



4LessBurnout Social Practitioners' Stress Relief

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SECTION 1 INTRODUCTION

The present document provides a framework and questionnaire for the national PR1 Validation Workshop of the 4LESSBURNOUT project. This document will, thus ensure the standardized process of the Validation Workshops in the partner countries and facilitates the subsequent analysis of the results.

The Validation Workshops are part of PR1, and they are scheduled for September and October 2023. In the previous tasks of PR1, the partnership has done desk research, primary and secondary data, on the main stressors within the social working environment of social practitioners and about tools to assess the level of stress and burnout in this specific target group.

The results of this research were worked on and compiled into a report and served as the foundation to the development of a self-assessment tool for social workers to identify their level of burnout and what are the main stressors that may be causing them.

To validate this data, each partner country should organize one (1) validation workshop, engaging 18 professionals and experts (6 each) for WP2. However, the total expected number of all participants in the validation workshops is 90 – 30 per country – and each partner country must conduct 3 of these workshops. Consequently, if more or less participants take part on the first one it can be compensated by the next two.

SECTION 2 PREPARATION OF THE VALIDATION WORKSHOP

DEFINING THE GOAL OF THE VALIDATION WORKSHOP

Every Workshop must have fixed clear goals to center the discussion. For the Project Result 1, the Workshop has three main goals: 1) **discuss the theoretical and organizational choices of the tool**; 2) **validate the questions and methods of calculations used**; 3) **collect inputs on the items and questions included in the self-assessment tool to evaluate the level of occupational stress and burnout on social practitioners.**

PROMOTING THE VALIDATION WORKSHOP

An integral part of the Workshop success is sufficient promotion of the event to reach the desired number and types of participants. There are two main channels to promote the Validation Workshop:

- **Direct E-Mail** for professionals with in-depth knowledge and/or experience in this area (experts).
- **Social Media channels** especially LinkedIn.

For both communication channels, a invitation can be created. Therefore, the following components can be considered:

- An attention-grabbing headline.
- A tailored and (personalized message).
- Place, date, and time of the event.
- Sufficient description of the Workshop and it (added) value.
- Registration information.
- Requirements and contents of the Workshop Group.
- Information about the contact person in charge

SECTION 3 EXECUTION OF THE WORKSHOP

PARTICIPANTS

Considering the main goal of the Validation Workshop, the participants must be **Academics and Researchers with relevant expertise on this field of study** (namely in the development of assessment tools), **experts on Occupational Health, Psychiatrists, and General Practitioners, Psychologists, Human Resources Managers, Social Practitioners**. The number of attendees should be **10, but more can participate as described**. We recommend trying and keeping the number of participants to a maximum of **12 people**, to facilitate group activities and interaction and to give everyone in the room the opportunity to have an active role.

TIME AND PLACE FOR THE VALIDATION WORKSHOP

The fixed deadline for the Validation Workshop is **October 15th, 2023**. These events could be held in online format or face-to-face, according to what best suits each partner country.

For a Validation Workshop that addresses the goals presented before, a **duration of 1 hour** should be sufficient to go through key ideas, but also allow time for questions and group interaction. It is also important to keep in mind that a longer event could reduce our target audience engagement.

ONLINE AND FACE-TO-FACE SETUP

When doing the **online Workshop**, the following setup needs to be provided by the hosting partner in each country:

- A video communication software with recording feature (i.e., Zoom, MS Teams, etc.)
- A tool for collaborative, visual work/mind mapping/idea gathering (e.g. [MIRO](#)) to encourage participants' contribution to the discussion and enable digital storage of contributions.

When doing **face-to-face or online**, you may record the event, though this is not mandatory for the project, only for your own convenience to report the inputs given. Alternatively, you could have someone from the backstage collect all the inputs. A combination of both would be the ideal.

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PARTICIPANT CONSENT

In the beginning of the meeting, participants should be informed that audiotaping or videorecording will be used for data collection, if you choose this option. All participants should express their consent to participate in the Validation Workshop (it can be included at the registration form).

FACILITATOR/ MODERATOR

Running an effective Validation Workshop is a skill and requires planning. Thereby, moderation plays a central role in the success of the event. Its task is to create a constructive, open-minded atmosphere, to enable open and fair communication, to guide the group process and to steer the discussion about the issues and the project goal. A skillful moderator guides the discussion using the guidelines and various question techniques, but **the discussion itself takes place within the group.**

Moreover, consider that the questions follow a semi-structured format, meaning that although unplanned, but relevant, questions may be beneficial, in order to compare the experts' opinions and considerations between countries it is fundamental that all partners follow the guidelines.

PROCEDURE OF THE VALIDATION WORKSHOP

Pursuing the Workshop goals, the first step will be to introduce participants with the concept of the project, providing understanding on what has been done so far and what we want to achieve with their intervention. The organizer must provide:

a) Welcome & Project Presentation

Participants Presentation (ice breaker)

Presentation of 4LESSBURNOUT: main goals and main activities.

b) Validation Workshop Goals

It is expected that at the end of the Workshop the following issues are answered: discuss the theoretical and organizational choices of the tool; validate the questions and methods of calculations used; collect inputs on the items and questions included in the self-assessment tool; what should be presented after.

Consider that a lot of the theoretical part have been answered in the Focus Group and Research, we have 2 questions for this part, but assure that

participants don't spend more time on this topic, given that is a sensible one with a lot of different views.

c) Dynamic and Questions

Each participant is invited to try both self-evaluations and receive the score. This should take around 15 minutes, and after giving their feedback about the main topics previously described. To ensure the collection of the relevant and necessary information for the development of the project, the moderator/facilitator must assure that the following questions are answered:

SECTION 4 REPORT

Location:	Online - Teams
Date:	November 2023
Partner:	All
Name of the facilitator:	João Correia, Stacey Robinson, Sorina Cocej, Elena Balan, Xenofon Chalatsis and Coline Fertin
Name of the observer:	Carlota Léchaud, Ioana Bîrdu, David Daley, Giota Dimitriou
Participants: Gender Age Academic Background Professional background	73F 14M Age group: 22 – 65 years old High school; bachelor degree; master degree; 1 PhD Social Assistant; HR Director; Consultant; Head of Services; Occupational activities assistant/psychosocial support technician; Sociologist Educational assistant and social work student; Researcher; Psychologist; Communications Manager; Project Manager; Social/psychological practitioners; Educational studies; Researchers; Intercultural studies; Gender studies ; School teachers and teachers in alternative education programmes; University professor in communication and media ; Professor of Marketing and Consumer Culture; Artists; Language teachers for migrant/refugee students; University lecturer with academic works in the area of Stress management in health and social services; Social stress (domestic, professional) - assessment and management; Students at the Master Programme "Health and Social Services Management.

