insurance as well as labour market services are being approached as additional potential multipliers for disseminating the project's idea and products.

² <http://en.wikipedia.org/wiki/Eustress>

³ [http://en.wikipedia.org/wiki/Distress_\(medicine\)](http://en.wikipedia.org/wiki/Distress_(medicine))

3. THE STRUCTURE OF THE BURNOUT INTERVENTION TRAINING

The structure of the Burnout Intervention Training for Managers and Team Leaders is based on a scientific and a practical analysis.

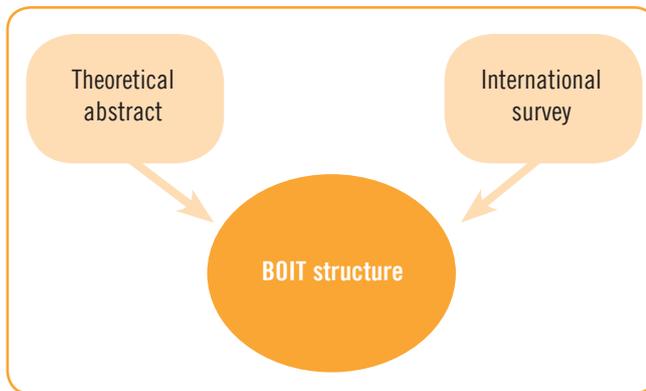


Fig. 1: Components influencing the BOIT structure

Prof. Dr. Christian Korunka from The Institute of Psychology, University of Vienna (Austria) together with Prof. Dr. Cristina Zdrehus from The Institute of Pedagogy, University of Oradea (Romania) developed a theoretical abstract dealing with the theme of Burnout. It addresses different facets of Burnout such as the interpersonal, medical and process aspect of Burnout. It describes different characteristics and circumstances that influence the development of Burnout. This paper also describes the effects of Burnout on individual, team and organisational levels and provides some European statistical data. Different Burnout

prevention and intervention approaches are presented at the end of the document.

Drawing on this theoretical paper, a survey was developed and conducted in the partner countries (Austria, Germany, Italy, Romania, United Kingdom and Denmark). The aim was to gather crucial data and information about managers' and team leaders' needs with respect to training that supports them in preventing and/or intercepting the Burnout process. Questions were asked not only in terms of possible content (the key points) but also to the time that would be spent on such training and the methodology that would be employed. The survey's outcomes were summarised in an international report highlighting the thematic-oriented needs of managers and team leaders who want to further their knowledge on Burnout and/or on how to deal with Burnout among their staff.

Both the theoretical abstract and the international survey were used in developing the structure of the BOIT, and the needs of the managers and team leaders especially were taken into consideration during the BOIT elaboration phase. As line managers seem to be very restricted in terms of time resources the BOIT project consortium decided to make the e-learning part of the blended learning offer voluntary for the learners and not a precondition for participating in following face-to-face workshops. Thus the Burnout Intervention Training for Managers and Team Leaders (BOIT) consists now of four face-to-face workshops with computer-based self learning units in between. Nevertheless, the task of the trainer is *inter alia* to encourage the training participants to broaden their knowledge from the workshops with the help of the online learning platform.

3.1 Description of the four face-to-face workshops

Workshop 1: Here the learners are presented with the *overall aim of the BOIT* and learn about *Burnout definitions*. This means that the training participants will then be able to say *what Burnout is* and *what it is not*. In addition, this workshop allows managers

and team leaders to begin to familiarise themselves with *job, sector and private life related risk factors*.

Workshop 2: This workshop focuses on *effects and consequences of Burnout on the individual, interpersonal and organisational level*. The training participants learn *how to address Burnout in a staff appraisal* and how to identify *typical signs of Burnout on the individual, interpersonal and organisational level*. Additionally, *communicating Burnout within one's team* will be discussed and practised.

Workshop 3: At this point, the participating managers and team leaders first get to understand the *concepts of prevention and intervention*. The learners will become aware of their *resources and limits* as well as their *sphere of responsibility with regard to Burnout* within their team. During this workshop the participants also learn about *influencing factors of the organisation* that can lead to Burnout. The *resources and limits of the team* are also discussed. The trainer presents the *TCI (Theme Centred Intervention) model* and explains how the learners can transfer it to their working life. Through *role plays*, participants try out how to act in specific situations in which Burnout is a concern. At the end of workshop 3 the learners *plan their next steps with regard to preventing and/or intercepting Burnout among their team members*.

