BOIT

Burnout Intervention Training for Managers and Team Leaders

A practice report

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INTRODUCTION

As our society evolves under the influence of new technology and of shifting economic and social conditions, so our workplaces, work practices and production processes are constantly changing. Working environments have changed considerably over the last ten years and are continuing to evolve as a result of the following trends[1]:

- new technology, such as the ever-growing importance of information and communication technology
- growth in the service sector, with the associated increase in ergonomic and psychosocial risks
- increase in part-time and temporary jobs
- new employment trends, including the increase in self-employment
- outsourcing and increased employment in SMEs
- demographic change and the ageing of the working population
- the need to maintain employability through training and greater interest in autonomous work
- changing management structures – organisations becoming flatter, smaller and leaner
- increasing participation of women in the workforce
- increasing work intensity and work load

New work situations bring with them new and emerging risks and challenges for workers and employers, which in turn demand political, administrative and technical approaches that ensure high levels of safety and health at work.

One of the most consistent findings of the EWCS (European Working Conditions Surveys)[2] is the relative intensification of the pace of work over the last 15 years. An increasing part of EU workers report working at a very high speed or to tight deadlines. It is important to note the substantial reduction in the proportion of people reporting never working at very high speed (from 36 % to 21 %) and never working to tight deadlines (from 31 % to 19 %)[3].

Psychosocial hazards are defined as those aspects of the design and management of work, and its social and organisational contexts that have the potential for causing psychological or physical harm[4]. In particular, work-related stress is now widely recognised as a major challenge to occupational health and safety. Concern for these risks is growing due to the magnitude of the problem[5], the cost in terms of human suffering and the EU economy, and the perceived additional difficulties in dealing with this intangible, 'emerging' risk. The estimates for the economic impact of psychosocial risks vary across member states, but they all point to very high costs: for instance, a recent study concluded that the 'social cost' of just one aspect of work-related stress (job strain) in France amounts to at least two to

1   European Agency for Safety and Health at Work (2010), ESENER – European Survey of Enterprises on New and Emerging Risks, 15. Managing safety and health at work

2   **European Working Conditions Surveys (EWCS)**: 1991–2005: The evolution of the EWCS follows the changes in the EU itself over the last 15 years. In 1991, it covered just 12 countries; 15 in 1995 and 16 in 2000 (including for the first time a non-EU country, Norway). The 2000 survey was extended in 2001 to cover the 10 candidate countries for EU membership. The fourth survey, carried out in 2005, covered all 25 EU Member States, plus the acceding countries, Bulgaria and Romania, the candidate countries, Croatia and Turkey, and the EFTA countries, Switzerland and Norway.

3   http://www.eurofound.europa.eu/pubdocs/2006/85/en/1/ef0685en.pdf

4   Cox, T., & Griffiths, A. (2005), The nature and measurement of work-related stress: theory and practice, In J.R. Wilson & N. Corlett (Eds.), Evaluation of Human Work (3rd edn), CRS Press, London.

5   http://www.eurofound.europa.eu/publications/htmlfiles/ef0822.htm; http://osha.europa.eu/de/teaser/jahresbericht-2007-der-eu-osha-sensibilisierung-europaeischer-arbeitnehmer-fuer-sicherheit-und-gesundheitsschutz

three billion Euros, taking into account healthcare expenditure, spending related to absenteeism, people giving up work, and premature deaths[6]. Levi (2002) estimated that in the EU-15, the cost of stress at work and the related mental health problems was on average between 3 % and 4 % of gross national product, amounting to 265 billion Euros annually[7]. The public health impact of work related psychosocial risks is significant enough that the European Commission has included 'workplace settings' as one of the five priority themes in the European Pact for Mental Health and Well-being[8].

Job content	Lack of variety or short work cycles, fragmented or meaningless work, under-use of skills, high uncertainty, continuous exposure to people through work.
Workload & work pace	Work overload or under-load, machine pacing, high levels of time pressure, continually subject to tight deadlines.
Work schedule	Shift work, night shifts, inflexible work schedules, unpredictable hours, long or unsociable hours.
Control	Low participation in decision making, lack of control over workload, pacing, shift work, etc.
Environment & equipment	Inadequate equipment, suitability or maintenance; poor environment such as lack of space, poor lighting, excessive noise.
Organisational culture & function	Poor communication, low levels of support for problem solving and personal development, lack of definition of, or agreement on, organisational objectives.
Interpersonal relationships at work	Social or physical isolation, poor relationships with superiors, interpersonal conflict, lack of social support.
Role in organisation	Role ambiguity, role conflict, and responsibility for people.
Career development	Career stagnation and uncertainty, under-promotion or over-promotion, poor pay, job insecurity, low social value to work.
Home-work interface	Conflicting demands of work and home, low support at home, dual career problems.

Table 1: Psychological hazards[9]

6   Trontin, C., Lassagne, M., Boini, S., Rinal, S. (2010), Le coût du stress professionnel en France en 2007, Paris.

7   Levi, L. (2002), Spice of life or kiss of death, Working on Stress, Magazine of the EU-OSHA – European Agency of Safety and Health at Work No. 5.

8   http://ec.europa.eu/health/ph_determinants/life_style/mental/index_en.htm

9   http://osha.europa.eu/de/publications/factsheets/23

In conclusion, there is a well-established and extensive scientific literature about work-related psychosocial risks, and many surveys have provided ample evidence of the high levels of reported exposure to stress, violence and harassment. The available evidence suggests that psychosocial risks are a serious concern, that their causes and consequences are well known, and that they are best prevented in the same way as other workplace risks. However, their practical management remains a challenge for most organisations, and little is known about how enterprises actually tackle these risks[10].

Work-related stress is a significant concern for managers in all countries surveyed. With regard to dealing with psychosocial risks the most important factors are the sensitivity of the issue a lack of awareness, a lack of resources (time, staff or money) and a lack of training and/or expertise[11].

The Burnout Intervention Training for Managers and Team Leaders (BOIT for short) pursues a policy which aims not only to raise awareness of Burnout but also to develop and provide tailor-made Burnout prevention and intervention strategies.

This practice report has been produced based on the experience gained during the BOIT project and was written by a team of educators, e-learning facilitators and project managers from the eight partner institutions in the six countries involved.

As this publication addresses different target groups at the same time such as, on the one side, managers, team leaders and other members middle management, and on the other side, representatives of social insurance agencies, labour market and pension services, the authors are well aware that not all chapters might be of the same interest to all target groups. Nevertheless this document tries to cover different aspects of Burnout and the Burnout Intervention Training for Managers and Team Leaders. The first chapter of the present publication contains general information about Burnout. Burnout definitions and consequences are described, as are its measurement and typical signs.

In the second chapter the BOIT project and its background are presented.

Chapter three gives an insight into the BOIT project's methodological and pedagogical approach. Beside a description of the blended-learning approach of BOIT and its advantages, an excurse to Formal, Non-Formal and Informal Education is given.

The fourth chapter of this publication deals with the structure of the Burnout Intervention Training.

In chapter five, pilot experiences gathered during the BOIT project lifetime are presented and the resulting recommendations indicated.

Following the description of some interesting pedagogical evaluation aspects of the BOIT pilot trainings in chapter six an appendix for potential BOIT clients is available in the seventh chapter. Here interested people get information on how to plan a *Burnout Intervention Training for Managers and Team Leaders* for their team/company.

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10   European Agency for Safety and Health at Work (2010), op. cit., 40.
11   European Agency for Safety and Health at Work (2010), op. cit., 48 ff.

1. BURNOUT – THEORETICAL BACKGROUND

1.1 What is Burnout?

The "burn-out" metaphor implies not only that somebody had to be "burning" (i.e. was passionate and strongly committed to their job, etc.) before being able to "burn-out", but also that once a fire is burning, it cannot continue to burn unless resources are provided to keep it burning. In other words, employees' energy or capacity to work can diminish over time when the work environment does not provide resources and is especially demanding. In the latter stages of Burnout, a state of physical, emotional and mental exhaustion will occur from which it is hard to recover.[12]

1.1.1 The interpersonal aspect of Burnout

The Burnout concept was first described in the 1970s and originally referred to a reaction to interpersonal stressors on the job[13]. The concept was traditionally examined in the context of human services, such as health care, social work, psychotherapy and teaching. One of the most prominent definitions describes Burnout "as a syndrome of emotional exhaustion, depersonalisation, and reduced personal accomplishment that can occur among individuals who work with people in some capacity"[14]. Exhaustion occurs as a result of one's emotional demands. Depersonalisation refers to a cynical, negative or detached response to care recipients / patients. Reduced personal accomplishment refers to a belief that one can no longer work effectively with clients / patients / care recipients.

In the late 1980s Burnout was noticed more and more outside work with patients and care recipients[15]. In a more general way Burnout can be seen as "a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform"[16]. Researchers agree that stressors leading to Burnout in human services can also be found in other occupations[17]. One of the most radical definitions representing the general nature of Burnout is provided by Maslach and Leiter (1997)[18]:

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

13 Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001), Job Burnout. In S. T. Fiske, D. L. Schachter & C. Zahn-Waxer (Eds.), Annual Review of Psychology, 53, 397–422. ; Schaufeli, W. B., Leiter, M. P. & Maslach, C. (2009). Burnout: 35 years of research and practice. Career Development International, 14, 204–220.

14 Maslach, C. Jackson, S. E. & Leiter, M. P. (1996). MBI: The Maslach Burnout Inventory manual (3rd ed.). Palo Alto, CA: Consulting Psychologists, 4.

15 Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2007). The job demands-resources model of Burnout. Journal of Applied Psychology, 86, 499–512.

16 Maslach, C. Jackson, S. E. & Leiter, M. P. (1996), op. cit., 20.

17 Burisch, M. (2006). Das Burnout-Syndrom: Theorie der inneren Erschöpfung [The Burnout- Syndrome: A Theory of inner Exhaustion]. Heidelberg: Springer Medizin Verlag.

18 Maslach, C. & Leiter, M. P. (1997), The truth about Burnout. San Francisco: Jossey Bass.

"Burnout is the index of the dislocation between what people are and what they have to do. It represents erosion in value, dignity, spirit, and will – an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it's hard to recover."

In summary, 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 sense Burnout takes away a person's spirit and will. Contrary to a popular understanding, Burnout can also be found outside human service professions. However, Burnout may still be a greater problem in occupations where employees have greater interaction with other people (clients, customers, etc.) rather than those which deal with things and information.