Theoretical and Organizational Choices

- **Do you think the score you received regarding your level of burnout represents your level of burnout?**

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The majority of the participants from **Portugal and Greece** stated that the score reflected their stress and burnout levels. And also referred that responses from the same professional might differ depending on the time of the day they fill out the tools, the day of the week and the work programme of the specific day. They said that probably they would not give the same answers if they had to fill in the tools at the end of a long day, after work. Therefore, one participant suggested that the respondents should complete the tools in two distinct moments, to avoid biased answers, depending on the mood of the day.

Two **Portuguese** participants mentioned that the score was better than they expected. Another participant highlighted the importance of having both questionnaires, to complement each other and have a more precise understanding of burnout related to work.

In **Greece**, one participant pointed out that the tool helped her realize some issues regarding her job and its effects on her mental and psychological state, which otherwise would not be very clear. She said that answering the tools and receiving the “Careful” level helped her admit certain things to herself and realize the importance of self-care.

In **Romania**, all participants who used the Burnout Self-Assessment Tool stated that the copy of the reports and the level of burnout attributed to their score reflect their real-life stress state.

In **France**, the participants were distributed a paper version of the tool and did not use the digital version on the day of the Validation Workshop. This decision was made because the group was made of professionals working in the same establishment and the validation workshop was organized in their own place of work. This setting made it complicated for professionals to use the self-assessment tool in a fully reflective way. All participants were sent the links afterwards and the ones that took the time to do both parts gave the following replies: they received an email answer with a score but with no explanation of the score. They also mention that they did not receive a recap of their answers contrary to what was indicated.

In **Ireland**, due to WIFI foreseen challenges, participants were given a paper version of the tool, we recommended the digital version post validation workshop and, in their practice, going forward. The workshop lent itself to a discussion regarding burn out and a full induction, how to use the tool post workshop. The participants understood that they would complete the assessment and an email would be sent explaining their scores. To note 20 plus participants completed the online tool and have received their feedback after the session.

- **What are the pros and cons of self-assessment of the burnout syndrome?**

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Pros:**French** participants referred to **time efficiency and easy access**:

The efficiency of self-assessment emerged as a positive aspect. Participants recognized the quick execution of the process as a practical advantage in the fast-paced work environment. Rapid identification of burnout signs allows for timely intervention and proactive measures, ultimately contributing to overall well-being and productivity. Being able to take the self-assessment tool wherever and whenever the person wants is an important pro. The person does not have to make an appointment or any other steps of the sorts.

In **France and Portugal**, participants identified **mitigating the risk of burnout**:

Another notable benefit is the proactive consideration of the risk of burnout. Participants acknowledged that self-assessment facilitates an early identification of burnout, minimizing the potential risk of health issues associated with prolonged stress. This preventive approach aligns with overall well-being and emphasizes the role of self-awareness in maintaining a healthy work-life balance. Related to this topic, in **Ireland**, participants referred to **Burnout Recognition**. Participants appreciated this tool is not a clinical assessment or diagnosis however recognize the importance of being proactive and resilient, through understanding when somebody is more vulnerable or susceptible to burn out. Equally the tool is recognized for its ability to positively reinforce that burn out is being managed effectively, it is equally important to understand when an individual is managing the risk of burn out.

In **France**, participants referred to **adaptation of the Job**.

The self-assessment approach offers a valuable opportunity to consider job adaptation. Participants emphasized that recognizing signs of burnout prompts a thoughtful reflection on whether the current job aligns with the person's needs at the moment. This process opens the door for potential adjustments in job responsibilities or roles to better suit individual needs and abilities.

In **Romania** participants referred that the self-assessment tool is a useful tool. A main advantage of self-assessment tools is the **self-evaluation** of stress that causes us to not function as we would like in the professional area and makes us aware of our position in the two sphere, personal and professional. In **Greece** added that professional become aware about their everyday practices, their role in the organization, their schedules and the effects of their work life on their personal and family life; they realize that providing care to themselves is as important as providing care to others and become more self-aware of their feelings, their mental and psychological state and start reflecting on them.

In **Romania and Portugal** participants highlighted that another advantage is **intervention**. Applying this type of instrument consistently should prevent the type of

symptoms that are more likely to be managed early on and enabling the person to take action if needed.

In **Romania** participants added that **the tools can be applied periodically** to identify certain stressors at a certain point in the performance of professional duties. At the organizational level, it is required to implement a personal and professional self-assessment scheme to enable functional employees. However, in the professional reality, there is not much emphasis on this aspect at the organizational level.

Romanian participants preliminary conclusion is that it's important to empower professionals to self-assess stress and burnout, because when providing services to beneficiaries it is crucial to have a human resource that has strategies to regenerate and adapt to stressors. In this way quality services are provided and healthy environments are created in which people who come in with a multitude of problems find solutions.

As for Greece, participants highlighted the following cons, more related to indirect effects regarding **awareness of mental health** due to the tool: Professionals start thinking about their everyday practices, their role in the organization, their schedules and the effects of their work life on their personal and family life; Professionals realize that providing care to themselves is as important as providing care to others; Professionals become more self-aware of their feelings, their mental and psychological state and start reflecting on them.

Cons:

In **Greece, France, Ireland, and Portugal** participants identified one issue regarding **Self-awareness Challenges**. Despite the benefits, concerns were raised about the genuine awareness individuals have about themselves. Answers might be biased conditioned by self-perception. Participants questioned whether self-assessment always leads to a true understanding of one's mental and emotional state, highlighting the possibility of overlooking signs or underestimating the impact of stress. Highlighting as possible solution for users to fill in the self-assessment at various times – present in all countries reports including **Romania**.

In **Greece** participants added that the questions of the self-assessment tool on burnout resemble questions on depression or other similar psychological problems and people might **feel alarmed with the score** they receive and that respondents cannot be sure that the score they receive truly reflects the level of their burnout.

In **France**, participants also considered the **nature of stress changes with the level of responsibility individuals hold within the social sector**. Managers and directors face stressors related to decision-making, organizational outcomes, and the substantial consequences their actions may have on the overall functioning of the social sector. This contrasts with frontline workers who may encounter immediate stress tied to

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direct interactions with their beneficiaries. These last, also usually face different stressors regarding the more direct interactions and contact with people in vulnerable situations. This emotional stress may be less pronounced or different for higher-level positions, such as directors, who contend more with performance pressure and workload management.

- **Do you think stressors change according to the occupation within the social sector? If yes, how so?**

Almost all participants from France, Greece and Portugal agreed that **stressors change according to the occupation within the social sector**. The majority of participants concurred that stressors within the social sector are intricately linked to various factors, influencing how individuals experience workplace challenges.