Workshop 4: This last workshop aims to give the learners the opportunity to *reflect together with peers and the trainer on any Burnout prevention and/or intervention strategies* which they would have implemented since the third workshop. *Next steps or improvements* can be discussed and *defined together*. For more details regarding the workshop content please read the attached training plan.

Before presenting the four face-to-face workshops in more detail the authors would like to stress the *flexibility* of the Burnout Intervention Training for Managers and Team Leaders.

3.2 Flexibility of BOIT

Although the content of BOIT is for many managers and team leaders an important and interesting topic, time is a valuable and limited. These were the results of the international survey conducted in the BOIT partner countries (Austria, Germany, Italy, Romania, Denmark and United Kingdom). Taking these issues into account the BOIT project team have developed a training course which can, to a certain extent, be adapted to the learners' needs, wishes and time restraints.

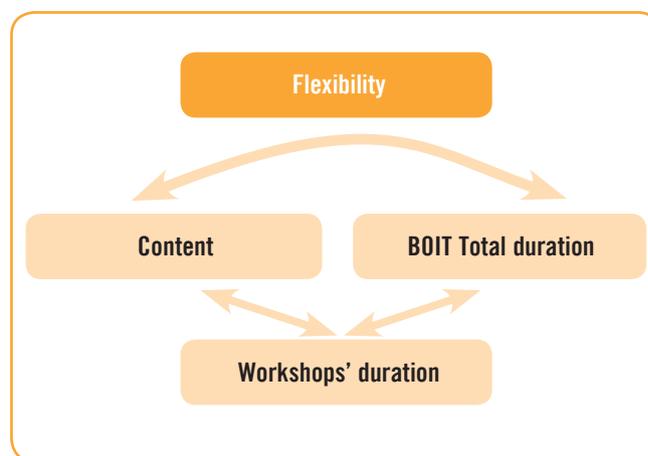


Fig. 2: The flexibility aspects of BOIT

The “usage” of the possible flexibility has to be defined: This means that in the first step the trainer has to evaluate the participants' demands and can, according to the results, then adapt the training curriculum in terms of content and time. This requires good preparation before the start of the training which will be described in more detail in chapter five of this trainers' manual.

3.2.1 The content of BOIT

To ensure the highest learning output all units of the four workshops' content should be covered. Nevertheless specific units or sessions of the units can be shortened. This means that depending on the expectations of the training participants the trainer can decide how much time he/she spends together with the learners for each session or if single sessions can be left out. This flexibility is limited due to the given interdependence between the workshops; the workshops build on each other content wise (all training participants have to join workshop 1 before workshop 2 before workshop 3 before workshop 4). Therefore it is not possible to skip one workshop completely if the training outcomes want to be achieved.

The following chapter describes first the recommended and then the minimum length of the four workshops:

3.2.2 The duration of the workshops

The following time designations are optimal for conducting the ideal training, that is, a Burnout Intervention Training covering all existing learning content. In this way the training promises to have the highest knowledge transfer. At the same time the training can be highly sustainable as the training participants have enough time not only to learn about different Burnout prevention and intervention methods but also to develop tailor made strategies, according to the company's needs and those of the participants' teams.

WS	Title	Ideal hours
1	Overall aim of the BOIT; Definition of Burnout	4
2	Signs, effects and consequences of Burnout	7
3	(General) Burnout prevention and intervention strategies/recommendations	7
4	Reflection on Burnout prevention and intervention actions; planning of next steps	5
Total		23

Table 1: The maximum duration of the 4 face-to-face BOIT workshops

At the end it is up to the trainer whether or not to shorten the length of every single workshop according to the learners' needs and demands, although the following minimum lengths should be adhered to:

WS	Title	Minimum hours
1	Overall aim of the BOIT; Definition of Burnout	3
2	Signs, effects and consequences of Burnout	4
3	(General) Burnout prevention and intervention strategies/recommendations	4
4	Reflection on Burnout prevention and intervention actions; planning of next steps	3
Total		14

Table 2: The minimum duration of the 4 face-to-face BOIT workshops

The time between the workshops, as well as the length of the individual workshops, has an impact of the learning outcome:

3.2.3 The duration of the total Burnout Intervention Training for Managers and Team Leaders

The BOIT project consortium proposes the following timetable:

	WS ⁴ 1	eL ⁵ part 1	WS 2	eL part 2	WS 3	eL part 3	WS 4
Duration total min	XX.XX ⁶		XX.XX + 1 week		WS 2 + 3 weeks		WS 3 + 4 weeks
Duration total max	XX.XX		XX.XX + 2 weeks		WS 2 + 5 weeks		WS 3 + 10 weeks
Duration of workshops	3 h–4 h	individual	4 h–7 h	individual	4 h–7 h	individual	3 h–5 h

Table 3: The BOIT time table

This table is to be understood as a recommendation from the BOIT team. It indicates that there should be at least one week, but no longer than two, between workshop 1 and workshop 2. The optimal time between the second and the third workshop is three to five weeks. The time between workshop 3 to workshop 4 can be between four and ten weeks. This means that the total Burnout Intervention Training for Managers and Team Leaders can last anywhere between seven and seventeen weeks.

As the training was developed for international use (at least in Europe), national but also sector- and/or company-specific circumstances might differ. Therefore the Burnout Intervention Training with its structural flexibility ensures a high potential for applicability.

4 WS = Workshops

5 eL = e-Learning

6 Starting date XX.XX

4. THE METHODOLOGICAL AND PEDAGOGICAL APPROACH OF THE BURNOUT INTERVENTION TRAINING

4.1 The blended learning approach of BOIT

As mentioned already in chapter 3, BOIT combines a blended-learning approach with four face-to-face workshops and computer-based self-learning units. Blended learning is to be understood as a combination of multiple approaches to learning in which the use of blended virtual and physical resources takes place. Normally blended learning is characterised by a combination of technology-based materials and face-to-face sessions used together to deliver instruction.

In the BOIT project, elements of e-learning are integral to the blended-learning service.

This choice of approach is based on the idea that information and communication technologies have a high potential for people who are restricted in their time and who may need to learn in special locations such as during business trips.

A definition of e-learning⁷:

“E-learning is a learner-focused approach to the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services, as well as remote exchanges and collaboration. A decade of experience in Europe has proven its value as an innovative tool for education and training.”

E-learning enables the participants to acquire new knowledge whenever they want. Learning becomes possible at any time and place. With the help of computer-based learning materials, participants of the training can deal with specific topics whenever they like.

The online modules of the BOIT project are designed as a collection of material that complements the face-to-face sessions. Some of the material is specially designed to prepare, repeat or support the trainer-led sessions and is delivered on a *moodle* e-learning platform; as such, an internet connection is always required.

The e-learning platform, which can be found at <http://Burnoutintervention.q21.de>, should be introduced to the managers and team leaders during the face-to-face sessions in order to make sure that all participants are familiar with its functions, thus being in a position to work with it individually. An introductory session is of utmost importance to avoid frustration among learners. Time should always be given to tackle these questions during the face-to-face training, either individually or in the group. Ideally, the online learning is accompanied by a trainer or tutor, who is available for feedback and technical support.

Face-to-face sessions, as well as e-learning, are characterised by different factors as demonstrated in the following figure:

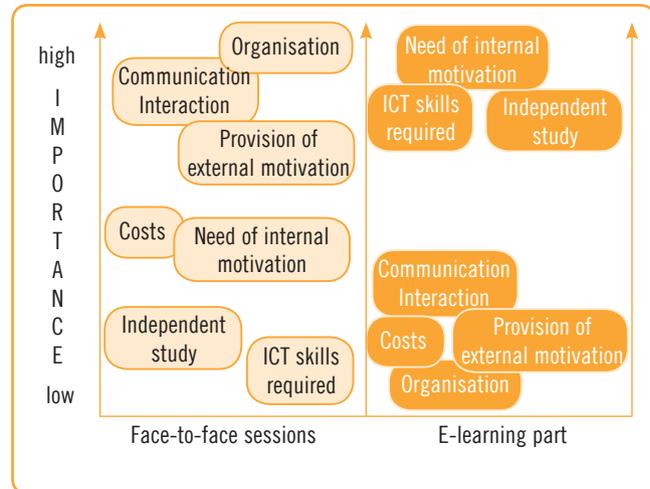


Fig. 3: Face-to-face learning versus e-learning

This graph also shows that face-to-face learning as well as e-learning is related to similar **factors**, even though their effects are different.

E-learning covers various learning and teaching scenarios using electronic media. Throughout the BOIT project, the e-learning part consists of self-study units provided as texts and questionnaires, as well as videos.