1.1.2 The process aspect of Burnout

Researchers agree that Burnout does not occur "overnight". It is rather a result of a slow, prolonged process that may even last for years. According to several authors (e. g., Burisch, 2006[19]) the "triggers" can include excessive job demands and the employee's inability to continuously invest energy when meeting the demands. The development of Burnout usually begins at an early stage of emotional exhaustion. High levels of emotional exhaustion consequently lead to a withdrawal from the people / clients / patients / customers the employees work with and also from their job in general. Such a withdrawal results in depersonalised reactions to people / clients / patients / customers and in

a cynical attitude towards the job[20]. In other words, emotional exhaustion may lead to the depersonalisation stage of Burnout[21]. However, several authors claim that exhaustion and depersonalisation develop rather parallel and have different antecedents.

Fig. 1: Development process of Burnout according to Demerouti

According to Demerouti et al. (2007)[22] "the development of Burnout follows two processes." The first process is related to job demands which lead to frequent overtaxing and consequently to exhaustion. A lack of job resources (e. g., lack of social support), on the other hand, represents a second process which in the end leads to disengagement from work. If resources are not functional in meeting job demands, withdrawal behaviour from work will occur. Withdrawal behaviour consequently leads to disengagement which refers to "distancing oneself from one's work, and experiencing negative attitudes toward the work object, work content, and one's work in general". The third component of Burnout, reduced personal accomplishment, is a rather incidental part of the process and is not seen as a core dimension of Burnout.

In general, there is little agreement on how the Burnout develops and which stages are included. Although most researchers agree

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19   Burisch, M. (2006). Das Burnout-Syndrom: Theorie der inneren Erschöpfung [The Burnout- Syndrome: A Theory of inner Exhaustion]. Heidelberg: Springer Medizin Verlag.

20   Taris, T. W., Le Blanc, P. M., Schaufeli, W. B. & Schreurs, P. J. G. (2005). Are there causal relationships between the dimensions of the Maslach Burnout Inventory? A review and two longitudinal tests. Work & Stress, 19, 238–255.

21   Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001) op. cit., 397–422.

22   Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2007), op. cit., 502.

that Burnout follows a process of stages, almost every author presumes a different stage order. However, the basic aspects of the Burnout process can be resumed in the following stages:
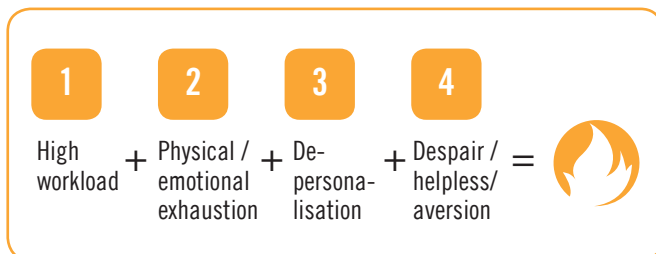

Fig. 2: Burnout stages

The first stage is characterised by high workload, high level of job stress and high job expectations. The job demands exceed job resources and the job does not fulfil one's expectations.
In the second stage affected persons feel physically and emotionally exhausted. People need higher energy investment in order to execute all job tasks. Often sleep disturbances, susceptibility to headaches and other physical pain belong to this phase.
The third stage includes depersonalisation, cynicism and indifference. Furthermore people in this stage are apathetic, depressed and bored. A negative attitude toward the job, the colleagues and clients /service recipients / patients is normal here.
In the fourth stage people feel despair, helplessness and often have aversion to themselves, to other people or to everything. Feelings of guilt and insufficiency make up this phase.

In summary, Burnout can be viewed as a process including different stages. Usually job stressors lead to physical / emotional exhaustion, followed by depersonalisation and a cynical attitude toward the job. The Burnout process often ends with aversion to everything, feeling of despair and guilt. However, Burnout stages may develop also sequentially and may be a result of high demands and low resources.

1.1.3 The medical aspect of Burnout

As a clinical/medical condition, Burnout may be labelled as work-related neurasthenia which is described in the International Classification of Diseases ICD-10[23]. The ICD-10 definition includes the following:

Burnout is either persistent and distressing complaints of feelings of exhaustion after minor mental effort, or persistent and distressing complaints of feeling of fatigue and bodily weakness after minimal physical effort. It contains at least two out of the following six distress symptoms: muscular aches and pain, dizziness, tension headaches, sleep disturbance, inability to relax, or irritability.
The patient is unable to recover from the symptoms by means of rest, relaxation or entertainment and the duration of the disorder is at least three months.

However, this classification does not include any specific preconditions or causes and fails to mention reduced work effectiveness. In addition, it does not indicate a timeframe concerning the appearance or the disappearance of the symptoms.
Burnout is also defined as a mental adjustment disorder as described in the Diagnostic and Statistical Manual of Mental Disorders DSM-IV. Mental adjustment disorders are characterised by "the development of clinically significant emotional or behavioural symptoms in response to an identifiable psychosocial stressor or stressors. The symptoms must develop within 3 months of the onset of the stressors: "by definition, an adjustment disorder must resolve within 6 months of the termination of the stressor"[24]. The DSM-IV distinguishes six subtypes of adjustment disorders. The definition of the unspecified subtype is the most similar to the definition of Burnout. It is characterised by

23   Schaufeli, W. B. & Enzman, D. (1998), The Burnout companion to study & practice. London: Taylor & Francis.
24   Schaufeli, W. B. & Enzman, D. (1998), op. cit.

"maladaptive reactions (e. g., physical complaints, social withdrawal, or work or academic inhibition) to psychosocial stressors that are not classifiable as one of the specific subtypes of adjustment disorder". Using the adjustment disorder definition for diagnosing Burnout, however, may be problematic. Burnout is not usually an immediate reaction to an identifiable stressor. It is more likely a result of chronic stressors (i.e., continuously occurring problematic situations) and progresses rather slowly. It usually does not resolve after six months.

As described, Burnout can also be defined by using medical definitions. The ICD-10 definition may be more appropriate than the DSM IV. Here the symptoms, however, need to be work-related. Especially the absence of other disorders should be considered when trying to define Burnout. The concept of Burnout should be distinguished from other concepts with similar symptoms.

1.2 What is not Burnout?

Burnout has been often mistaken for stress. Despite the fact that symptoms may be quite similar, important distinctions should be made. Stress can intensify Burnout but is not the main cause of Burnout[25]. Although employees experience stress because of long work schedules, shift work or general workload, they may not experience Burnout. In addition, stress symptoms may be more physical rather than emotional. The opposite holds true for Burnout. Stress produced urgency and hyperactivity. Burnout, on the other hand, produced helplessness.

Emotions associated with stress are over-reactive; those associated with Burnout are more blunted.

Burnout also has similar symptoms to specific mood disorders. However, some differences do exist. Depression, for instance, may extend over every life domain (e. g., work, family, leisure). Burnout, however, is specific to work context[26]. Another somewhat related, but different disorder, is the post-traumatic stress disorder (PTSD). PTSD is "caused by the exposure to a traumatic event or extreme stressor that is responded to with fear, helplessness, or horror"[27]. Burnout, on the other hand, is caused mainly by interpersonal and emotional stressors in the workplace and is characterised by different reactions (e. g., exhaustion).

1.3 Where does Burnout occur?

Different factors can lead to Burnout. In the following paragraph, job, occupational and family characteristics as influence factors on Burnout are presented:
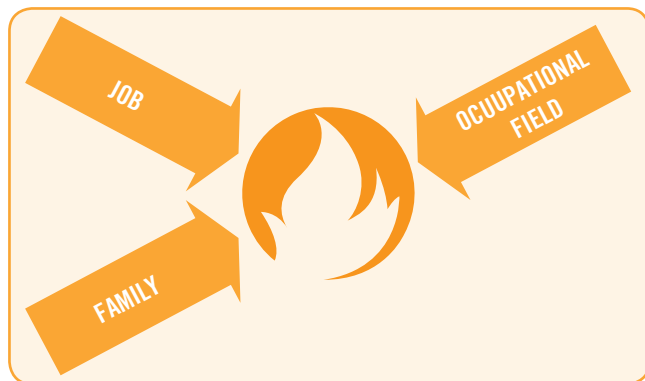
Fig. 3: Burnout influence factors

25 Burisch, M. (2006), op. cit.

26 Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001), op. cit., 397–422.

27 Mealer, M., Burnham, E. L., Goode, C. J., Rothbaum, B. & Moss, M. (2009), The prevalence and impact of post traumatic stress disorder and Burnout syndrome in nurses. Depression & Anxiety, 26, 1118.

1.3.1 Job characteristics

Several characteristics may accelerate the development of Burnout.

Job characteristics, such as *excessive workload* and *time pressure*, are consistently related to Burnout. Similar findings were found for the *subjective experience of work demands* as well as for the *actual number of work hours / clients / customers* etc. Other characteristics such as *role conflict* and *role ambiguity* may be perceived as particularly demanding. *Being unable to meet the conflicting demands of the job* or *not knowing what the exact job responsibilities are* can also trigger Burnout. The *physical environment* (e. g., noise, heat) and *shift work* may play an important role as well. These general job stressors can be found – at least to some extent – in every job. Therefore, Burnout may be found in almost every occupation. However, the impact-specific emotional demands of the "people work", such as requirement of being emphatic, severe client problems (even confrontation with death / diseases, for instance, in hospitals), high customer demands etc, should not be under-estimated[28].

Furthermore, a *lack of resources* may also lead to Burnout. *Not having enough support from supervisors and co-workers* particularly increases the possibility of having Burnout. The *absence of job autonomy / control* (i.e., overall decision freedom in a job) also leads to more Burnout. Maslach and Leiter (1997)[29] presume that

"…when people do not have control over important dimensions of their job, it prevents them from addressing problems that they identify…Without control, they cannot balance their interest with those of the organisation."

The *lack of feedback on work performance*, *meaningful rewards* and a *lack of job security* are also work conditions that have "Burnout potential".

In addition the whole organisational context should be considered when examining Burnout favouring conditions. The organisational context shapes the relationship employees develop with their job. If the organisation expects the employees to give more in terms of time, effort, skills, and flexibility, whilst at the same time offering less in terms of career opportunities, lifetime employment, job security and so on, the psychological contract between employee and organisation is broken. In such a situation employees are more likely to develop Burnout.