In **France and in Portugal** it was highlighted that the nature of stress changes with the **level of responsibility** individuals hold within the social sector. Managers and directors face stressors related to decision-making, organizational outcomes, and the substantial consequences their actions may have on the overall functioning of the social sector. This is in contrast to frontline workers who may encounter immediate stress tied to direct interactions with their beneficiaries. **French and Portuguese participants** also stated that emotional stress, particularly in relation to **working with vulnerable populations**, emerged as a significant factor. Frontline workers, such as social workers or counselors, often experience stress due to their direct involvement with individuals facing challenging circumstances. This emotional stress may be less pronounced or different for higher-level positions, such as directors, who contend more with performance pressure and workload management. And these participants acknowledged the complexity of stress within the social sector, highlighting that stress levels are influenced by factors such as the target population, working hours, responsibilities, work-life balance, and for some of them the physical demands of the job. This perspective underscored the diverse aspects that contribute to occupational stress within the social sector.

While the majority of participants expressed the belief that stressors evolve based on occupation within the social sector, it is essential to note that not everyone shared this viewpoint. **One French and one Portuguese participant** took a contrary stance at this point in the workshop, suggesting that stressors remain consistent across roles, and that variations are negligible.

And one Portuguese participant added that if there isn't **support network** in the institution itself to deal with these factors, it can worsen the circumstances. Another

one suggested that perhaps more **experienced workers** would deal better with stress in many situations.

The majority of the participants in **Greece** are people involved in different projects, people who have more than one job. For example, they might be working at a language school for migrant students, but they are also researchers, writers, artists, or have clients as freelance professionals. The stressors, for example, can differ for professionals in an organization and for freelance professionals. Participants had to focus on one of their jobs to answer the tool, which was not always easy because they are involved in different projects of different nature.

Romanian participants didn't answer this question.

- **Is it important to understand the stressors that may be leading to the burnout score level? Why or why not?**

In **France, Greece and in Portugal** all participants agreed that it is important to understand the stressors that may be leading to the burnout score level. Becoming aware of the factors can promote some kind of change; enables self-knowledge; institutions can develop strategies and adopt concrete measures to reduce stress; to be more alert and take timely action; allocate resources to reduce stress. The groups agreed that understanding stressors serves as a preventive measure against the onset of burnout. Identifying and addressing stressors early on enables individuals to implement interventions and protective measures, creating a buffer against the cumulative effects of chronic workplace stress. This preventive stance aligns with the idea of fostering a healthy work environment and promoting employee well-being.

In **Greece** the majority of the participants agreed that it is important to understand the stressors that may be leading to the burnout score level. They mentioned that dividing the different sources of stress and anxiety is helpful to focus (and subsequently intervene) on specific aspects and areas of their work, instead of feeling generally helpless, without any clue on where to start and what to change. The stressors help them examine and separate the different aspects of their jobs and deal with them separately.

Romanian and Irish participants added that in the field of social work, specific stressors may operate in certain subdomains. Therefore, compared to other areas, in social work particular stressors can put more pressure on the social worker and can lead to chronic stress and burnout. In sum participants considered the benefits of understanding the stressors as **improving the capacity to deal and/or mitigate burnout, differentiate the stressors between persons and occupations, improving**

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the support and care to vulnerable individuals (as well the social practitioners overall tasks), enables self-knowledge; the institution could adopt concrete measures to reduce stress; to be more alert and take timely action; better allocation of resources to reduce stress.

Items and Results

- Can a result, regarding the assessment of burnout, be satisfactory without comparison with a larger sample and identification of percentiles?

Most of the **Greek, Portuguese and French** participants said yes to this question.

The majority of **Greek** participants answered that there is no need to compare personal results with a larger sample, since they cannot be sure on the people included in this larger sample (they might be from different educational and professional backgrounds, they might differ in terms of gender, age, lifestyle, family status, nature of everyday activities at work, etc.) which means that comparing your result with the results of other will not necessarily provide more valid information. Comparison with a larger sample would be useful and helpful when the assessment is carried out by professionals working in the same organization. The results would then provide a clearer picture on the culture and practical operation of the specific organization- if, for example, the majority of co-workers had similar answers on the factors that can lead (or cause) higher levels of burnout.

Almost all **Portuguese** participants think the results were good regardless the comparison with a larger sample. Nevertheless, the results could be complemented when comparing with a larger sample, especially within an organization, so that measures to reduce stress can be implemented if needed. Two participants stated that it depends on what you want to use it for. It would be useful for validation of the results, but for the result itself and for what it indicates it's not relevant. Two other participants referred that they don't know. Adding that it's important to compare the individual with the collective results. But if the comparison isn't done it won't diminish the tool individual results.

In **France** some participants emphasize the importance of avoiding a form of ranking or classification, highlighting the need to respect confidentiality. They argue that burnout is a subjective experience, and individual perception should take precedence over comparisons with a larger sample.

They suggest that in a context where individual perception is paramount, such comparisons may have limited relevance. The emphasis here is on the subjective nature of burnout, where the unique experiences and feelings of individuals should be considered independently rather than in relation to others. And one participant

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expresses a different viewpoint by stating "no" and arguing that it is important to have a comparison.

In **Ireland**, confidentiality was the number one concern of the group, explaining how burn out means something different for everyone, it should be less about competition and compression and more about individual growth and development. However there was a counter argument in the room to suggest that comparison is significant in order to understand the scale and level of burnout, inform research will accurate data and classification to understand the rate of burn out in the social profession in particular. Romanian participants did not answer this question.

- **What was your opinion regarding the items assessed? Would you add or remove any?**

In **Romania** participants stated that the items have a general form, and they can be **customized on the subdomains of social work**, specific to the professional context of performing certain duties. Some items may be addressed to those with executive level duties or to those with managerial level duties. Also, the application of such tools should **take into consideration the organizational context**, subordination relationships, and collegial relationships. In Romania participants recommended to revise the items 4 and 11 (Questionnaire on the level of burnout) and items 3 and 15 (Stressors Questionnaire) because it seems to collect the same type of data. If they are intended to reinforce a particular aspect, then it works.

Most **Greek participants** thought that the questions/ items covered the different aspects which need to be considered when evaluating the level of burnout. They would not remove or add any question/ item.

An issue which came up and discussed during the workshop regarding the option "sometimes", that can be confusing and might need some further explanation. What does "sometimes" mean? Twice a week? Three times a week? The same comment was heard regarding the rest of the answers as well (e.g. "rare" and "often"). Participants suggested that it might be necessary to add a qualitative explanation of these answers and explain what is meant by "rare", "often" and "sometimes", because "rare" for someone might mean "once a month" and for someone else it might mean "once a week". Some participants also suggested that the wording of some questions could change and be replaced by a hypothetical "scenario". For example, a question could be "How many times during a week do you work overtime?" or "How many times a week do you skip lunch break?" to provide a more specific frame to consider and assess. However, other participants thought that this might be confusing and that it would not provide substantial results.