4.2 Advantages of the blended BOIT offer

With its modular, blended-learning approach, the BOIT training meets two essential needs that were clearly expressed by the target group during the needs analysis phase:

⁷ <http://ec.europa.eu/education/lifelong-learning-programme/doc/sec2629.pdf>

Spatial flexibility: By combining various e-learning methods with face-to-face training, the learners may access the knowledge from wherever they are until they meet face-to-face with the instructor. This is of particular interest for business people as they may travel a lot or have to work in various different locations.

Time flexibility: The BOIT blended-learning offer can be completed by the learner whenever he/she chooses to do so instead of having to be present at the instructor-led session. In order for this to work, learners should be encouraged to make use of all different elements; learners may try to select the parts of the training course that they prefer and therefore not concentrate on other useful elements. Learners should be made aware that the „package“ of learning solutions is greater than the parts, and that each element adds something important to the total solution and should not be disregarded.

Moreover, the BOIT training is based on the following adult learning principles:

The learning is self-directed and allows learners to learn at their pace.

- It fills an immediate need and is highly participatory.
- Learning is experiential, i.e. participants (and the trainer/tutor) learn from one another.
- Time is allowed for reflection and corrective feedback.
- A mutually respectful environment is created between trainer/tutor and participants.
- A comfortable environment is provided.

4.3 The usage of the BOIT face-to-face training materials

This chapter introduces the BOIT trainers on how to understand and how to use the face-to-face training materials of BOIT. Since the document entitled “Training structure” describes in detail the structure of the content for all four workshops the following table aims to give only a short overview. For further information please refer to the training structure.

WORKSHOP	Units	Sessions
WORKSHOP 1 Overall aim of the BOIT: Definition of Burnout	Unit 1.1	Session 1.1.1 Introduction
	Definition of Burnout characteristics	Session 1.1.2 What Burnout IS
		Session 1.1.3 What Burnout is NOT
		Unit 1.2 Causes of Burnout
		Session 1.2.2 Sector-specific risks of Burnout
		Session 1.2.3 Private influences on Burnout

Table 4: Description of workshop 1

WORKSHOP	Units	Sessions
WORKSHOP 2 Signs, effects and consequences of Burnout	Unit 2.1 Effects of Burnout	Session 2.1.1 Identification of typical Burnout effects on an organisational, personal and interpersonal level
		Session 2.1.2 Consequences of Burnout
	Unit 2.2 Communicating Burnout	Session 2.2.1 Formulation of questions to identify Burnout risks
		Session 2.2.2 Addressing Burnout related issues in a staff appraisal
	Unit 2.3 Signs of Burnout	Session 2.3.1 Detection of Burnout signs
		Session 2.3.2 Burnout signs on individual level
		Session 2.3.3 Burnout signs on the team and organisational level
		Session 2.3.4 Addressing Burnout in the team

Table 5: Description of workshop 2

WORKSHOP	Units	Sessions
WORKSHOP 3 Reflection on Burnout prevention and intervention actions; Planning of next steps	Unit 3.1 Intervention and prevention	Session 3.1.1 Prevention and intervention concepts
		Session 3.1.2 Awareness of own resources and limits
	Unit 3.2 Intervention/prevention opportunities related to the organisational level	Session 3.2.1 Developing Awareness on organisational influence on Burnout
		Unit 3.3 Team level
		Session 3.3.2 Resources and limits of the team
		Session 3.3.3 Theme-Centred Interaction
		Session 3.3.4 Role play
		Session 3.3.5 Planning the follow up

Table 6: Description of workshop 3

As described in the Training structure document there is at least one exercise per session. These exercises are described in the BOIT Booklet document.

The following chapter gives an introduction on how the exercises are described with the help of an example from the BOIT training kit:

4.3.1 Explanation of how to understand and use the BOIT training material

The following headings are used in the BOIT training material's templates:

Number and name of the training activity

All exercises are numbered; the number is allocated according to the BOIT structure described in the document "Training structure" and refers to a specific session of a unit in a workshop. The name of the activity gives an idea of what the exercises aims to achieve.

Rationale

The rationale consists of a few sentences providing information on the theoretical context of the exercise.

Aims

Each activity targets at least one – and often more – learning aims. These aims are listed under this heading to give the trainer an idea of what the exercise should lead to. In referring back to the aims at the end of the activity the trainer can evaluate the outcomes: have all aims been achieved?

Training method applied

For every exercise there is one or more suggested training methods. Various methods such as group or pair work, discussions, brainstorming, creative techniques, physical activities, games and others are used in the BOIT.