> Several job characteristics, such as excessive work demands and a lack of resources may lead to more Burnout. Workload, time pressure, role conflict and role ambiguity are some of the most important "triggers" of Burnout. Lack of social support and job autonomy are harmful as well. When an organisation / management / supervisor has high expectations toward the employees but gives less in return, Burnout is also likely to develop.

1.3.2 Occupational characteristics

Schaufeli and Enzman (1998)[30] report that the most frequently studied occupational groups are nurses, teachers and social workers. What these occupations have in common is their focus on "people work". Burisch (2006)[31], on the other hand, reports studies where the focus was on students, athletes, report-

28 Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001), op.cit., 397–422. Demerouti, E., Bakker, A. B., Nachreiner, F. & Schaufeli, W. B. (2007), op. cit., 502.

29 Maslach, C. & Leiter, M. P. (1997), op. cit., 42.

30 Schaufeli, W. B. & Enzman, D. (1998), op. cit.

31 Burisch (2006), op. cit.

ers, judges, librarians and even unemployed people. Therefore, Burnout can occur in almost every occupation. Nevertheless, more recent research examines occupations that include the contact with people but for which the contact fell short of the demands of this more extensive relationships. In the line of this research mostly managers have been the centre of attention.

Lee and Ashforth (1993)[32] focused particularly on managers / supervisors in the human service sector. They found that emotional exhaustion is also a central dimension in managerial Burnout. In addition, they argue that human service managers spent a considerable amount of time on supporting the subordinates and on problems intervention. Since they work in the human service field, they might be spending a lot of time also on the work with clients / service recipients. Therefore, the total amount of time used for with client and subordinates may particularly accelerate the development of managerial Burnout in human services.

Employees with more socially committed jobs (e. g., new public professionals) seem to be more prone to Burnout. They often have very idealistic expectations towards the job and may even somehow believe that they could "save the world". Therefore, they are likely to experience job disappointments which can consequently lead to Burnout.

1.3.3   Family characteristics

Although the main precursors of Burnout can be found in the work environment, several authors claim that a demanding family environment cannot be neglected when examining the development of Burnout[33].

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32   Lee, R. T. & Ashforth, B. E. (1993), A further examination of managerial Burnout: Toward an integrated model. Journal of Organizational Behavior, 14, 3–20.

33   Peeters, M. C. W., Montgomery, A. J., Bakker, A. B. & Schaufeli, W. B. (2005), Balancing work and home: How job and home demands are related to Burnout. International Journal of Stress Management, 12, 43–61.

In addition, simultaneous job and family demands may also be in conflict with each other. Fulfilling responsibilities in one domain (e. g., job) may be difficult because of responsibilities in the other domain (e. g., family). Such a work-family conflict may consequently also trigger Burnout.

1.4   Who has individual risks for Burnout?

Burnout seems to be more a social phenomenon than an individual one. Individual factors play a smaller role in explaining the development of Burnout than, for instance, high workload. However, some people are more prone to Burnout than other. For instance younger employees and those higher educated tend to report more Burnout. Some studies also report that women report higher levels of exhaustion. Men, on the other hand, report higher levels of depersonalisation and cynicism.

However, these factors may play a rather insignificant role considering the personality differences. Employees who have an external locus of control (i.e., who attribute life events and achievements to powerful others or chance rather than the own ability and effort) experience higher levels of Burnout. Ineffective coping with stressful situations may also increase the possibility of experiencing Burnout. Employees with defensive, passive coping mechanisms rather than those with more confrontational methods tend to have higher levels of Burnout. A person's self-esteem plays also a role in the development of Burnout. People with lower levels of self-esteem are more susceptible to Burnout. In addition, personality characteristics such as hostility, depression, vulnerability, competitiveness and excessive need for control are also related to higher levels of Burnout.

Furthermore people also differ in their attitudes toward their job. Those with higher job expectations toward the nature of work (e. g., perceiving work as challenging and fun) as well as the success at work (e. g., getting everything done or curing patients) are also more prone to Burnout because they tend to work too much.

Therefore, they are likely to be more exhausted and also cynical toward the job when their expectations are not met.

> In short, individual differences play a rather small role in the development of Burnout. However, people with certain personality characteristics (e.g., low self-esteem, higher vulnerability, competitiveness, and excessive need for control) and job attitudes (i.e., higher job expectations) tend to have a higher Burnout potential.

1.5   Consequences of Burnout

Organisations often believe that Burnout is a problem only for the individual. Managers / team leaders / supervisors frequently have the opinion that "if you're feeling burned out, then it is you who has a problem". However, consequences can be noticed also in the whole work environment.

One of the most salient negative organisational consequences of Burnout is reduced job performance. Employees who are experiencing Burnout are less productive and effective. They may, on the one hand, perform worse at the officially required work outcomes and behaviours. On the other hand, they may also be less willing to help colleagues and may be losing their concern for the organisation[34]. Burnout is also associated with lower job satisfaction, a reduced organisational commitment and thoughts of resigning. Interestingly, Burnout may even be "contagious". Employees suffering from Burnout may more likely start conflicts with colleagues and disrupt joint work tasks. Therefore, individuals' colleagues are also at higher risk of experiencing Burnout. Burnout leads in the first place to higher costs and financial losses because of higher absenteeism rates and more frequent incidences of sick-leave. In addition, studies found that the emotional exhaustion dimension of Burnout in particular leads to negative organisational outcomes[35].

The emotional exhaustion dimension of Burnout is at the same time also strongly related to negative outcomes for the individual. Exhaustion is particularly associated with health problems, reduced well-being and various forms of substance abuse. Burnout is also likely to negatively affect someone's mental health. Such negative effects include feelings of anxiety, depression and loss of self-esteem.

> Burnout has consequences for the individual as well as for the organization. Negative effects on an organisational level include: reduced job performance and organizational commitment, lower job performance and thoughts of resignation. Negative effects on an individual level include: health problems, reduced well-being and deteriorated mental health.

1.6   The measurement of Burnout

The most widespread Burnout questionnaire is the Maslach Burnout Inventory (MBI[36]). The MBI includes the three previously mentioned dimensions of Burnout – emotional exhaustion, depersonalisation and personal accomplishment. The MBI was first designed to address Burnout in human services field (MBI-HSS). However, in the meanwhile is has been adapted to address a wider range of occupations (MBI-General Survey; non-human-services field; MBI-Educator Survey; educational setting). The MBI originally included 22 Items. The MBI-GS, on the other hand,

34   Bakker, A. B., Demerouti, E., Verbeke, W. (2004), Using the job demands-resources model to predict Burnout and performance. Human Resource Management, 43, 83–104.

35   Halbesleben, J. R. B. & Buckley, M. R. (2004), op. cit.

36   Maslach, C. Jackson, S. E. & Leiter, M. P. (1996), op. cit.

has fewer items (16 items) with a more general wording (e. g., depersonalisation dimension is changed to cynicism dimension and addresses a distant attitude toward the job rather than toward people).

The MBI, however, is not the only available measure of addressing Burnout. Several authors claim that personal accomplishment is not in itself a core dimension of Burnout and should be left out when measuring Burnout. Burnout should be addressed in a more general way. An alternative to the MBI-GS is the Oldenburg Burnout Inventory which follows such notions of Burnout. It also includes only two dimensions, exhaustion and disengagement from work. Exhaustion refers not only to emotional but also to physical exhaustion, the need for rest and a feeling of being over-worked. Disengagement is defined as distance toward the object and the content of one's work.

Although several other attempts were made to measure Burnout, such as the Tedium Scale[37] and the Copenhagen Burnout Inventory[38], which follow somewhat different definitions of Burnout (e. g. personal Burnout as the degree of general physical or psychological fatigue experienced by the person) the Maslach Burnout inventory remains by far the most applied measure of Burnout.

1.7 Burnout recognition

Burnout has mostly been referred to as a syndrome, meaning a set of signs and symptoms indicative of a particular state / disease. Authors could identify several signs at three different levels: the individual, the interpersonal and the organisational[39]:

Fig. 4: Burnout signs on 3 levels

1.7.1 Signs at individual level

A lot of signs may indicate that a person is suffering from Burnout but usually a person does not show all of them. Schaufeli and Enzman (1998)[40] report the following 5 types of signs on the individual level:
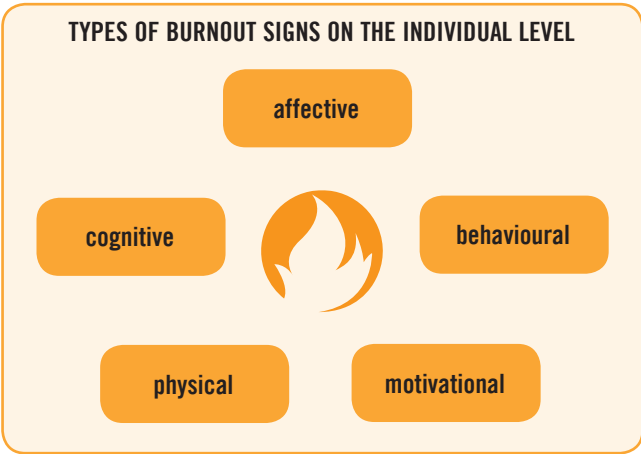
Fig. 5: Types of Burnout signs on the individual level

37 Bursisch (2006), op. cit.

38 Kristensen, T. S., Borritz, M., Villadsen, E. & Christensen, K. B. (2005). The Copenhagen Burnout inventory: A new tool for the assessment of Burnout. Work & Stress, 19, 192–207.
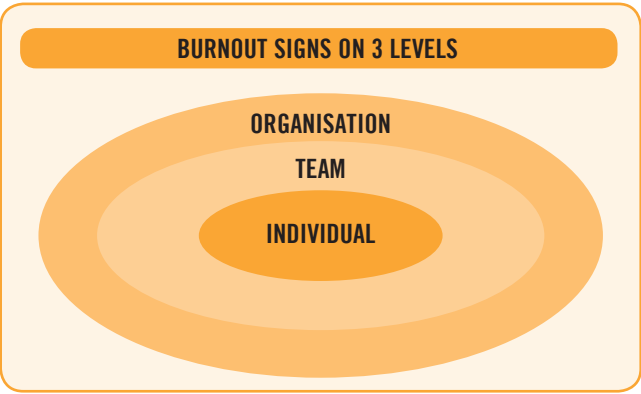
39 Schaufeli, W. B. & Enzman, D. (1998), op. cit.