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In **Portugal** participants also suggested that some questions should have **n/a answer** available, for instance in what refers to shift, not everyone works with shifts, that **work conditions/environment** are stressors and are not clearly reflected in the questionnaire, that questions related to **physical workspace** (location, temperature, ventilation, light, noise and others) should be added, for being a potential stressor. The tool should begin by reminding the respondents to think about their current situation and work and answer the questions with this in mind to be more precise in time and action for more precise answers. The more generic questions could lead to a different score, because Burnout may not be a consequence of work, therefore for a self-assessment on burnout related only to work, it should be more specific and shouldn't have general questions that could also be related to private life. At the same time the participant highlighted that it should be done like it is, explaining that what happens in private and professional life have influence on one another, e.g. if someone doesn't sleep for familiar reasons is less productive and more vulnerable to burnout.

Adding to possible improvements, Portuguese participants mentioned that **lack of benefits** should be part of the questionnaire; a question about **co-workers** would be relevant, such as the co-workers would share the same thoughts/feeling about the organization as the respondent; **negative statements can condition responses**, perhaps more neutral statements would give way to less biased responses; it might be useful some question related to what the respondent thinks is the perception of the beneficiary he assists about his/hers mental health; and explore more the **work-life balance** because it can be a cause for burnout.

In **France** the opinions regarding the items assessed in the workshop are generally positive, with participants expressing that the evaluated elements seemed comprehensive and relevant and constructive. In terms of possible improvements, one participant suggested a more specific focus based on the population being accompanied and the nature of the profession. Another input from a participant suggested the addition of an item related to the perception of **workload distribution within the team**. Some participants mentioned a good addition would be regarding the loss of feeling that their job "make sense and has meaning, is important". Also, mentioning that it would be a nice addition to be able to add some written comment, not to be taken in consideration for the assessment but for the participants to go back to when they receive their answer. Participants also mentioned that the impact of having to cover for the absence of other colleagues or being **understaffed** was not covered. One participant mentioned that some questions seemed to be collecting the same information and a bit repetitive and that some questions are sometimes broad (that could be partially due to translation issues). Finally, the participant mentioned that for some questions, the answer really depends on a specific moment, it can be different the next day.

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Some French and Portuguese participants felt that the **lack of recognition** was not sufficiently addressed.

In **Ireland**, participants considered the items were well tailored to the target group and for assessment of burnout. The only improvement suggestion was that it should be added questions relating to the future, for example “are you worried about becoming burnt out in the future?”.

- **Is it clear that the present assessment tool should not be taken as a diagnosis and further professional help may be needed? If no, why?**

In **France, Ireland and Portugal**, the discussion of the workshop conveyed a clear consensus that the present assessment tool is not intended to serve as a diagnostic tool, and participants recognize the importance of seeking further professional help if needed. Participants overwhelmingly affirm that the clarity regarding the non-diagnostic nature of the tool is well-established. The majority assert that this information is appropriately communicated both before and after the assessment. This indicates a conscientious approach to managing expectations and ensuring that individuals engaging with the tool understand its limitations in providing a formal diagnosis of burnout. Additionally, participants express unanimous agreement with the notion that further professional help may be necessary. This acknowledgment aligns with the understanding that burnout is a complex mental health issue that may require specialized intervention beyond the scope of a self-assessment tool.

One **French** participant suggested that the assessment tool's results should be transmitted within a defined framework and in the presence of a third party, preferably a workplace psychologist. He emphasized the importance of a structured and supportive environment when discussing the outcomes of the assessment. He explained that at an organizational level, this would show commitment to fostering a workplace culture that prioritizes mental health and encourages individuals to seek guidance from qualified professionals.

Participants in Romania added that the instrument developed in the 4lessBurnout project is a core tool (in the form of an initial diagnosis) from which other tools can be developed.

For the **Greek participants** it was clear that the assessment tool should not be taken as a diagnosis, because of the text included in the tool itself and in the answers received by mail. However, some of them pointed out that what should be made clearer is the identity of the professional and the organizations who have developed the tool and provide the scores/ answers. “Who are these organizations who can judge the level of my burnout? Are they psychologists, doctors, social workers?”.

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Participants said that further explanation on the nature of the project and of the participating organizations need to be included in the text which accompanies the scores, so that respondents understand whether to take their score “seriously” or not. Some participants also commented that in the case that a respondent receives the highest score (“critical” level), maybe the mail response they get should start with a recommendation to visit a (mental) health professional instead of suggesting different tools and resources to deal with this level. For these participants it should be clear that the respondent is firstly referred to a professional and secondly gets access to different tools and materials.

Romanian participants didn’t answer this question.

- **Does the division between assessment of the burnout level and stressors represent an innovative practice?**

Some **Portuguese participants** don’t know if it is innovative, also adding that probably it isn’t. One participant mentioned that the two questionnaires were a little repetitive, but that this repetition could be justified if the objective is to cross information or to verify answers, highlighting that it makes sense to have two separate questionnaires. One participant stated yes, because both questionnaires are related and it’s important to have the I assessment, but also to identify the burnout stressors. And others added that for the tool to be available for the public will be innovative.

The **French group** expressed diverse perspectives regarding the innovative nature of dividing the assessment between burnout levels and stressors. Some individuals expressed confusion about the question. Some participants viewed the practice as interesting but not necessarily groundbreaking, indicating a nuanced appreciation for its novelty. Additionally, there were a majority of participants who admitted uncertainty or a lack of prior knowledge about this specific approach, while several mentioned not being aware of such tools before.

All **Greek participants** agreed that this division is innovative. This division can specify and differentiate the aspects related to burnout levels. It contributes to the “personalization” of results.

In **Romania** was stated that “Assessing the level of burnout; the reactions to stressors are a known and applied practice in all professions that involve working with people and that have the potential to raise stress level.” The instrument that assesses stressors also is long-standing in sociology and psychology of health.

In contrast, an innovative component that could be added to this instrument is self-assessment of coping strategies, self-care practices which help to cope with stressors and support in managing stress level.

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In **Ireland**, the participants were in conflict regarding the word innovation, the group felt this tool is needed, valuable and credible but struggled to identify the component that made the tool innovative. There was a mixed response in the group regarding their experience with the tool but there was a mutual appreciation for the tool and how they could use the tool within their daily practice.