Equipment

If the trainer needs equipment such as paper, pens, a flipchart, glue, newspapers, a computer, projector, video camera or anything else for carrying out the exercise, such equipment is listed here. The aim is that the trainer can easily see if he/she has access to everything which is needed for a specific exercise.

Number of participants

The exercises are developed for a specific number of learners. Under this heading the trainer can see how many training participants are required for administering the activity. The maximum number should be understood as a recommendation and can be exceeded if necessary.

Duration of activity

The activity description indicates a timeframe for the exercise. This should to be understood as an approximate value, as the actual time required very much depends both on the learners and on the trainer.

Description of activity

In the description of the activity the trainer can see how to carry out the exercise.

Tips for the trainer

Specific tips for the trainer which should be taken into account while preparing or implementing the activity are listed under this heading. They aim to help the trainer minimise the probability of difficult situations. This list is only a sample and can not cover all the skills required of a BOIT trainer.

Summary of the activity

This short summary briefly sums up what the training participants should have done or learnt with the help of the activity.

References

If the activity is based on any theoretical literature, it will be listed here. This can be useful should the trainer wish to find further information relating to the exercise. These references can be also given to the learners for broadening their knowledge on these themes.

Resources/appendices

Some exercises include the usage of handouts or other supportive documents which can be adapted according the needs of the

target group. The trainer is always free to produce his/her own materials which he/she can hand out to the BOIT participants. In practice these headings are used as presented in the following example:

Part 1: Booklet

Signs at organisational level

"At organisational level, Burnout is first and foremost characterized by reduced effectiveness, poor work performance and minimal productivity." (Schaufeli & Enzman, 1998, p. 36). Other signals are:

- Affective signals:**
 - Job dissatisfaction
- Cognitive signals:**
 - Cynicism about work role
 - Distrust in management, peers and supervisors
- Behavioural signals:**
 - Reduced effectiveness / poor work performance / declined productivity
 - Increased staff turnover
 - Increased sick leave / absenteeism
 - Being over-dependent on supervisors
 - Increased accidents
- Motivational signals:**
 - Loss of work motivation
 - Resistance to go to work
 - Low morale

2.3.2.1 VISIBILITY OF BURNOUT SIGNS ON THE INDIVIDUAL LEVEL



3-15



30-50 minutes

Rationale

Burnout signs among one's staff can either be easy to detect for managers and team leaders or hidden under specific behaviours. Building on this knowledge, participants have to be aware that their personal circle of influence regarding Burnout on the individual level among their staff is limited and so it is very important to define it. As there is no "right" or "wrong" everybody has to define his/her own limits.

Aims

- Being aware of visible as well as less visible Burnout signs
- Defining one's circle of influence regarding Burnout on individual level among one's staff
- Identifying strategies for those signs the manager or team leader can influence

Training method applied

- Discussion
- Group work

Accessories

- Flip chart
- pens
- Copies of the appendix according to the number of participants

Description of activity

1st Part:

The trainer asks the participants to build groups of 3 persons. Then he/she hands out a list of Burnout signs on the individual level. Each group is now required firstly to discuss the signs which the trainer has written on a paper or flip chart (see appendix 1) regarding their responsibility and field of influence ("Am I as superior responsible for this or that? Can I, and do I want to, intervene in the Burnout process in my role as manager and/or team leader? If so, in what ways?"). With the help of appendix 2, each group should define where their core responsible lies, where they can intervene and what falls outside their circle of responsibility / influence. Outcomes should be written down on a flip chart.

2nd Part:

In the second step the learners have to deal with the topic of strategies of HOW to intervene regarding the things mentioned on the flipchart. Participants have time not only to exchange their experiences but also to create new intervention strategies always taking their (personal as well as job related) limits into account. These ideas and experiences have to be written on the same flip chart (using different colours to make it clear what belongs to step 1 and what to step 2). After 30 minutes the plenum regroups. Outcomes for step one and two are presented by each group and discussed among all learners. If there is still time left the trainer together with all training participants can agree on one (new) picture with which all trainees can identify themselves. It contains the position of the signs on the individual level in the responsibility and influence circles as well as corresponding dealings. This flipchart has to be fastened to the wall by the trainer so that everybody can see it.

Tips for the trainer

- The trainer has to stress that personal experiences (positive and negative) should be taken into account during the discussions – new models can build on them.
- The trainer has to stress that the managers and team leaders definitely have to take over the responsibility for things mentioned in the circle's core.
- The trainer has to remind the learners that this exercise is focusing on the individual level.
- The trainer has to remind the learners that the circles can be different from person to person as personal limits are subjective.
- The trainer has to underline that communication is the foundation for every strategy.
- The trainer has to stress that some signs are more visible than others.
- The trainer can also split this exercise into two exercises (separation after the 1st part).
- The trainer can also use the outcomes from the exercise 2.3.1 as a base and start with the second part of this exercise (beginning from "2nd part").