40 ibid

Typical **affective signs** on the individual level are *depression, mood swings, tearfulness, emotional exhaustion, increased tension or anxiety.*

Helplessness or loss of meaning and hope, feelings of powerlessness, feelings of being "trapped", sense of failure, poor self-esteem, feeling of guilt, suicidal ideas, inability to concentrate, forgetfulness and difficulty with complex tasks are examples of **cognitive signs** on this level.

Headaches, nausea, dizziness, muscle pain, sleep disturbances, gastro-intestinal disorders or chronic fatigue are characteristics of **physical signs**.

Behavioural signals can here be *hyperactivity, impulsivity, increased consumption of caffeine, tobacco, alcohol, illicit drugs, abandonment of recreational activities, compulsive complaining or denial.*

Loss of idealism, resignation, disappointment or boredom is typical for **motivational signals** on the individual level.

Maslach et al. (2001)[41] add that at an individual level one must pay particular attention to mental or emotional exhaustion, mental and behavioural signals (rather than physical) and reduced self-efficiency. In addition, one should keep in mind that Burnout signs are always work-related and manifest themselves in "normal" persons who did not necessary suffer from psychopathology before.

1.7.2 Signals at team level

Schaufeli and Enzman (1998)[42] describe a long list of signs at interpersonal level which can be assigned as shown in Fig. 6. Since physical signals can be observed only on individual level, they are left out.

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41 Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001), op. cit., 397–422.
42 Schaufeli, W. B. & Enzman, D. (1998), op. cit.
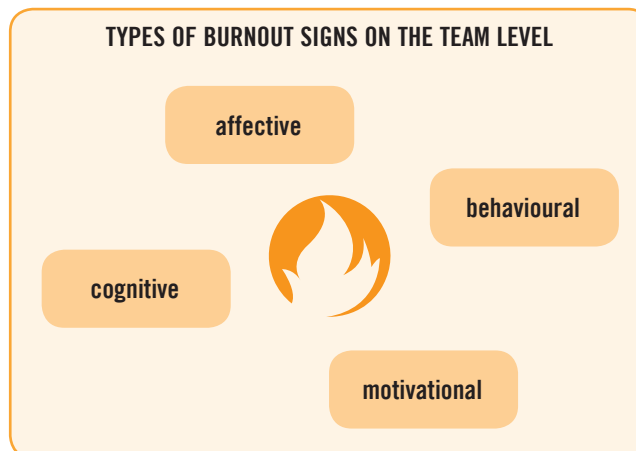
Fig. 6: Types of Burnout signs on the team level

Affective signs on the team level are for example *irritability, being oversensitive, lessened emotional empathy with clients / service recipients / patients or increased anger.*

Typical **cognitive signs** are *cynical and dehumanising perceptions of clients / service recipients / patients, negativism / pessimism with respect to clients / service recipients / patients or labelling recipients in derogatory ways.*

Violent outbursts, propensity for violent and aggressive behaviour, aggressiveness toward clients/service recipients / patients, interpersonal, marital and family conflicts, social isolation and withdrawal or responding to clients / service recipients / patients in a mechanical manner characterise **behavioural signs** on the interpersonal level.

Loss of interest or indifference with respect to clients / service recipients / patients is typical for **motivational signs** on the team level.

On a team level a burned-out employee may, on the one hand, exhibit violent behaviour. On the other hand, in most cases social isolation and withdrawal will occur.

1.7.3 Signals at organisational level

At the organisational level, Burnout is first and foremost characterised by reduced effectiveness, poor work performance and minimal productivity[43]. Other signs can be matched to the following types:

TYPES OF BURNOUT SIGNS ON THE ORGANISATIONAL LEVEL

affective

behavioural

cognitive

motivational
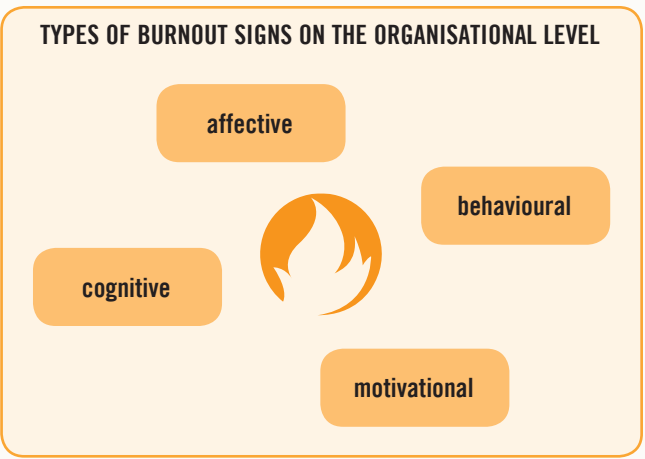
Fig. 7: Types of Burnout signs on the organisational level

Job dissatisfaction is a typical **affective sign** on organisational level.

Cognitive signs here can be *cynicism about work role as well as distrust in management, peers and supervisors.*

On the organisational level *reduced effectiveness / poor work performance / declined productivity and turnover, increased sick leave / absenteeism, being over-dependent on supervisors or increased accidents* characterise the behavioural **sign**.

Typical **motivational signs** on the organisational level are *loss of work motivation, resistance to go to work or even low morale.*

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43   Schaufeli, W. B. & Enzman, D. (1998), op. cit., 36.

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

2.1 The BOIT project background

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 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, 2001[44]

Being able to distinguish between this "real" Burnout – which is itself already difficult to define as the definition allows for various interpretations – and "normal" stress (which can be positive

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44 Schaufeli, W. B. & Greenglass, E. R. (2001), op. cit., 16, 501–510.

or negative in the understanding of Eustress[45] and Distress[46]) 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.

2.2   The BOIT project

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.

The project BOIT – Burnout Intervention training for Managers and Team Leaders, is a transnational cooperative project which has been funded with support from the European Commission. The project was implemented from the beginning of January 2010 to the end of December 2011 by a consortium of eight partners from Austria, Germany, Denmark, Italy, United Kingdom and Romania.

2.2.1   The BOIT idea

BOIT targets people responsible for other staff and aims to encourage managers and team leaders to take on more respon-

sibility for their well-being of their staff members when it comes to work-related illnesses such as Burnout. With the help of the Burnout Intervention Training for Managers and Team Leaders this target group is encouraged to develop a greater awareness of working conditions that could lead to Burnout among their staff.

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.

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45   http://en.wikipedia.org/wiki/Eustress

46   http://en.wikipedia.org/wiki/Distress_(medicine)
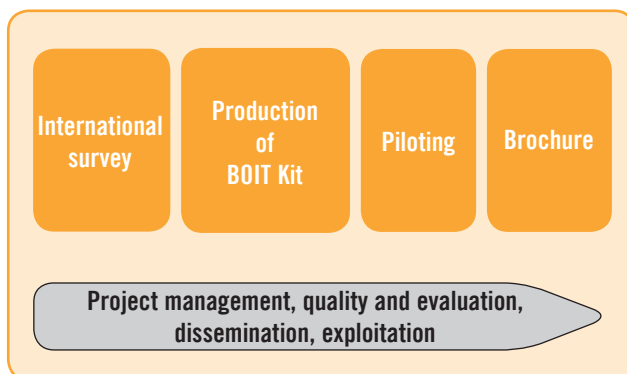
2.2.2 The BOIT project's phases

Fig. 8: BOIT project's phases

In the first project phase national surveys were conducted with the help of guided interviews in Austria, Italy, Denmark, Germany, United Kingdom and Romania. Results have been synthesised into one international report describing the theme-oriented needs of managers and team leaders who want to acquire (more) knowledge on Burnout and/or how to deal with Burnout among their staff. At the same time a theoretical abstract dealing with the most common Burnout theories was developed by Universities in Austria and Romania. It describes Burnout definitions, factors that promote Burnout, Burnout signs and consequences, some statistical data about Burnout in Europe as well as existing Burnout-prevention approaches and coping strategies.

Based on the answers of the interviewed managers and team leaders and the theoretical abstract the structure and the content for the *Burnout Intervention Training for Managers and Team Leaders* were developed:

According to the needs analysis, results the initial idea of blended learning in terms of an interconnection between face-to-face and e-learning was modified: as managers and team leaders

seem to be very restricted with regard to time resources, the BOIT project consortium decided to make the e-learning part voluntary for the learners and not a precondition for participating in the following face-to-face workshop.

During the piloting period, which took place between January and August 2011, managers and team leaders with customer related positions from different organisations have been testing the BOIT in Austria, Germany, Italy, Denmark, United Kingdom and Romania. The pilots have been carefully analysed and evaluated whilst gathering critical feedback from training participants and trainers. Furthermore an external evaluator reviewed the Kit for Burnout Intervention Training for Managers and Team Leaders as well as the computer based learning platform. All these aspects were considered in the finalisation of the BOIT training materials.

Project management, quality and evaluation, dissemination and exploitation were key to the achievement of the project aim during the whole project lifetime.

2.2.3 The BOIT project partners

The BOIT project consortium consists of eight partners from six European countries:

die Berater Unternehmensberatungs-GmbH
www.dieberater.com

die Berater® is a private company founded in 1998 with 400 employees who work in more than 60 locations all over Austria. The core fields of business are education and training, coaching, outplacement and consultancy, and EU projects.

die Berater® develop and organise educational seminars and training courses for individuals, organisations, and enterprises. The main aim of these offers is to motivate and qualify customers to make full use of their potential in the economy, in the labour market and in their personal lives. The company offers a wide range of training and education – from soft skills to lan-

guages and information technology. Contents and methodologies are tailor-made according to the needs of customers. Fair play, respect, tolerance and social responsibility are central values of the company.

University of Vienna
www.univie.ac.at

The Department of Economic Psychology, Educational Psychology and Evaluation heads up scientific research in diverse themes relating inter alia to the psychological aspects of Burnout.

Training 2000
www.training2000.it

TRAINING 2000 is a VET (Vocational Education and Training) centre in the Marche region of Italy, with experience in vocational training and further education and with emphasis on socially and economically disadvantaged groups. Throughout the year, this centre is responsible for the execution of different types of training in the region, including apprenticeship training.