- **How can the identification of stressors provide a better understanding and development of resources and tools to deal with burnout?**

Portuguese participants stated that providing a good practices manual based on the analysis of this questionnaire results, could lead to change, by implementing specific measures. It is a good tool to justify the need for some changes in this type of work. And it is useful for taking stock of the situation to mitigate stress.

In **Romania** the group referred that these self-assessment tools become useful when they are accessible to any specialist and when they can be applied at the organisational level.

Most **Greek participants** agreed that not all resources and tools to deal with burnout can respond and be applied to all stressors that can lead to burnout. They agreed that the knowledge of the stressors can lead to a better allocation of resources to deal with the specific stressors. Even though some tools can be useful and can be applied to deal with different stressors, it is very useful to understand their differences and deal with them in a differentiated way. Therefore, the identification of different stressors is useful to achieve this.

In **France** the discussion during the workshop highlighted a consensus on the critical role of identifying stressors in gaining a better understanding of burnout and developing resources and tools for effective coping strategies. Participants collectively emphasize that pinpointing the specific stress factors enables a targeted approach to addressing and evolving these elements. By identifying the root causes of stress, individuals and organizations can tailor interventions and implement changes that directly address the issues contributing to burnout. Participants expressed that understanding and addressing stressors provide a pathway to more strategic and positive interventions. The group felt that acting on stressors allows for the implementation of levers directly linked to the generative factors of stress. This targeted approach enables individuals to move beyond a global negative perception and the overwhelming sense of "fogginess" associated with stress or suffering. The ability to focus on specific stressors provides a clearer perspective and a more effective way to navigate challenging situations. The participants unanimously highlighted that working on specific stressors is a key outcome of the identification process. By actively changing circumstances or conditions contributing to stress,

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individuals can create an environment where these stress factors no longer exert their negative impact. This proactive stance aligns with the idea of empowering individuals to take control of their well-being and actively shape their work environment to promote mental health.

In Ireland, the group feel, creating such tools and resources can provide tools to remain resilient, identify needs for support and offer methodologies to reduce the stressors. Through providing better understanding of stressors, individuals can be more personally accountable and understand patterns and support needs. The group like to idea of being recommended p[articular tools based upon the outcome of their self-assessment, a more personalized and person centered approach.

After the assessment

- What resources/information can be useful for a person after the burnout self-assessment? Why?

Portuguese participants considered that the tool should have a consequence, it should be continued after obtaining information. Therefore, the respondents should subsequently be informed about the next steps and what they can do about their situation, whether is information about available support services/organizations (e.g. <https://maisprodutividade.org/>), recommendation to schedule a doctor appointment or about any kind of support. After the assessment is concluded, a pack of tools to deal with stress and burnout should be available.

A participant referred that the solutions should not be only individual solutions, but a collective response to the organization's issues.

French participants emphasized the importance of **different support channels**, including **seeking guidance** from a superior or colleague within the workplace, as well as consulting with a specialized professional such as a workplace psychologist. Additionally, participants highlighted the usefulness of **stress management tools and techniques**, such as relaxation methods (sophrology, heart coherence) and physical activities like sports. The recognition of these resources suggests a **holistic approach to addressing burnout**, incorporating both mental and physical well-being.

Portuguese and French participants also emphasized the value of providing individuals with a **comprehensive set of information and contacts**. This includes explanations about their self-evaluation, recommendations for improvement, access to relevant training, and contact information for various support structures, such as psychologists, physicians, or relevant associations. In **France**, participants added that the inclusion of **testimonials from individuals** who have experienced burnout is considered beneficial, providing a sense of shared experience and potential coping

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strategies. Lastly, participants stressed the importance of connecting with a burnout professional who can offer guidance and practical strategies to improve the situation and reduce stress factors.

Greek participants agreed that different resources can be useful for different levels of burnout. However, if someone receives the “critical level” score, they should be recommended to visit a relevant professional to deal with their burnout in a more systematic way rather than get support from the tools and resources. At this point, participants started brainstorming potential tools that could be useful for a person after the burnout self-assessment, such as: **breathing exercises**: they stressed out the huge variety of breathing exercises that should be included in the toolbox; **journaling**: they commented that it is very helpful to deal with a negative feeling using a journal to note down thoughts, feelings and ideas; **group exercises**: they pointed out that in the case that different professionals from the same organization answer the tool, they can participate in group activities and exercises, with the direction of an experienced facilitator (or occupational psychologist), to discuss issues and help/ support each other; **self- affirmation techniques**; **tip sheets** including practical advice on how to monitor and deal with burnout levels; **exercises that focus on the “here and now” aspects**; **tools that focus on the development of resilience** and on the empowerment of respondents; **drama therapy techniques** were thought to be useful to deal with higher burnout levels.

Romanian participants stated N/A.

- **Can the tool be used at an organizational level beyond individual use?**

Greece, Romania and Portugal stated yes.

Portuguese participants added that it can be a good tool for a primary evaluation within organizations and a larger group to understand what results are more evident and with this establishing intervention mechanisms regarding health and safety at work. But some organizations might not have the motivation to do it for being afraid of the results or maybe because mental health on social work field still doesn't carry enough weight for companies to prioritize it.

In **Romania** participants added that the instrument developed in the 4lessBurnout project is a core tool (in the form of an initial diagnosis) from which other tools can be developed.

Greek participants suggested that the director/manager of the organization can distribute the tools to all professionals working in the organization, receive the results and consider changes at organizational and occupational level. If the director realizes that, for example, the majority of the workers have moderate or higher levels of burnout, related to the organizational culture or atmosphere, they can proceed to

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changes to contribute to the reduction of these levels. Moreover, people who work in the same organization can form support groups to share experiences and support each other to deal with their burnout. Participants discussed about “collective care”.

In **France**, the discussions from the workshop revealed varied perspectives on whether the burnout assessment tool can be utilized at an organizational level beyond individual use. While some participants express a positive affirmation, stating that the tool can indeed be employed at the organizational level, others express reservations or uncertainty about the feasibility of this approach. Those who support the idea emphasize that the tool can be beneficial for the organization as a whole. They believe that extending its use beyond individual assessments could contribute to a more comprehensive understanding of burnout within the organizational context. On the other hand, a few participants who find it difficult to accompany this approach at the organizational level cite the highly individual and subjective nature of perceptions **surrounding burnout. They express concerns about the challenges associated with aggregating and interpreting diverse individual assessments to derive meaningful insights at the organizational level.** Some participants had a more nuanced stance, suggesting that the feasibility of using the tool at an organizational level depends on how the organization chooses to leverage the gathered information.