Summary of the activity

With the help of this exercise participants define their personal circle of influence and responsibility regarding Burnout on the individual level of their staff. Participants exchange experiences, and discuss new methods and options for dealing with the problem.

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Part 1: Booklet

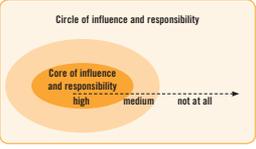
Resources/Appendices

APPENDIX 1

- Depressed mood / changing moods
- Emotional exhaustion
- Increased tension / anxiety
- Helplessness / loss of meaning and hope
- Sense of failure
- Poor self-esteem
- Guilt
- Suicidal ideas
- Inability to concentrate / forgetfulness / difficulty with complex tasks
- Headaches
- Dizziness
- Muscle pain
- Sleep disturbances
- Chronic fatigue
- Hyperactivity / impulsivity
- Increased consumption of: caffeine, tobacco, alcohol, illicit drugs
- Compulsive complaining / denial
- Loss of zeal / loss of idealism
- Resignation
- Disappointment
- Boredom

APPENDIX 2

Circle of influence and responsibility



4.3.2 Flexible use of the BOIT training material

The described templates were developed by the BOIT project consortium with the intention of providing training materials which, on the one hand, follow specific aims but which, on the other hand, are flexible in terms of implementation. This means that according to the given situation in the training setting the trainer has to adapt the described activities to the learners' needs, the available time, the number of participants and, if needed, to the learners' professional background. In this sense the content of the headings *training method, equipment, number of participants, duration of activity and appendixes* can vary from training to training.

The trainer also has the freedom to develop new exercises with other training methods if he/she does not feel comfortable with implementing the activities in the way they are described. Furthermore the trainer can always create new training materials, such as hand outs, which can be given to the learners

Besides the formal learning aspects foreseen through the training offer, BOIT also leads to informal and non-formal learning activities. For a general understanding of this terminology, the following chapter will clarify the definition of these educational terms in the context of the BOIT partnership.

4.4 A theoretical excursion to Formal, Non-Formal and Informal Education

With regard to possible human learning activities Sandhaas⁸ (1986) differentiated between *formal education, non-formal education, informal education and incidental learning*.

These categories have been further defined over the last 20 years:

Formal education is tied to schools and higher education institutions, delivering education on the basis of a standardised curriculum with specifically trained teachers. Pupils and students are grouped in age-related classes⁹. Formal learning leads to recognised diplomas and qualifications¹⁰.

In formal-learning situations, there is a clear consciousness of the educational agenda and related roles: students recognise themselves as students and whether or not they are fulfilling this adequately, they have the feeling of their institutional roles. School education is seldom linked to the "normal" life of students and their families; in some countries students do not have the right and the power to build up participative structures and thus influence their school life – this is why reality and citizenship happen outside school.

Non-formal education comprises all learning activities outside school in which both learner and educational personnel have the intention to learn or to deliver learning. This kind of education does not lead to formalised certificates. It may be provided in the workplace and through the activities of civil society organisations and groups (such as in youth organisations, trade unions and political parties) or through organisations or services that have been set up to complement formal systems (such as arts, music and sports classes or private tutoring to prepare for examinations)¹¹.

Informal education is characterised by the fact that the learner or the educational personnel/the information source intends to initiate a learning process – but not both of them at once¹². It is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional

8 Sandhaas, B. (1986): Bildungsreformen. In: Haller, H.-D/Meyer, H. (Hrsg.): Ziele und Inhalte der Erziehung und des Unterrichts. Enzyklopädie Erziehungswissenschaft, Bd. 3. – Stuttgart

9 Evans, D.R. (1986), The planning of nonformal education, Paris

10 http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm

11 http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm

12 Evans, D.R. (1986), The planning of nonformal education, Paris

learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills¹³.

Watkins and Marsick (1992) proposed the following explanations and differentiations in their “Theory of Informal and Incidental Learning in Organisations”¹⁴:

“Non-formal learning” is the collective name for all forms of learning, happening in the entire environment out of the formalised education system. There is a wide range of varying definitions for the term “informal learning”.

