

BOIT

Training Structure

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1. INTRODUCTION

The European Working Conditions Survey highlighted that occupational illnesses associated with psychological stress are on the rise throughout the EU member states. The Burnout Intervention Training for Managers and Team Leaders addresses a specific mental health syndrome characterised by emotional, mental and physical exhaustion: the Burnout syndrome. In one widely cited and used model of Burnout, Maslach and Leiter explain Burnout as a crisis in one's relationship with work, during which affected persons become chronically exhausted, cynical and detached from work, and feel increasingly ineffective on the job (Maslach/Leiter, The Truth about Burnout, 1997).

The aim of this specific training is to deliver knowledge about Burnout and in the long run to prevent working situations that promote Burnout. As Burnout is not a phenomenon which does appear all of a sudden but develops slowly and gradually Managers and Team leaders can get enabled to detect Burnout among their staff on an early stage and to define strategies to intercept the Burnout progress.

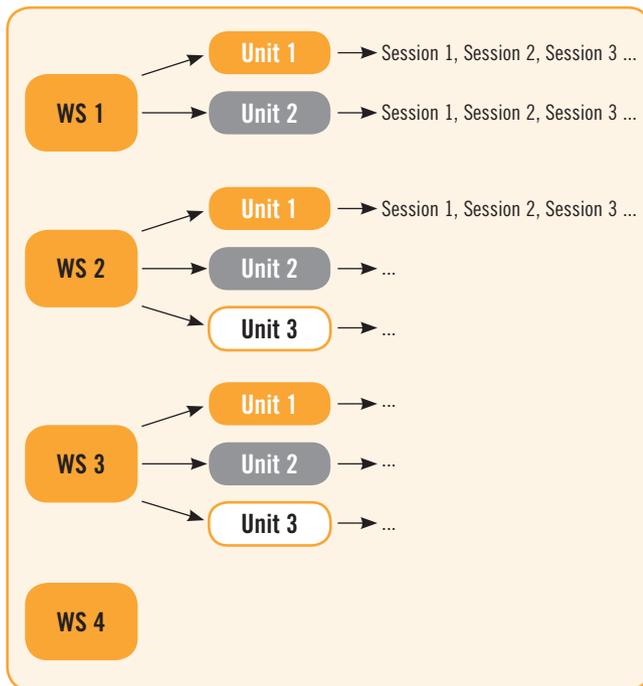
This training structure gives the trainer of the Burnout Intervention Training for Managers and Team Leaders (BOIT) information on the training structure as well as a detailed description of the four workshops. Furthermore some recommendations in regard to the training content are given by the project team.

2. STRUCTURE OF THE BURNOUT INTERVENTION TRAINING FOR MANAGERS AND TEAM LEADERS

The Burnout Intervention Training for Managers and Team Leaders (BOIT) consists of four face-to-face workshops supported by computer-based self-learning units in between. These workshops cover the following topics:

Topics	Workshops
Definition of Burnout	Workshop 1
Causes of Burnout Effects and signs of Burnout	Workshop 2
(General) Burnout prevention and intervention strategies/ recommendations	Workshop 3
Reflection on implemented Burnout prevention and intervention strategies	Workshop 4

The workshops are split into different units, whereby each unit aims to deliver different information from different perspectives in regard to the workshop topic. The units consist of different sessions in which the content is covered. *These sessions are in the following chapters defined through training inputs given by the trainer and learning outcomes that should be achieved by the learners.* Furthermore references to the training materials which can be found in the BOIT booklet are given.



After these four workshops (the length of which can be adapted to the target group’s needs) and by using the online learning platform training participants have knowledge on Burnout definitions as well as on how to detect and intercept it among their staff.



Although a detailed plan of how to conduct the Burnout Intervention Training for Managers and Team Leaders can be found in the Trainer’s manual, the BOIT trainers can, with the help of the following table, get an idea of the recommended length and duration.

	WS ¹ 1	eL ² part 1	WS 2	eL part 2	WS 3	eL part 3	WS 4
Duration total min	XX.XX ³		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

1 WS = Workshops
 2 eL = e-Learning
 3 Starting date XX.XX

3. BURNOUT INTERVENTION TRAINING: WORKSHOP DESCRIPTION

3.1 Workshop 1

Workshop 1 deals with the definition of Burnout. It consists of two units, the first of which “*Definition and characteristics of Burnout*” aims to help learners better understand the concept of “Burnout”. It consists of the following three 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)	1.1.1.1 1.1.1.2	
Session 1.1.2 What Burnout <u>IS</u>	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

In the second unit of workshop 1, “*Causes of Burnout*”, the learners understand what situations are likely to induce Burnout:

UNIT 1.2 CAUSES OF BURNOUT	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 1.2.1 JOB related risks of Burnout	Explanation of: <ul style="list-style-type: none"> ■ Types of job and/or working conditions that appear to carry a risk of Burnout amongst job-holders 	The learners understand the different types of jobs, positions or status’ that carry a risk of Burnout. They also know different types of working conditions that can lead to Burnout	1.2.1.1 1.2.1.2	2.2.1
Session 1.2.2 SECTORAL Risks of Burnout	Explanation of: <ul style="list-style-type: none"> ■ Specific sectors, or occupational areas that appear to carry a risk of Burnout amongst job-holders 	The learners understand that specific sectors of industry, commerce and public service are more likely to carry a risk of Burnout. Learners know which occupational groups carry the highest risk	1.2.2.1	2.2.2
Session 1.2.3 Private influences on Burnout	Explanation of: <ul style="list-style-type: none"> ■ How non-work related issues such as family life can contribute to Burnout 	The learners understand how a dysfunctional life outside work can contribute to the risks of Burnout	1.2.3.1	2.2.3

3.2 Workshop 2

Focus of workshop 2 is to enable the training participants to identify typical signs of Burnout among their staff as well as understand the effects and consequences of Burnout syndrome. The second BOIT workshop is split into three units. The first one, “*Effects of Burnout*”, helps the learners to understand the effects and consequences of Burnout:

UNIT 2.1 EFFECTS OF BURNOUT	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 2.1.1 Identification of typical Burnout effects on organisational, personal and interpersonal level	Discussion and presentation of typical Burnout effects on organisational, team and individual level: <ul style="list-style-type: none"> ■ Effects on the individual team and organisational level that lead to Burnout 	The learners understand that Burnout can occur on different levels: organisational, team and individual level	2.1.1.1	2.4
Session 2.1.2 Consequences of Burnout	Discussion on the complexity of Burnout consequences: <ul style="list-style-type: none"> ■ Consequences of Burnout on a timeline ■ Consequences of Burnout related to the gravity of its impact ■ Consequences of Burnout on organisational, team and individual levels 	The learners appreciate the complexity of Burnout in terms of consequences: timeline, impact gravity and perspective	2.1.1.2	2.4

In the second unit of Workshop 2, “*Communicating Burnout*”, the learners gain knowledge on how to communicate Burnout matters and how to face staff affected by Burnout:

UNIT 2.2 COMMUNICATING BURNOUT	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 2.2.1 Formulation of ques- tions to identify Burnout risks	Discussion and experience exchange on possible questions that can be used in a staff member’s appraisal: <ul style="list-style-type: none"> ■ Awareness raising of how difficult it is to communicate Burnout matters among one’s staff ■ Suitable questions to identify Burn-out risks 	The learners are aware how easy/difficult it is to find suitable questions regarding Burnout in a staff appraisal	2.2.1.1	
Session 2.2.2 Addressing Burnout related issues in a staff appraisal	Experience exchange and discussion on how to communicate Burnout related issues in a staff appraisal	The learners experience how it feels, on the one hand to ask, and on the other to be asked, questions regarding one’s Burnout risk	2.2.2.1	

The third unit of the second workshop, “*Signs of Burnout*”, helps the learners to detect Burnout signs on different levels:

UNIT 2.3 SIGNS OF BURNOUT	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 2.3.1 Detection of Burnout signs	Identification of typical Burnout signs in a written text	The learner knows the most typical Burnout signs	2.3.1.1	3
Session 2.3.2 Burnout signs on individual level	Experience exchange and discussion: <ul style="list-style-type: none"> ■ Visible and invisible Burnout signs on the individual level ■ Influence circle of the manager/ team leader in regard to these signs 	The learners can distinguish between visible and invisible Burnout signs on the individual level among their staff. Furthermore they define their circle of influence regarding Burnout signs on the individual level among their staff.	2.3.2.1	3.1
Session 2.3.3 Burnout signs on the team and organisational level	Experience exchange and discussion: <ul style="list-style-type: none"> ■ Visible and invisible Burnout signs on the organisational and team level ■ Definition of responsibility for these signs in terms of initiating changing processes ■ Way of communicating / confronting staff regarding this observation 	The learners can distinguish between visible and invisible Burnout signs on the organisational and team level among their staff. Furthermore they define their field of responsibility regarding Burnout signs on organisational and team levels. The participants have ideas how to communicate Burnout signs on these two levels.	2.3.3.1	3.2 3.3
Session 2.3.4 Addressing Burnout in the team	Experience exchange and discussion: <ul style="list-style-type: none"> ■ Awareness raising on how difficult it is to communicate Burnout matters in the team 	The learners exchange experiences on how to address Burnout in the team	2.3.4.1	

3.3 Workshop 3

Workshop 3 deals with Burnout prevention and intervention strategies. There are three units in this workshop, the first of which, “*Intervention and prevention*” supports the learners in understanding the opportunities and limits of intervention and prevention:

UNIT 3.1 INTERVENTION AND PREVENTION	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 3.1.1 Prevention and intervention concepts	Definitions of concepts: <ul style="list-style-type: none"> ■ Prevention and intervention of Burnout and related concepts Presentation and discussion on resources and limits of management levels: <ul style="list-style-type: none"> ■ Internal resources ■ External resources ■ Current intervention approaches 	The learners understand the concepts of intervention and prevention in the Burnout context. They acquire knowledge on what they can do to prevent and/or intervene in Burnout. Furthermore the learners know their limits (e.g. medical personnel, Healthcare-professionals).	3.1.1.1	5.1.1 5.1.2 6 PPP about prevention and intervention concepts
Session 3.1.2 Awareness of own resources and limits	Perception and discussion: <ul style="list-style-type: none"> ■ Awareness of own resources / limits 	The learners understand their own limits in relation to organisational structures and to given externalities	3.1.2.1	

The third unit of workshop 3, “*Team Level*”, enables the learners to understand the opportunities and limits of intervention and prevention on the team level and act in a real-world simulation:

UNIT 3.3	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
TEAM LEVEL				
Session 3.3.1 Impact of team level on Burnout	<p>Real-world example on:</p> <ul style="list-style-type: none"> ■ Influences of the team on individuals in relation to Burnout <p>Discussion, exploration, explanation of:</p> <ul style="list-style-type: none"> ■ Influences of the team <p>Learn from group mates: sharing experiences</p>	The learners understand the influences of a good working climate on Burnout and are aware of their own influences. They learn from the experiences of group mates.	3.3.1.1	Burnout video
Session 3.3.2 Resources and limits of the team	Reflection and discussion of team resources and limits	The learners identify resources and limits on the team level	3.3.2.1	
Session 3.3.3 Theme-Centred Interaction	<p>Explanation and theoretical input of the TCI model:</p> <ul style="list-style-type: none"> ■ Discussing it and applying it to own situation/exchanging experiences 	The learners understand the fields of tension of a team leader and can apply the TCI model to their own situations. Furthermore they know the necessary competences related to Burnout intervention.	3.3.3.1	
	Team and Resource management and Burnout			

UNIT 3.3 TEAM LEVEL	Input	Learning outcomes	Activity template	Reference to the theoretical abstract
Session 3.3.4 Role play	Theoretical input to the role play, group work on drivers of each of the 3 levels and completion of the role play scenario	<p>The learners create empathy for the different stakeholders and can change perspectives. They act in problem solving and observe and reflect different roles, causes, and consequences.</p> <p>The participants understand how team dynamics and the competing goals within a team may lead to a stressful situation.</p> <p>Learners will relate job and personal situations to Burnout in the role play Affective: The activity should create awareness on how personal stress and burnout can evolve, what can be done to intervene and how surprisingly external factors may influence the team.</p>	3.3.4.1	
Session 3.3.5 Planning the follow up	Planning of the transfer steps in the learners' organisation	<p>The learners transfer suitable knowledge, concepts, tools and activities to their own working context. They plan to prepare and implement their own project. Furthermore they apply the knowledge and skills acquired on the training with their own working environment.</p>	3.3.5.1 3.3.5.2	

3.4 Workshop 4

Workshop 4, which should take place at least 4–7 weeks after workshop 3, gives the training participants the chance to reflect together with the trainer and the other learners their implemented Burnout intervention and prevention strategies. Based on the completed supporting documents from workshop 3 the managers and team leaders can check and evaluate what has happened and what has not been enforced since the last session. Reasons for good practice as well as for failures get discussed and next steps developed. If wanted by the participants, an external expert can be involved for exchanging specific feedback and/or support. At the end of this workshop the participating managers and team leaders should have all the learning outcomes (from workshop 1 to 3) available and be able to implement suitable Burnout intervention strategies within their team/organisation.

4. RECOMMENDATIONS

During the four face-to-face workshops different methods are used by the trainer such as group discussions and group work, pair or single work, role-play or presentation of visual materials. As not all training participants might be used to the one or the other mode it is up to the trainer to adapt the training methods as well as the training materials (such as handouts or other appendices) to the requirements to the target group.

Although the BOIT consortium suggests conducting all described sessions for getting the highest learning outcome the workshop length can also be defined individually whilst focusing on specific units and leaving others more peripheral. The sessions themselves can be shortened or lengthened depending on the learners' needs and wishes.

In general the exchange of (personal) experiences is valued as very important in BOIT as participants can learn a lot from each other with regards to Burnout. Thus the trainer has to ensure enough time and space for this.

Given the blended-learning nature of this training, the trainer also has to encourage the training participants to use the e-learning platform for broaden their knowledge on Burnout. On this platform not only further information about Burnout-related issues is available but also national and international links can be found.



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