In **Ireland**, there were differing opinions in the room regarding this question, the vast majority suggesting it is an individual tool rather than organizational. Although the group felt the tools and resources to support burnout prevention would translate on an organizational level. The primary concern was confidentiality and nonjudgement, it was thought a judgement may be made on an organizational level depending upon the results. The group felt that it is important for organizations to be visible about what they are doing to protect employees from burnout and their organizational values.

- What other considerations and improvement opportunities would you highlight?

In **Ireland**, all participants suggested that there is a huge opportunity to raise the profile of burnout, personal accountability, self-awareness, and organizational benefits of being considered with the health and wellbeing of their staff members.

Some **Portuguese participants** stated that this tool shouldn't be used without the participation of specialized organizations. Having access to information on what burnout is, as well as information on good practices, both at a personal and organizational level would be useful.

In **France**, one participant highlighted the potential benefit of exchanging results rapidly with a workplace health professional following the questionnaire administration. Another emphasized the necessity to answer to the self-assessment tool in a private setting and not in the workplace to not be influenced by those factors while answering.

In **Greece**, some extra ideas discussed were that **the tools need to take into consideration the fact that many people have more than one job and that there should be some differentiation/ direction on which job to consider when answering the tools**; the tools can be applied- with some necessary modifications- to different professional groups, and not only to care professionals. For example, personnel working in the tourism sector (in hotels, restaurants, tourist offices, etc.) can benefit from the use of the tool; the tools can also be applied to people who are self-employed and not only to professionals in an organization. Some modifications are necessary to adapt the tools, but most of the questions/ issues are already present. Regarding the answers received after the use of the tools by email, participants pointed out that maybe the structure should be reversed: respondents should first see their score and then the analysis of their answer. The current structure of the answer might be somehow confusing.

Romanian participants stated that it is necessary to include a question related to professional experience in the demographic information section. Moreover, an important aspect to be mentioned for the case of Romania and to be considered is related to the diploma in social work and the occupations in this professional field. It should be considered that the occupation of psychotherapist is accredited by the College of Psychologists, but there are many psychotherapists who have a degree in social work, and they work directly with individuals, with families in their offices, many being exposed to distress.

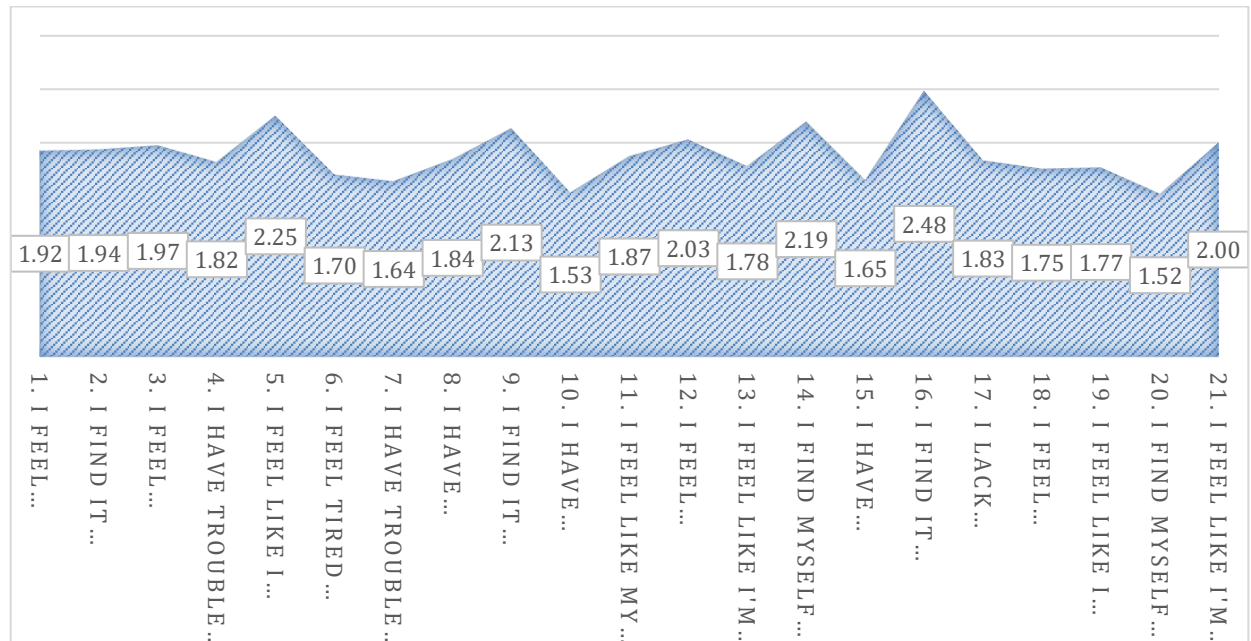
Data Analysis

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From the people that used the tool during the Validation Workshops, the 4LB partnership were able to retrieve the score data and analyze it.

Burnout Assessment average score per question

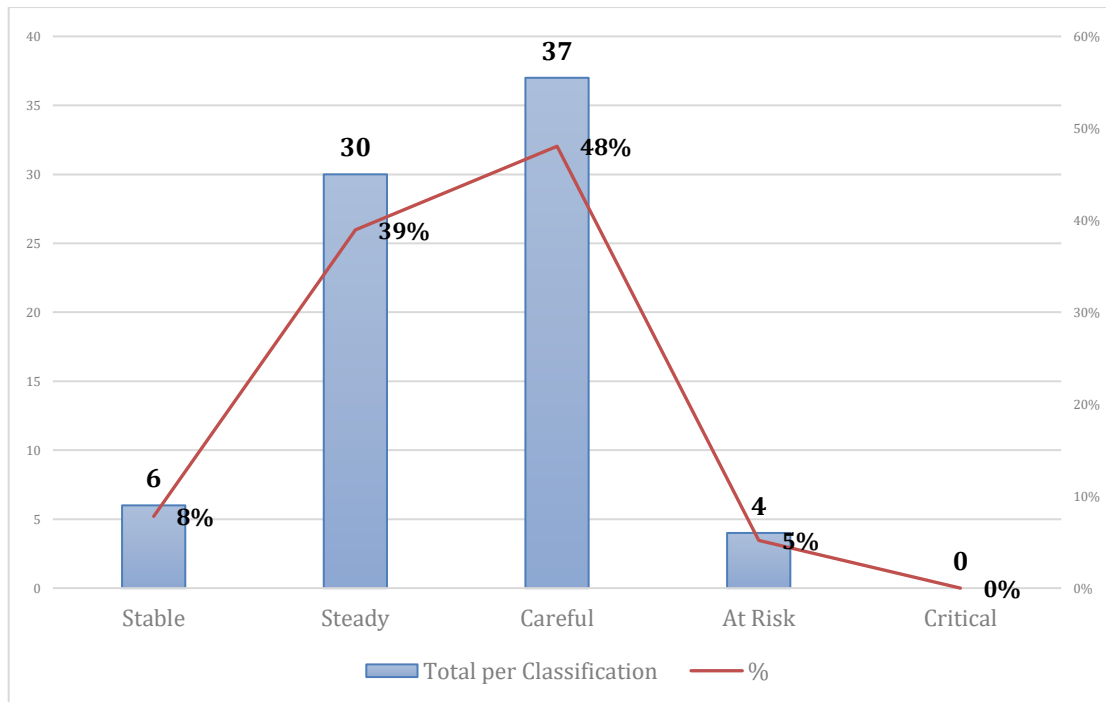


Graphic 1: Average score per question of 4LB Burnout Assessment Tool (N=77)