This ranges from a characterisation as unplanned, casual, implicit and often unconscious learning to learning activities as they are developed by the learners themselves without any educational support, and it could even equate to “non-formal learning”, i.e. the definition for all learning as it is (consciously or unconsciously) practiced out of the formal educational system. This means that informal learning is a form of instrumental learning; a means to an end.

The end is not – in contrast to formal learning – the learning itself, but the better solution to an extracurricular exercise, a situation request, a life problem by means of learning.

Informal learning is the generic term, which also comprises this casual and unconscious learning as well as a conscious deliberate learning out of schools – whereupon the transition between both types of learning is smooth in practice.

Whereas formal education is largely context-free learning, informal learning is bound to a specific context; it mostly means acting within an authentic context, which leads to concrete chal-

lenges or tasks and to natural feedback processes (“situated learning”).

Evans¹⁵ characterised the term “*incidental education*” as learning which is unintended – that is, intended neither by the learner nor by the information source.

In BOIT the informal and non-formal learning outcomes in regard to the knowledge about Burnout are evaluated by some of the trainers with the **LEVEL 5** evaluation approach (more details see chapter 6).

5. PLANNING OF THE BURNOUT INTERVENTION TRAINING

The planning of the BOIT is very important in order to satisfy the training participants. The Burnout Intervention Training for Managers and Team Leaders is to a certain degree, as described in chapter 3, flexible and adaptable according to the learners’ needs. Thus adequate preparation is crucial in order to offer suitable training.

For this reason the following steps have to be taken into consideration to collect necessary information on the participants. The information can be gathered either directly by the trainer or the training provider, and can be obtained in a face-to-face meeting, over the telephone or via e-mail contact with the participants, their superiors, human resource managers or other persons commissioning the BOIT.

13 http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm

14 Watkins, K. E., and Marsick, V. J. (1992), Towards a theory of informal and incidental learning in organizations. *International journal of life long education*. 11 (4), p. 287–300

15 Evans, D.R. (1986), *The planning of non-formal education*, Paris

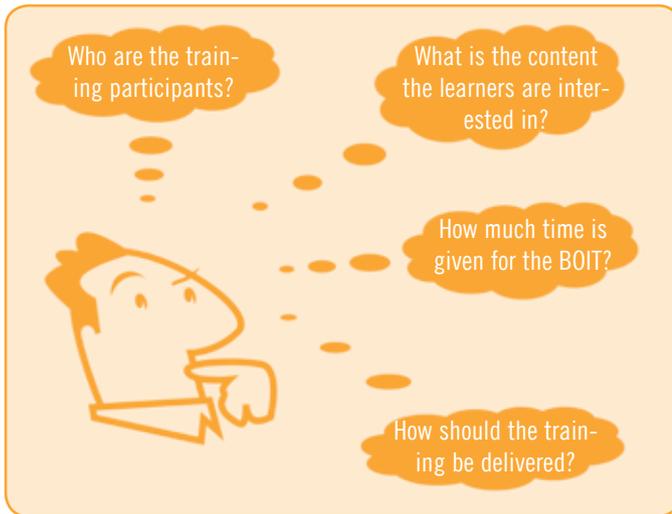


Fig. 4: Planning of BOIT

5.1 Identification of the BOIT participants

The trainer has to acquire some background information from the managers and team leaders participating in the Burnout Intervention Training in order to prepare the training and training materials (handouts etc.) according to the precise needs of the training group.

The following information should be collected:

- *Who are the participants?*
- *What is the professional background of the learners?*
- *In which occupational sector are the trainees working?*
- *What is their professional role in the company?*
- *Do all participants belong to the same company or do people from different, independent enterprises take part in BOIT?*
- *Are there different management levels represented in the training?*
- *How many managers and team leaders are going to participate in the training?*

From the perspective of learner motivation, it would be a good idea for the trainer to know if the BOIT participants are taking part in the training on a voluntary basis, or if they are being “sent” on the training by their superior.

5.2 Content and time frame of the Burnout Intervention Training for Managers and Team Leaders

As described in chapters 3 and 7, the content of the training can, to a certain extent, be adapted to the needs and wishes of the learners’. The main areas have to be clarified in advanced by trainer/training provider and customer so that the training can be structured according the demands. The delivery of content is always subject to time restraints. This means that depending on the available time the trainer can deal with given subjects in more or less depth. The recommended time for the four workshops as presented in chapter 3.2.2 is between 14 and 23 hours in total, however each workshop can be organised individually with respect to time and content. The time between the four workshops has to be agreed between the trainer/training provider and the contractor. The total minimum and maximum time frame is proposed in chapter 3.2.3.