Since 1994, Training 2000 is involved in research and development of new tools and methodologies for LLL – Life Long Learning and distance learning as well as pedagogical aspects of teaching and learning in adult education. The organisation has participated in several international projects with partners from all European countries in areas related to education, e-learning, blended learning, formal-informal education for adults, different people, immigrants and people with low educational attainment.

BUPNET – Bildung und Projektnetzwerk GmbH
www.bupnet.de

BUPNET, founded in 1985, is an adult education provider accredited by the TÜV CERT according to the quality management standard

UNI EN ISO 9001:2000. BUPNET's mission is the promotion of innovation in education and training. BUPNET has successfully completed several training courses in various sectors (social sector, health care, eCommerce, tourism, economy and intercultural issues) both in the framework of European and nationally funded projects.

In 2001 BUPNET developed its own multilingual eLearning and collaboration platform that has been integral part of an awarded LIFE Environment project and various other EU- and national projects. BUPNET has considerable experience in (the coordination of) European projects on the theme of education, training and eLearning and possesses well-founded knowledge about the strengths and weaknesses, potential and limitations of the "new ways of learning"- especially regarding necessary specific blended learning didactics.

blinc eG
www.blinc-eu.org

In 2005 *blinc*, the blended learning institutions' cooperative was founded in Göttingen, Germany as a start-up network based on former EU-funded LIFE and eLearning projects in the health, social and environmental sector.

In 2009 it consisted of more than 30 organisations and individuals from 15 European countries.

blinc is an exchange instrument for educationalists and researchers and offers a platform for exchange of know-how and experiences and the evaluation, dissemination, marketing and distribution of their services and products (valorisation and networking).

Experts from various sectors (economy, jurisprudence, social sciences) are members of the cooperative and work in the following project sectors: development of training concepts, courses and dissemination materials, networking, organisational develop-

ment, evaluation of information and training offers and internal process evaluation.

Universitatea din Oradea
www.uoradea.ro

The State University of Oradea is a higher education Institution structured into 18 faculties and departments. Combining teaching with research, the staff of the Education department as well as the adult education and career counselling centre is focused on the following activities: psychological counselling, psychological testing, intervention and prevention programmes, education and theory of training, communication, educational management and intercultural education. The two major research areas are applied psychology and education science. Recently, and in collaboration with other two units (research centre of adult education and career counselling) the department is positioning its interest toward student counselling and educational management and marketing. The research centre of adult education has a specific interest and expertise in the field of lifelong learning education, particularly in the in the evaluation of existing educational programs and development of new ones.
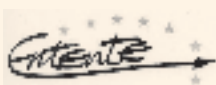
ENTENTE
www.entente.uk.com

ENTENTE UK represents a team of highly qualified experts who are influencing the design, development, and quality management of vocational education and training systems and infrastructures throughout the UK and Europe. Their complementary expertise enables us to deliver, assess and validate a range of high quality, value for money, training, research and study visit programmes. ENTENTE is registered as an approved assessment centre with major UK Awarding Bodies, and has had a key role in the analysis of occupational profiles and development of competence based assessment and validation frameworks throughout Europe. The ENTENTE team has worked on more than 50 Leonardo da Vinci and Grundtvig projects since 1995, several of which have directly or indirectly targeted beneficiaries with a range of disadvantages.

Arhus social- og sundhedsskole
www.sosumedia.dk

Aarhus Social and Health Care College is a state-funded, self-governing institution. Its purpose is to offer short-cycle vocational social and health care education and training as well as relevant further training. The college also offers a basic programme concerning these subjects for young people, including a specific basic programme for immigrants and refugees. The college has its own web production unit, and it has developed a great expertise among web designers and teachers in the production of goal-directed teaching and knowledge mediating web sites. Furthermore the teachers at the college use web-based teaching programmes to a large extent in the daily teaching of their students. The college's international department has great expertise in international project development and project work, both as coordinator of and partner in numerous EU projects.

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

3.1 The blended learning approach of BOIT

As mentioned already in chapter 2, 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-learning[47]:

> **"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."**

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47   http://ec.europa.eu/education/lifelong-learning-programme/doc/sec2629.pdf

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
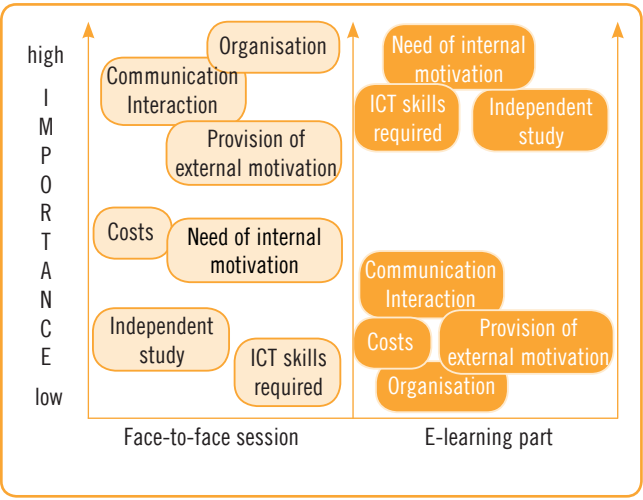

Fig. 9: Face-to-face learning versus e-learning

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 figure 9.

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.

3.2   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:

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.

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.

3.3   A theoretical excurse to Formal, Non-Formal and Informal Education[48]

With regard to possible human learning activities Sandhaas[49] (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 classes[50]. Formal learning leads to recognised diplomas and qualifications[51].

In formal-learning situations, there is a clear consciousness of the educational agenda and related roles: students recognise

48   Scholze, T. (2009), Evidencing the Impact of Informal Learning on Active Citizenship in European Projects, Göttingen

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

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

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

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)[52].

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 once[53]. It is a natural accompaniment to everyday life. Unlike formal and non-formal learning, informal learning is not necessarily intentional learning, and so may well not be recognised even by individuals themselves as contributing to their knowledge and skills[54].

Watkins and Marsick (1992) proposed the following explanations and differentiations in their "Theory of Informal and Incidental Learning in Organisations"[55]:

"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 challenges or tasks and to natural feedback processes ("situated learning").
Evans[56] 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).

52 http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm
53 Evans, D.R. (1986), The planning of non-formal education, Paris
54 http://ec.europa.eu/education/lifelong-learning-policy/doc52_en.htm
55 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

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

4. 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.
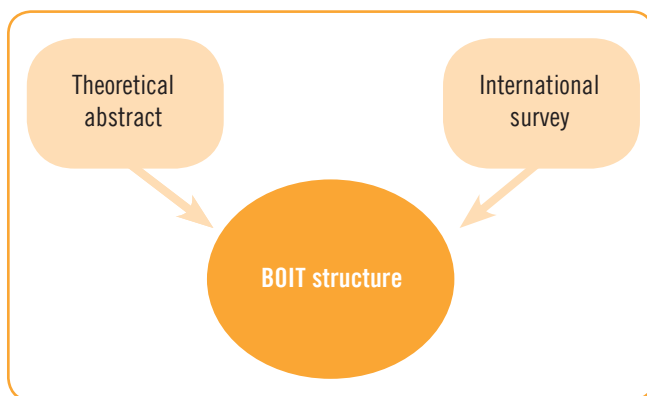

Fig. 10: Components influencing the BOIT structure

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 where 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.

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.

4.1 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.
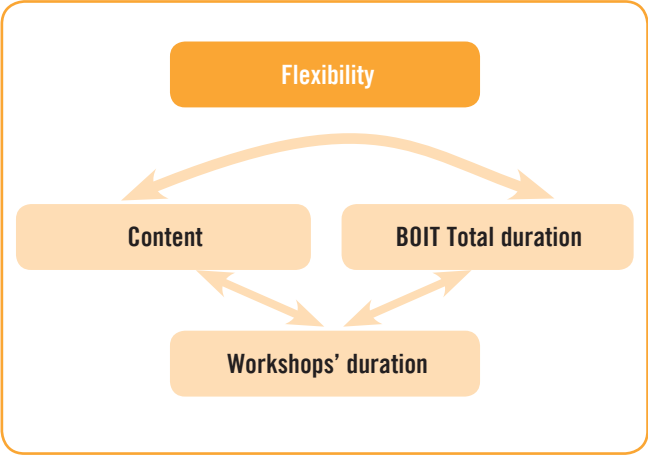

Fig. 11: The flexibility aspects of BOIT

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.

4.1.1 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.

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

The BOIT project consortium proposes the following timetable:

	WS* 1	eL** part 1	WS 2	eL part 2	WS 3	eL part 3	WS 4
Duration total min	Starting date		Starting date + 1 week		WS 2 + 3 weeks		WS 3 + 4 weeks
Duration total max	Starting date		Starting date + 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 2: The BOIT timetable

* WS = Workshops
** eL = e-Learning

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.

4.2   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.

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.

5. PILOTING EXPERIENCES FROM THE BOIT PROJECT AND RESULTING RECOMMENDATIONS

This chapter gives a short presentation of the main piloting experiences gathered during the BOIT project lifetime. Unfortunately the British data were not delivered in time and hence are not represented in the following report:

5.1   General information on the BOIT piloting courses
The piloting phase in the BOIT project has been carried out by the partners in Austria, Germany, Italy, United Kingdom, Denmark and Romania from February 2011 until the end of May 2011.
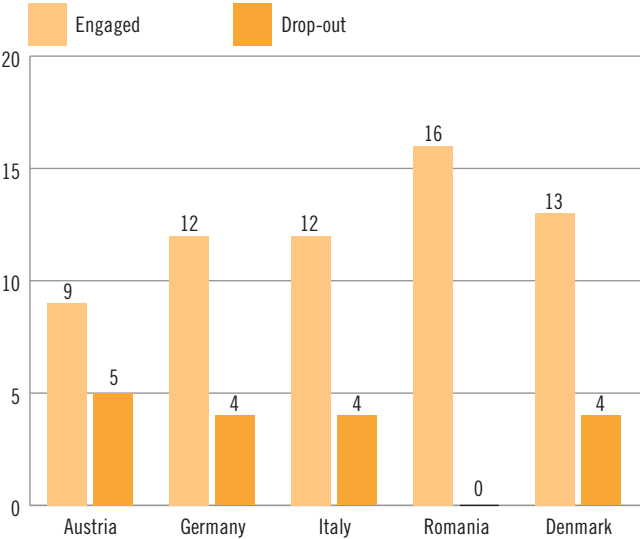
Fig. 12: Participants' engagement and drop-outs

During the testing phase which took place between the 10th of February and 26th of May, 61 participants were involved, although 17 had to drop out for various reasons and did not finish the training. The reasons for dropout were mainly for work commitments. In some cases the participants were managers and/or owners of enterprises, and were unable to be absent from work for any extended period of time; in other cases dropouts were due to the evaluation process which was considered to be too consuming. In other cases, reasons for drop out are unknown. The drop-out rate was approximately 35 %.
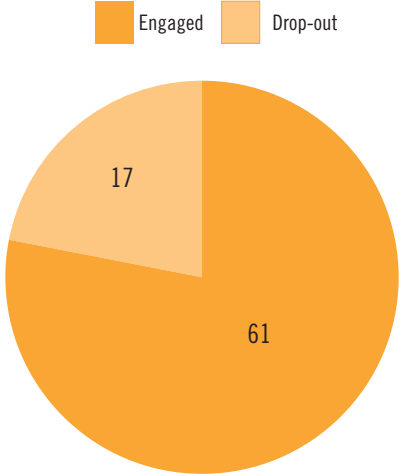
Fig. 13: Total number of engaged/dropped-out

In total 31 face-to-face sessions were carried out during the testing period. The pilot phase took place from February to May 2011 in 6 different countries (Austria, Germany, Italy, United Kingdom, Denmark and Romania).