From a sample of 77 participants, it became clearer which questions had an average higher score. Namely, “16. I find it difficult to separate my work life from my personal life” at 2.48, “5. I feel like I have no control over my work environment” at 2.25, and “9. I find it challenging to concentrate”. It is important to mention that the median of the average score was 1.84, meaning that these outliers are still well in line with the average scores of other questions (see graph 1). On the other hand, the question “20. I find myself lacking empathy towards my colleagues and/or clients” at 1.52, and “10. I have difficulty communicating with clients, colleagues, or supervisors” at 1.53 presented the lowest average scores, which is interesting given that the vast majority of participants answered “Yes” to the question “Does your work include direct interaction with people from vulnerable groups?”. Regarding the distribution of classifications (n and %) of user of the tool, the results showcased the tendency for the tool to classify users on “steady” and “careful” (graph 2), totalizing 95% of the classifications. This distribution, alongside the participants affirming that the result received matches their perceived level of burnout, represents a seemingly good application of the tool. Moreover, given the “self” assessment – with all the considerations mentioned before and in the tool construction – and need to emphasize that the score cant and shouldn’t be considered as a diagnosis, the current score tendency strengths the goal of creating a tool and score system that serves to guide the user on their journey to mitigate and manage burnout without alarming and putting the user in disarray.

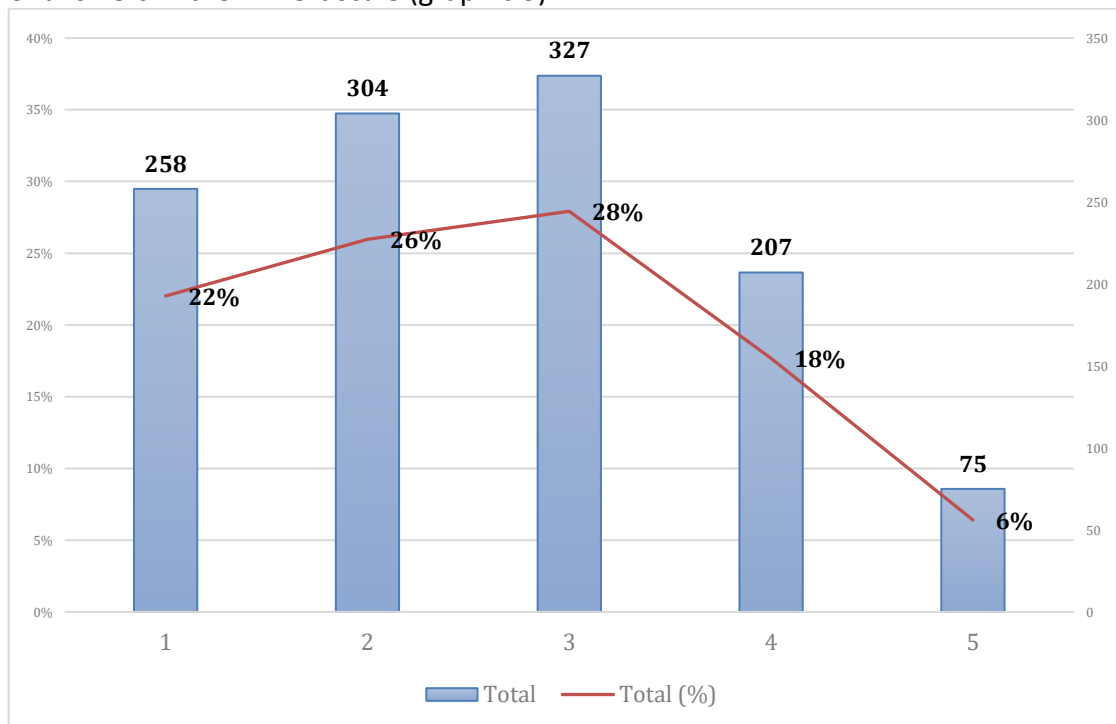
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Graphic 2: User Classification of Tool per agglomerate (N=77)

Nonetheless, it is important to consider the distribution of other studies on burnout level classification, compare it to the answer’s typology and analyze the distribution of answers in the Linkert scale (graphic 3).



Graphic 3: Total sum of answers per option in the Linkert Scale (N=1171)

Firstly, on the comparison to the summatory of answers per option, the difference is notorious with 24% of the answers being either “often” or “always”, “4” and “5”

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respectively. Compared to the 5% of total classification on “4” and “5”, these results can mean that the calculations of the final score tend to favor the first three classifications. This can indeed be seen in the formula used to reach each classification denomination:

Final Score	Level	Classification
0 – 1,4	Indicates a very low level of burnout, gathering information about burnout is always useful, but the individual should not worry currently.	Stable
1,5 – 2,4	Indicates a low level of burnout, gathering information and monitorization are advised, but no further measures need to be taken.	Steady
2,5 – 3,4	Indicates a moderate level of burnout, the situation needs to be monitored and coping strategies developed.	Careful
3,5 – 4,4	Indicates a high level of burnout, a need for self-care strategies to prevent burnout and immediate consultation with a specialist are advised.	At Risk
4,5 – 5	Indicates a very high level of burnout, difficulty coping, and an urgent and immediate need for professional intervention and support to prevent burnout.	Critical

It is important to note that the user receives their score with 2 decimal places, but for the classification it is rounded to the unit. This showcases that from “stable” to “careful”, 2,4 units are needed, but from “at risk” to “critical” the number falls to 1,5. This was done to guarantee that the tool doesn’t provide false and alarming results while assuring that more serious cases are still presented. Compared to other burnout assessment tool, in the calculations and reference for the percentiles of the BAT Manual – following a N of 1500 Flemish and 1500 Dutch workers (Schaufeli & Desart, 2020). The BAT (12 items) scores are divided into 4 levels:

Level	Total – Core	% of sample of N=1500
Low	1.00 – 1.60	25%
Average	1.61 – 2.40	45%
High	2.41– 3.29	25%
Very High	3.30 – 5.00	5%