As a consequence the trainer/training provider needs to know before the start of the training how much time is available in total (including the times between the four workshops), how much is allocated for each workshop and what the main content aspects are that have to be covered during the BOIT.

5.3 Delivery mode for BOIT

The document “Training structure” presents the content of the Burnout Intervention Training detailed and refers the trainer to the activity template developed for the single sessions.

UNIT 1.1 DEFINITION AND CHARACTERISTICS OF BURNOUT	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 1.1.1 Introduction	<ul style="list-style-type: none"> ■ Workshop overview ■ Introductions ■ Icebreaker (face to face only) 	The learner has an overview of the training and an insight into the professional background and experience of the other candidates (in relation to Burnout)	<div style="border: 1px solid black; border-radius: 15px; padding: 2px; display: inline-block;"> 1.1.1.1 1.1.1.2 </div>	
Session 1.1.2 What Burnout IS	Explanation of: <ul style="list-style-type: none"> ■ The interpersonal aspects of Burnout ■ The process aspects of Burnout ■ The medical aspects of Burnout 	The participants know the components of Burnout and reach a common definition for the term "Burnout"	1.1.2.1 1.1.2.2	2.1.1 2.1.2 2.1.3
Session 1.1.3 What Burnout is <u>NOT</u>	Explanation of: <ul style="list-style-type: none"> ■ The work related features of Burnout ■ The non-work related features of stress and depression 	The learners can describe Burnout distinguish it from stress and depression	1.1.3.1	2.1.4

Reference to the activity template which is in the BOIT Booklet

Fig. 5: Example of detailed unit description

The accurate description of every single activity can be found in the document named "BOIT Booklet". Chapter 7.1 of this Trainer's manual explains how to read the activity templates and stresses that the training method applied can be adapted according to the learners on the one side and to the trainer's training style on the other side. This means if the trainer has further ideas as to how to deliver the envisaged content he/she is free to apply other training methods. Although in terms of planning the Burnout Intervention Training it is better to prepare the delivery mode in advance, it can be helpful for the trainer to keep other methods in reserve in case the trainees respond poorly to the given pedagogical approach.

Chapter 5 of this document makes clear that a well-structured preparation is crucial for providing a good Burnout Intervention Training for Managers and Team Leaders. Nevertheless the BOIT's target group can lead to some challenges. Some of them are described in the following paragraph:

6. CHALLENGES AND RECOMMENDATIONS

The potential BOIT participants, managers and team leaders, belong to a group of professionals with often very limited time resources. Although there is often a strong interest in the training, their high work engagement can negatively affect their active participation in BOIT.

Furthermore the time slots between the four workshops could affect the training participation; if the intervals are too long, participants might lose the interest and motivation to join all face-to-face sessions.

As results of the international survey indicate, managers and team leaders don't seem to be very interested in e-learning. A reason could be the fact that they already work almost exclusively with a computer and thus don't want to be tied to a computer in their private time too.

Initial experiences from pilot training sessions conducted in Austria, Germany, Italy, Denmark, United Kingdom and Romania illustrate the cultural differences in terms of the acceptance of different training methods: the role-play or other “very interactive pedagogical approaches” are not easily applicable for all “European managers and team leaders”.

To minimise these challenges, the BOIT project consortium recommends:

- Planning the Burnout Intervention Training according to the participants' time availability. This means that not only the length of each workshop but the whole training course should be set up according to the learners' needs and time resources
- Focusing on experience-exchange during the workshops so that the training participants get the highest learning outcome whilst learning from peers
- Contacting the training participants frequently in between the workshops. This could be done via e-mail or telephone. The

trainer can provide support in regard to implementing Burnout prevention and/or intervention strategies or give the learners some small tasks to engage them (for example exercises such as internal observations regarding first Burnout signs within one's team, etc.). The trainer should not try to get in touch with the trainees too often as this could irritate training participants.

- Encouraging the trainees to use the online platform for broaden their knowledge as much as possible. The trainer can remind the learners to work with the platform during the face-to-face sessions as well as during the periods between the workshops.
- Choosing training methods that suite the learners
- Involving a Burnout expert if the trainer requires any additional professional support
- Providing the opportunity to receive a LEVEL 5 certificate (for further information visit this website <http://www.reveal-eu.org/index.php?id=66>)



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