5.2   Description of the BOIT pilot target group
All participants involved in the pilot testing have taken part on a voluntary basis according to what was specified in the informed consensus.

Fig. 14: Face-to-face training sessions

Fig. 15: Participants by gender

The participants from the six countries had different socio-economic characteristics. Some participants as in **Romania** and **Italy** were managers and team leaders of companies, but also consultants and managers of associations of enterprises. Other target groups were from public administration offices, as in the case of **Germany** and **Denmark**.
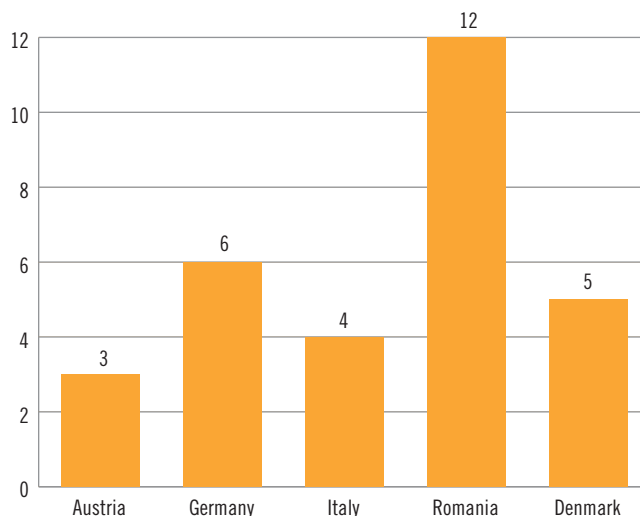
The piloting in **Austria** was offered to managers of NGOs (Non-governmental organisations) and non-profit organisations.

In total 28 women and 29 men participated in the BOIT pilot trainings (Fig. 15).

A prevalence of females within the different target groups is noticeable in **Romania** and **Austria**, while in **Italy** and **Denmark** there was a prevalence of male participants.

The participants' ages ranged from between 30 and 50 years.

5.3 Methodology and organisation of the BOIT pilot courses

All training sessions were carried out according to the methodologies and material created within the BOIT project. All partners applied a didactical approach based on four workshops supported by online self-study sessions. Sometimes trainers modified the timing and contents of the training course in adding some new materials or reducing some parts of the training course programme.

The target group was informed about the training subject before the course started.

At least one week before the course started, a psychological evaluation phase was carried out by e-mail. Online questionnaires were sent to the participants and to their subordinates.

After this phase, the first pilot meeting was set up.

Workshop 1

Before starting with the training phase, partners made a formal presentation of the project, indicating the involved organisations, the aims, the timing and the methodology.

Participants were informed more about the psychological/pedagogical evaluation process studied for the BOIT project and therefore the pedagogical evaluation phase started.

The aim of the first meeting was to create a basic understanding of definitions and the possible causes.

Workshop 2

The second workshop focused on the effects and on the tools needed to identify the signs of Burnout. Managers' responsibilities and the importance of their role in preventing Burnout was also introduced and discussed with the participants of the workshop.

Workshop 3

This third workshop focused on methodologies for preventing Burnout syndrome. This was above all referred to the organisation of the enterprise and the work at team level and in general. Concepts such as workload, personal satisfaction, and communication amongst colleagues were tackled.

Some possible strategies to be implemented in enterprises to verify the presence of risk situations and eventually reduce the stress of the employees were also identified.

Workshop 4

The fourth workshop was dedicated to the understanding of the ideas and experiences ... within the group and to the participants' considerations regarding the implementation of strategies within the enterprise. Participants shared their personal experiences showing the results achieved and the difficulties encountered.

All partners applied the methodologies and tools produced within the project. In some cases and based on the situation, further material was created or adapted by the trainers themselves.

In addition to the face-to-face training, participants were given the possibility to access the online resources through a platform that partners provided for them.

In some cases like in the **Italian** or the **Danish** pilot courses, the implementation of the methodology had some initial difficulties because the target group was not used to this type of training, which was foreseen to be interactive.

The staff involved in the training evaluated the whole learning process on a day-to-day basis through specific tools (daily learning diaries, evaluation tables etc.).

5.4   Summary of BOIT pilot experiences

The results reached with the BOIT pilot courses concern mainly the transfer of information on "Burnout" and an increase of sensitivity towards this problem. The positive atmosphere among the different target groups promoted a high level of interaction and exchange of ideas.

These results are shared by all partners of the different countries that carried out the piloting. The experience in **Austria** shows that in general the learners gained more knowledge about Burnout and about its signs and consequences (on the individual, team and organisational level).

Furthermore the learners got in contact with some Burnout intervention and prevention strategies they were then able to use in their working environments. On the top of that the BOIT pilot participants were encouraged to develop tailor-made strategies (which fit specifically in their company culture) aimed at preventing or intervening in the Burnout process among their team members.

The main **Italian** results focus on the level and amount of information. The most important results seen during the Italian testing phase of BOIT project were twofold:

The first was related to a complete lack of information on Burnout. Although the law today gives more attention to this problem, very few employers, consultants or professionals know what Burnout is about. However, the second result was that the group became more sensitive to the concept of Burnout, and to the various work situations which carry potential risks.

The knowledge and awareness of the Burnout phenomenon is also confirmed by the piloting carried out in **Germany** where before participating in the course, Burnout was a key word for the participants but only a few of them had any concrete idea of its various aspects and specific target group, amongst other things. All participants broadened their general knowledge and understanding of individual strategies for dealing with personal Burnout risk and came to appreciate the possibility that some of their colleagues may suffer from a Burnout.

The participants also learnt that small improvements are a step in the right direction and that they must be more aware of themselves in all areas of life. Since it was really difficult to find enhancements in the working situation, the course dealt primarily with personal aims and improvements.

Also the practical application of the concepts learned during the training course seems to have been a key point as the **Romanian** experience demonstrates**:**

Here the participants understood the fact that good management should contribute towards reducing risk. In many instances a combination of efforts at different levels will be the most effective solution.

Some of managers proposed or developed their own solutions using personal expertise. Others found it useful and cost-effective to draw on the knowledge and practical experience of experts in preventing Burnout syndrome. The majority included the involvement of employees to identify problems and develop solutions.

The **Danish** experience highlighted the potential for learning outcomes to be implemented and continued in the day-to-day management of the companies; the trainer had the impression that the participants had all developed a greater insight and understanding, and the participants themselves all indicated that their goals and expectations had been met, and that they wished to continue and take action to implement strategies. It is clear, therefore, that the material, the exercises and the concept is capable of initiating changes and improvements in the work environment.

All the participants showed an interest in the theme discussed and developed a awareness and sensitivity towards the problem. The different national reports indicate that *workshop 1* – Causes and Risks – seems to be particularly effective in capturing participants' attention, providing information and involving participants in the discussion. The use of the video, in particular, seems to be an element which helps participants understand the topic better. In *workshop 2* – Signs – case studies seem to be useful in encouraging discussion, but should, in some cases, be

modified by adapting them to the context and situation of each single country. The trainer and his/her role in this workshop is fundamental. *Workshop 3* – Intervention vs. prevention – is the workshop in which there was active participation and interaction between the participants, and it is considered to be the core part of the pilot training course. Regarding *workshop 4* – Planning next steps -not all pilot courses achieved the expected results. In some cases participants were not able to manage their team and in others they did not have enough time to get all information. When the above mentioned problems did not occur the aims were reached.

In Austria the participants already started after the 3rd workshop to plan activities to combat Burnout or Burnout promoting situations. In the 4th workshop in which four out of five organisations were represented, the learners reported that they had continued implementing strategies and activities that deal with or prevent Burnout. This form of sustainability is, from the project managers' perspective, one of the biggest successes for the Burnout Intervention Training.

5.4.1 Difficulties during the piloting period

A critical point for the majority of the groups seems to be the low take-up of the online platform. The participants in the Burnout Intervention Training for Managers and Team Leaders hardly used the online platform due to lack of time or interest.

For the face-to-face session a critical aspect is the fact that in order to carry out effective workshops you need a trainer with an in-depth knowledge of Burnout. The **Italian** experience has demonstrated the need of an expert trainer with hands-on experience of Burnout. It is the only way to manage the material and interaction between participants in a profitable way, mainly because most of the material is built in a bottom-up approach, with the trainer as moderator needing to order and define the information gathered from the participants. The trainer needs to give the participants precise indications and use many case studies.

To begin with some participants were sceptical of the methodology (for example **Denmark**), but that changed when participants became more aware of the subject. This is also due to the fact that the learning methods employed are not very common in certain European countries where people are more familiar with traditional teaching approaches.

In some countries, as for example in **Italy,** the implementation of learning outcomes in the workplace during the testing was very difficult. The participants of the group were unable to implement any changes in their companies for the following reasons:

- Although there is a specific law on Burnout in Italy the enterprises are still not very keen on applying changes;
- In this period of crisis, managers and team leaders are under pressure and do not have time for the implementation of new activities;
- Participants did not have enough time between workshop 3 and workshop 4 to transfer the knowledge into their own enterprise.

In general, according to the participants the learning outcomes were achieved in accordance to their expectations.

According to the feedback gathered in the BOIT piloting period in Austria, Germany, Italy, Denmark, Romania and United Kingdom the developed training materials for BOIT were adapted and revised. Nevertheless the following recommendations should be taken into consideration while conducting the Burnout Intervention Training for Managers and Team Leaders:

5.5   Recommendations by the BOIT project team

The BOIT participants, employees with responsibility for other staff, 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.

Based on the experiences gained in the piloting period in which the BOIT – Burnout Intervention Training for Managers and Team Leaders – was tested in the BOIT project partner countries the following recommendations can be given:

- The Burnout Intervention Training has to be planned and conducted 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.

- All four workshops should consider the experience-exchange between the training participants as learning from and with peers can lead to a high learning outcome.

- The direct interaction between the trainees and the trainer is not only crucial during the four workshops but also in-between. The trainer could, for example, support the learners in the implementation of Burnout prevention and/or intervention strategies. The contact can be maintained by telephone, e-mail or other modes.

- The online platform should be used by the training participants during and between the workshops in order to broaden their knowledge.

- For ensuring a high level of learning output the training methods have to be chosen with the learners in mind. The acceptance of specific training methods might differ as for example the role-play or other "very interactive pedagogical approaches" are not (easily) applicable for all "European managers and team leaders".

- The opportunity to involve a Burnout expert can be taken into consideration: if the trainer does not feel comfortable to answer specific Burnout-related questions an expert in the field can be called in.

The pilot evaluation was split into a psychological and pedagogical part. The following chapter describes the most interesting evaluation results from the psychological perspective.

6. PSYCHOLOGICAL EVALUATION OF THE BOIT PILOT TRAININGS

6.1 Background of the intervention

The BOIT – Burnout Intervention Training for Managers and Team Leaders – is a combination of a person-focused as well as organisation-focused intervention[57], as it aims to sensitise managers and team leaders to the subject of Burnout in order to prevent detrimental working situations. The BOIT workshops, in general, promote awareness and understanding of Burnout (e. g., knowledge on the causes and consequences of Burnout as well as Burnout signs). According to Le Blanc & Schaufeli (2008) such awareness-enhancing strategies are indeed found to be beneficial, as they alter one's response to stressful situations and offer more constructive ways of coping with work demands. However, the BOIT exceeds the common conception of an individually oriented training by identifying possibilities to prevent or intervene as a manager or team leader. As such, BOIT also empowers managers in their role in Burnout prevention/intervention. Possible benefits of BOIT include, for instance, changes in managers' patterns of interactions and behavior toward employees (i.e., increased social support or participation in decision making). Therefore, BOIT provides opportunities for doing much "to change environmental stressors" by actively changing the working climate and subsequently managers' as well as subordinates' Burnout levels.

Although authors agree that a combination of both approaches is likely to be more effective, most Burnout interventions still focus on the individual. Such findings are, however, puzzling, as organisational factors (i.e., job demands, social support, job control) play a larger role in the Burnout process than do individual factors[58]. Studies also found that organisation-directed interventions lead to a more long-term reduction in Burnout. The BOIT intervention, however, strives to overcome these pitfalls by focusing on both the individual and organisation, with long-term intervention efforts.

6.2 The evaluation design

For the BOIT, a pre-test / post-test non-experimental design was applied. Several outcomes indicators were measured for the BOIT target groups both before and after conducting the BOIT[59]. The BOIT target groups consist of managers and team leaders as well as their immediate subordinates from 6 countries (Germany, Austria, Romania, Denmark, Italy, and United Kingdom). Measurement point 1 (T1) was implemented during workshop 1 of the BOIT. Measurement point 2 (T2) is being carried out 4 months after the end of workshop 4 in each participating country. Figure 16 illustrates the time line of the psychological evaluation of the BOIT.
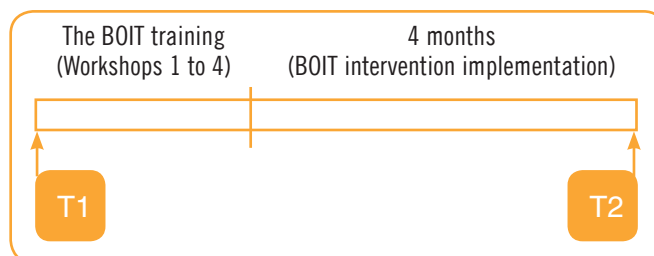
Fig. 16: The pretest-posttest design of the BOIT evaluation.

57 Awa, W. L., Plauman, M. & Walter, U. (2010), Burnout prevention: A review of intervention programs. Patient Education and Counseling, 78, 184–190. Le Blanc, P. M., & Schaufeli, W. B. (2008), Burnout intervention: An overview and illustration. In J. R. B. Halbesleben (Ed.), Handbook of Stress and Burnout in Health Care, pp. 201–215, Hauppauge, NY: Nova Science Publishers, Inc.

58 Le Blanc, P. M., Hox, J. J., Schaufeli, W. B., Taris, T. W., & Peeters, M. C. W. (2007). Take Care! The evaluation of a team-based Burnout intervention program for oncology care providers. Journal of Applied Psychology, 92, 213–227; Maslach, C., Schaufeli, W. B. & Leiter, M. P. (2001), Job Burnout. In S. T. Fiske, D. L. Schachter & C. Zahn-Waxer (Eds.), Annual Review of Psychology, 53, 397–422.

59 Data for measurement point 2 (T2) are still being collected.

6.3 Method

6.3.1 Participants and procedure[60]

At T1 an online as well as a paper-pencil survey was carried out in 5 participating countries. Managers and team leaders from Germany (N=10), Austria (N=8), Romania (N=14) and Denmark (N=9) received a paper-pencil questionnaire which they had to fill-out during the training. Italian managers (N=7), on the other hand, received a link to an online version of the questionnaire. Subordinates from Italy (N=8) and Romania (N=28), who were matched to each managers or team leader, received an online questionnaire as well. The subordinates from Denmark (N=73) filled-out a paper-pencil questionnaire and returned it to their manager. The subordinates from Austrian and German managers did not participate in the survey.

Of the German managers, 5 were female and 4 were male. More than half of the participants were aged 50 and more. They all held a permanent job contract and reported no shift work. The participants worked 41.00 hours a week on average ($SD = 2.31$). The managers from Austria, 7 of which were female, worked 41.57 hours a week on average ($SD = 6.80$). 5 were aged from 30 to 40, others were older than 40 years. Two of the participants held a part-time job contract, Neither of them reported working in shifts. Data for managers and their subordinates from Italy, Romania and Denmark is shown in Table 3.

	Italy		Romania		Denmark	
	Managers	**Subordinates**	**Managers**	**Subordinates**	**Managers**	**Subordinates**
Gender						
Male	4	4	3	9	1	2
Female	3	4	11	19	8	66
Age						
Less than 20	0	0	1	0	0	0
From 20 to 30 years	1	3	1	14	1	8
From 30 to 40 years	4	3	10	9	2	9
From 40 to 50 years	1	2	1	3	1	21
More than 50 years	1	0	1	2	5	35

60   The data from the UK are not taken into consideration in this report as the evaluation results were not returned in time.

	Italy		Romania		Denmark	
	Managers	**Subordinates**	**Managers**	**Subordinates**	**Managers**	**Subordinates**
Shift work						
Yes	0	0	5	7	4	47
No	7	8	9	17	3	15
Job contract						
Full-time	3	4	13	26	9	34
Part-time	0	1	1	1	0	27
Other	4	3	0	0	0	4
Work hours						
Mean	41.00	38.71	50.00	41.33	39.38	32.32
SD	11.39	11.70	8.66	6.68	4.43	5.85

Table 3: Sample description for Italy, Romania and Denmark
Note. Table cells represent frequencies of participants within each group. Mean reflects average weekly working hours, SD stands for "standard deviation" and represents the variability of the answers.

6.3.2 Measures
Burnout.

Burnout was measured with the Maslach Burnout Inventory – General Survey (MBI-GS), which is pertinent for all occupational groups[61]. The MBI-GS includes 3 dimensions: emotional exhaustion (5 items), cynicism (5 items) and reduced personal efficiency (6 items). The item response scale ranges from 0 (never) to 6 (daily), reflecting the extent to which one experiences Burnout symptoms. Item examples are: "I feel emotionally drained from my work." and "I have become less enthusiastic about my job."

61   Maslach, C. Jackson, S. E. & Leiter, M. P. (1996), MBI: The Maslach Burnout Inventory manual (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

Job satisfaction.

Job satisfaction was assessed as the overall degree to which one is satisfied with his or her job. The BOIT project team applied the 3-item scale by Cammann et al. (1983)[62], which includes five-point Likert response format (1 = strongly disagree, very dissatisfied and 5 = strongly agree, extremely satisfied). An item example: "All in all, I am satisfied with my job."

Organisational climate.

Climate reflects employees' shared perceptions of their organisation, specifically of policies, procedures, support and interaction patterns. The project team measured climate with the Organisational Climate Measure by Patterson et al. (2005). However, only Autonomy (5 items), Involvement (6 items), Supervisory Support (4 items) and Welfare (4 items) subscales were used. The subscale supervisory support was slightly changed in order to reflect support from their immediate supervisor. The response scale ranged from 1 ("definitely false") to 4 ("definitely true"). Item examples include: "Management let people make their own decisions much of the time.", "People don't have any say in decisions which affect their work.", "My supervisor here is really good at understanding peoples' problems.", "This company tries to look after its employees."

Work-family conflict.

Work-family conflict (WFC) is defined as the extent to which work and family roles are incompatible. WFC was measured with the Work-family conflict scale by Carslon et al. (2000). Only work-to-family time- and strain-based conflicts have been assessed. Both reflect difficulties engaging in family activities because of work responsibilities, which can be either time-consuming or energy-depleting. The scales have a 5-point Likert response format (1= strongly disagree, 5= strongly agree). Item examples are: "My work keeps me from my family activities more than I would like." and "Due to all the pressures at work, sometimes when I come home I am too stressed to do the things I enjoy."

Affective organisational commitment.

Commitment was measured with an 8-item scale[63], reflecting an individual's affective attachment to and identification with his organisation. Responses to all items are based on a 7-point Likert scale (1=strongly disagree, 7=strongly agree'). An item example is: "I would be very happy to spend the rest of my career with this organisation."

6.4   First results and discussion

The results presented here highlight Burnout problems of managers as well as their subordinates in each participating country. First, a categorisation of Burnout problems in each country is being presented. By following an approach by Kalimo et al. (2003)[64], the BOIT consortium categorised Burnout problems at a syndrome level and divided all participants into three groups: 1. No Burnout (scores from 0–1.49); 2. Some Burnout symptoms (score from 1.50–3.49); 3. Serious Burnout (score from 3.50–6). The result for each Burnout dimension has been summarised into a composite Burnout score according to recommendations from Kalimo et al. (2003). Chi-square tests were conducted in order to test whether countries as well as participants differ from each

62   Cammann, C., Fichman, M., Jenkins, G. D., & Klesh, J. R. (1983), Assessing the attitudes and perceptions of organizational members. In S. E. Seashore, E. Lawler, P. H. Mirvis, & C. Cammann (Eds.), Assessing organizational change (pp. 71–138). New York: Wiley.

63   Allen, N. J., & Meyer, J. P. (1990), The measurement and antecedents of affective, continuance and normative commitment to the organization. Journal of Occupational Psychology, 63, 1–18.

64   Kalimo, R., Pahkin, K., Mutanen, P, & Toppinen-Tanner, S. (2003), Staying well or burning out at work: work characteristics and personal resources as long-term predictors. Work & Stress, 17, 109–122.

other in Burnout prevalence rates. The results are presented in Table 4.

Furthermore, the project team wanted to explore whether there were any significant differences between no, mediate and serious Burnout groups in relevant organisational characteristics (i.e., job satisfaction, organisational climate, work-family conflict, affective organisational commitment). Mann-Whitney and t-test have been conducted in order to test the differences within each country. Tables 5–9 summarise these results.

6.4.1 Comparisons by country

The Burnout prevalence rates suggest that employees in general do experience some Burnout symptoms. Interestingly, in four out of five countries none of the participants had experienced severe Burnout symptoms. Germany was an exception in this respect, as it differed significantly from all other countries in more severe Burnout symptoms.

6.4.2 Comparisons by work characteristics × Burnout prevalence

As shown in Table 5, the German "medium Burnout group" significantly differed from the "severe Burnout group" in terms of job satisfaction and work-family conflict. The latter experienced lower job satisfaction and higher work-family conflict rates. The vast majority of the Burnout literature also agrees that higher Burnout levels are related to more negative attitudes toward one's job as well as problems reconciling work and family[65]. Similar findings have also been found in Romania, Denmark and Italy. In addition, differences between the "no Burnout group" and "medium Burnout group" in affective organisational commitment have also been found. Although these results are somewhat different from those suggested by other research, the BOIT project team can think of examples where higher commitment may also lead to higher Burnout levels. Individuals who are more committed may invest more time and personal resources into their work and organisation. Over a longer period of time such a constant overtaxing may also be a precursor to Burnout.

6.5 Evaluation summary

Overall, the T1 results suggest that for most participating countries the BOIT may be a relevant intervention for recognising and improving Burnout levels. Fortunately, most managers, team leaders and their subordinates do not experience severe Burnout symptoms. However, such findings do not imply that the BOIT is redundant. As the training is aimed at changing interaction patterns between managers and subordinates, a successful intervention could also ease work-family problems, facilitate organisational commitment as well as increase job satisfaction. These and similar questions, however, could not be answered before T2 results are collected from each country.

_a_ Comparisons between managers and subordinates within each country did not reveal any significant differences in Burnout prevalence rates. Comparisons between countries have shown significant differences between Germany and all other participating countries.

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65 E.g. Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000), Consequences associated with work-to-family conflict: A review and agenda for future research. Journal of Occupational Health Psychology, 5, 278–308.

a	Italy		Romania		Denmark		Austria	Germany
	Managers	Sub-ordinates	Managers	Sub-ordinates	Managers	Sub-ordinates	Managers	Managers
Burnout categories								
No Burnout	3 (42.9%)	3 (37.5%)	6 (42.9%)	15 (53.6%)	7 (77.8%)	43 (58.9%)	5 (62.5%)	0 (0.0%)
Some Burnout symptoms	4 (57.1%)	4 (50.0%)	8 (57.1%)	10 (35.7%)	2 (22.2%)	29 (39.7%)	3 (37.5%)	6 (60%)
Serious Burnout	0 (0.0%)	1 (12.5%)	0 (0.0%)	3 (10.3%)	0 (0.0%)	1 (1.4%)	0 (0.0%)	4 (40%)

Table 4: Burnout prevalence rates of managers and subordinates from each country
Note. Comparisons between managers and subordinates within each country did not reveal any significant differences in Burnout prevalence rates. Comparisons between countries have shown significant differences between Germany and all other participating countries.

For understanding the following tables some statistical expressions need to be described: *M* represents the mean (average value) of the answers on a scale from 1 to 5 (1 to 7). *SD* stands for the standard deviation, which reflects the variability of the answers. A large standard deviation reflects a higher variability of the answers and vice versa. *p* reflects the statistical significance of the differences between groups. If the value is lower than <0.05 (or <0.10), we have less than 5% (or 10%) chance of making a mistake when saying that differences do exist. Non-significant differences are abbreviated as *ns*.

Germany					
	Some Burnout symptoms		Serious Burnout		
	M	SD	M	SD	p
Job satisfaction (1–5)	3.00	0.21	2.50	0.43	<0.10
Work-family conflict (1–5)	2.78	0.60	3.67	0.24	<0.05
Affective commitment (1–7)	4.23	0.41	4.33	0.48	ns.

Table 5: Means and standard deviation of work characteristics for different Burnout groups in Germany

Austria					
	No Burnout		Some Burnout symptoms		
	M	SD	M	SD	p
Job satisfaction (1–5)	3.33	0.33	3.22	0.39	ns.
Work-family conflict (1–5)	2.17	0.47	2.39	0.26	ns.
Affective commitment (1–7)	3.85	0.47	3.83	0.38	ns.

Table 6: Means and standard deviation of work characteristics for different Burnout groups in Austria

Romania					
	No Burnout		Some Burnout symptoms		
	M	SD	M	SD	p
Job satisfaction (1–5)	3.56	0.44	3.54	0.46	ns.
Work-family conflict (1–5)	2.49	0.85	3.55	0.65	<0.05
Affective commitment (1–7)	4.16	0.56	3.3.89	0.58	ns.

Table 7: Means and standard deviation of work characteristics for different Burnout groups in Romania

Denmark					
	No Burnout		Some Burnout symptoms		
	M	SD	M	SD	p
Job satisfaction (1–5)	3.40	0.49	3.20	0.45	<0.05
Work-family conflict (1–5)	1.81	0.76	2.49	0.79	<0.001
Affective commitment (1–7)	3.76	0.60	4.12	0.70	<0.05

Table 8: Means and standard deviation of work characteristics for different Burnout groups in Denmark

Italy					
	No Burnout		Some Burnout symptoms		
	M	SD	M	SD	p
Job satisfaction (1–5)	3.61	0.14	2.95	0.72	<0.05
Work-family conflict (1–5)	2.25	1.07	2.37	0.90	ns.
Affective commitment (1–7)	4.35	0.49	4.06	0.54	ns.

Table 9: Means and standard deviation of work characteristics for different Burnout groups in Italy

7. APPENDIX: INFORMATION FOR BOIT CLIENTS

The following chapter provides people/organisations interested in BOIT crucial information on how to plan the offer of a *Burnout Intervention Training for Managers and Team Leaders* for their team/company:

In a preliminary talk with the BOIT provider and/or the BOIT trainer the following aspects have to be discussed:

■ *Knowing the BOIT contents – what do I want to focus on?* In this brochure and in consultation with the training provider/trainer

Fig. 17: BOIT preparation aspects

you will get to know what is planned for the four workshops. Based on this information you can, together with the training organiser/trainer, define those areas which you want to be covered in the BOIT. What should be taken into consideration is the fact that the four workshops build on each other and so it is not possible to skip the complete training topics of one workshop, although some parts can be given more attention than others.

- *Who do I want to participate in the BOIT?* The Burnout Intervention Training was developed for a specific target group: employers with responsibility for other staff. While making the decision of who in your team/organisation should take part in the training you should keep this target group in mind. If you want the trainer to be responsive to your staff's professional area you should provide him/her with background information with respect to their occupation and/or education. Furthermore you can decide if also employees from other companies are allowed to participate in the training. There are advantages and disadvantages of "mixed" groups: sometimes people from different enterprises can benefit from each other, in other cases it is better to "stay in one's circle".

- *What do I expect from the BOIT?* What do you want your employees to learn in the BOIT? The clearer your expectations or those of the potential trainees are the easier it is to determine whether, and to what extent, they match the BOIT idea/content.

- *When do I want my employees to start and when to finish the BOIT?* In chapter 4 the estimated time schedule is presented. There you find the information on how long the Burnout Intervention Training should at least and at the longest last. Reflect when you want to start your employees with the training and when to finish.

- *Should the training take place during working hours or in employees' free time?* This is a crucial question which you

should ask yourself, and which you should discuss with your superior, as this can have an impact on the motivation for participation. Are there sufficient resources that the training can take place during working hours or would you offer them the opportunity of BOIT "only" in their spare time?

- *How much time do I want my employees to spend on the BOIT in total hours?* The total hours of BOIT can vary between 14 and 23 hours. According to the chosen content and time frame the trainer needs more or less time for delivering the topics and working on them together with the trainees. This decision might also depend on whether the training will take place in the employees' free time or during working hours (see previous question).

- *When is a good time to offer the training?* The appropriate timing can depend *inter alia* on annual close, company holiday or other internal circumstances.

- *Do I want to make use of the LEVEL 5 learning process evaluation for obtaining a certificate?* The learning success of the Burnout Intervention Training for Managers and Team Leaders from the participants' perspective can be evaluated with the help of the LEVEL 5 methods developed by REVEAL (Research and Evaluation Group for Validation, Evidencing and Assessing of Informal and Non-formal Learning). Furthermore a BOIT certificate can be acquired through the LEVEL 5 evaluation. Please check the following website http://www.reveal-eu.org/index.php?id=66 for further information on LEVEL5.

All this information should be discussed and agreed with the BOIT training provider/trainer so that a tailor-made BOIT can first be developed and then delivered. This flexibility is aimed at helping to achieve the maximum satisfaction from BOIT participants and their enterprises.