Although comparisons at this stage, given the sample and the method of recovery of primary data in the validation workshops, are ill-advised and can lead to premature changes, the cut-off between levels are significantly different. If the 4LB Tool assessed the level of burnout using the BAT classification, the results distribution would be the following:

Level	Total – Core	Nº of Users	% of sample of N=77

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Low	1.00 – 1.60	7	9%
Average	1.61 – 2.40	26	34%
High	2.41– 3.29	39	51%
Very High	3.30 – 5.00	5	6%

Both tools are vastly different, both in number of items, scores, dimensions being assessed, validation and verification of results, sample used, goals and use. This comparison – used since the scoring calculation method and 5 options Linkert Scale are common to both (see the theoretical framework for more detail) aims to help find the answer to “should the scores cut-offs be changed?”. Given that only 5% of users on the validation workshop scored at 3,5 or more, with an appearing over representation of the low and moderate level (87%), changes to the classification score cut-offs are advised.

Compared to other 5-point Linkert Scale Burnout assessment instruments, like the Copenhagen Burnout Inventory (CBI), the response frequency seems to be in line (i.e., Kristensen et al., 2005).

Finally, regarding the dimensions assessed for the Burnout Score in 4LB Tool, although difference appears no statistically significant outlier can be considered with the average scores (n=77) being the following: Exhaustion at 1,93; Cognitive impairment at 1,80; Emotional impairment at 2,03; and Mental Distance at 1,77. Considering the mean average score of the 4LB tool use is 1,84 (the model user), the furthest deviation of a dimension average is 0,19. Comparison per country were also made, and present in the Excell document with data, nonetheless the sample doesn’t permit to take relevant conclusions, and is not included in the Report.

Stressors analysis

Regarding the analysis of the 4LB Stressors Tool, the distribution of users final score was analyzed, the differentiation between the options on the 5-point Linkert Scale, and the Pearson correlation coefficient between each Stressor dimension.

It is important to note that the Stressors Tool doesn’t have a classification, it is meant to be understood by the user as the comparison of the three dimensions of stressors assessed – personal, organizational, and occupational (see the theory background for more details). Nonetheless, this tool represents a pivotal part of the goal of WP1 and represents an innovative and needed solution for social workers by offering a tailored tool to the main stressors that the professionals in the field face. In sum, while the Burnout Assessment Tool offers a score, the Stressors Assessment Tool provides a “map” for the user to better understand their score and navigate the road ahead of mitigating and managing burnout.

If a large enough sample size, that enables the consortium to determine percentiles in the target group, and/or compare the scores with medically assessed levels of stress, a classification and coding is possible in the future. For now, although parallels can be draw to other similar tools – i.e., Perceived Stress Scale (PSS-10) (Cohen, 1988; Cohen & Janicki-Deverts, 2012), Intensive Care Unit Environmental Stressor Scale (Gültekin

et al., 2018) – it is ill advised to classify the scores, even by comparison, without the conditions mentioned.

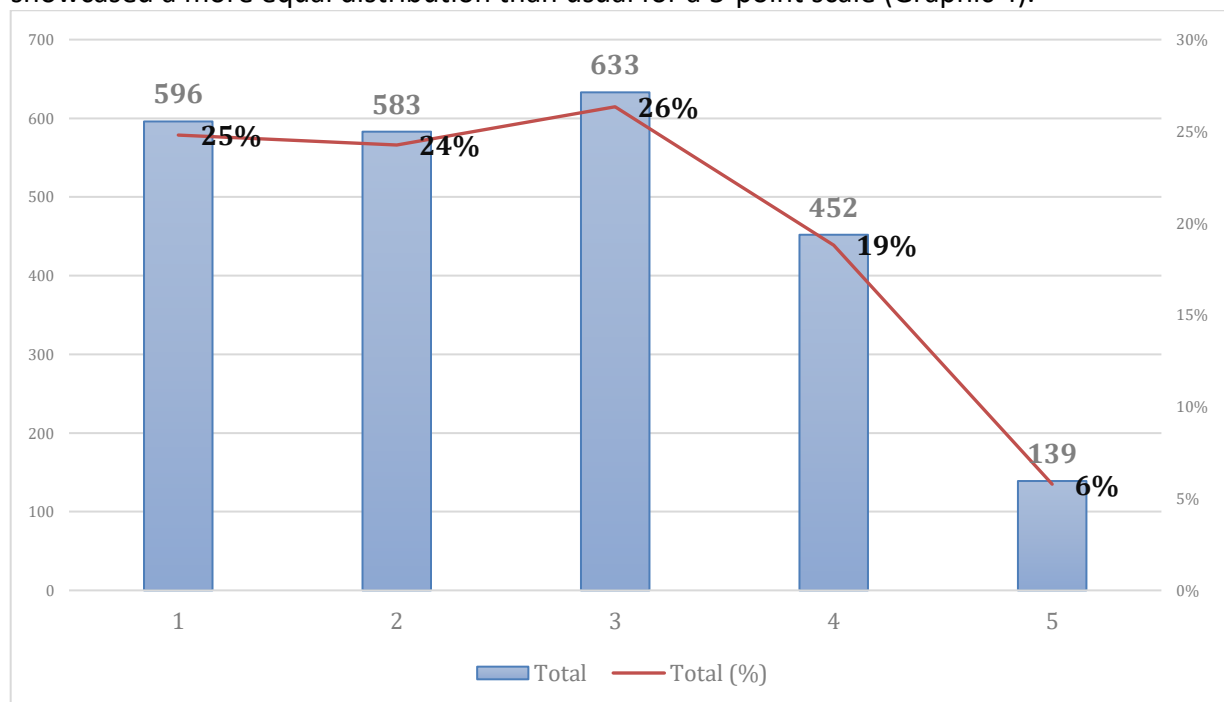
When analyzing the average user final score per dimension (N=59), the Personal Stressors have a non-significant higher result:

Stressor Dimension	Score
Personal	2.10
Organizational	1.96
Occupational	2.04

This results, alongside the Pearson Correlation Coefficient (ρ) – a statistical analysis that quantifies the linear relationship between two datasets. It's determined by dividing the covariance of the two variables by the product of their standard deviations. In essence, it provides a normalized indication of covariance, ensuring that its value always falls within the range of -1 to 1 – presents a strong positive correlation between these variables:

Correlation	ρ
Personal x Organizational	0.7399
Personal x Occupational	0.7569
Organizational x Occupational	0.8790

It can be understood has a tendency for the user to score the statements similarly independently of the dimension being assessed. The frequency of answers also showcased a more equal distribution than usual for a 5-point scale (Graphic 4).



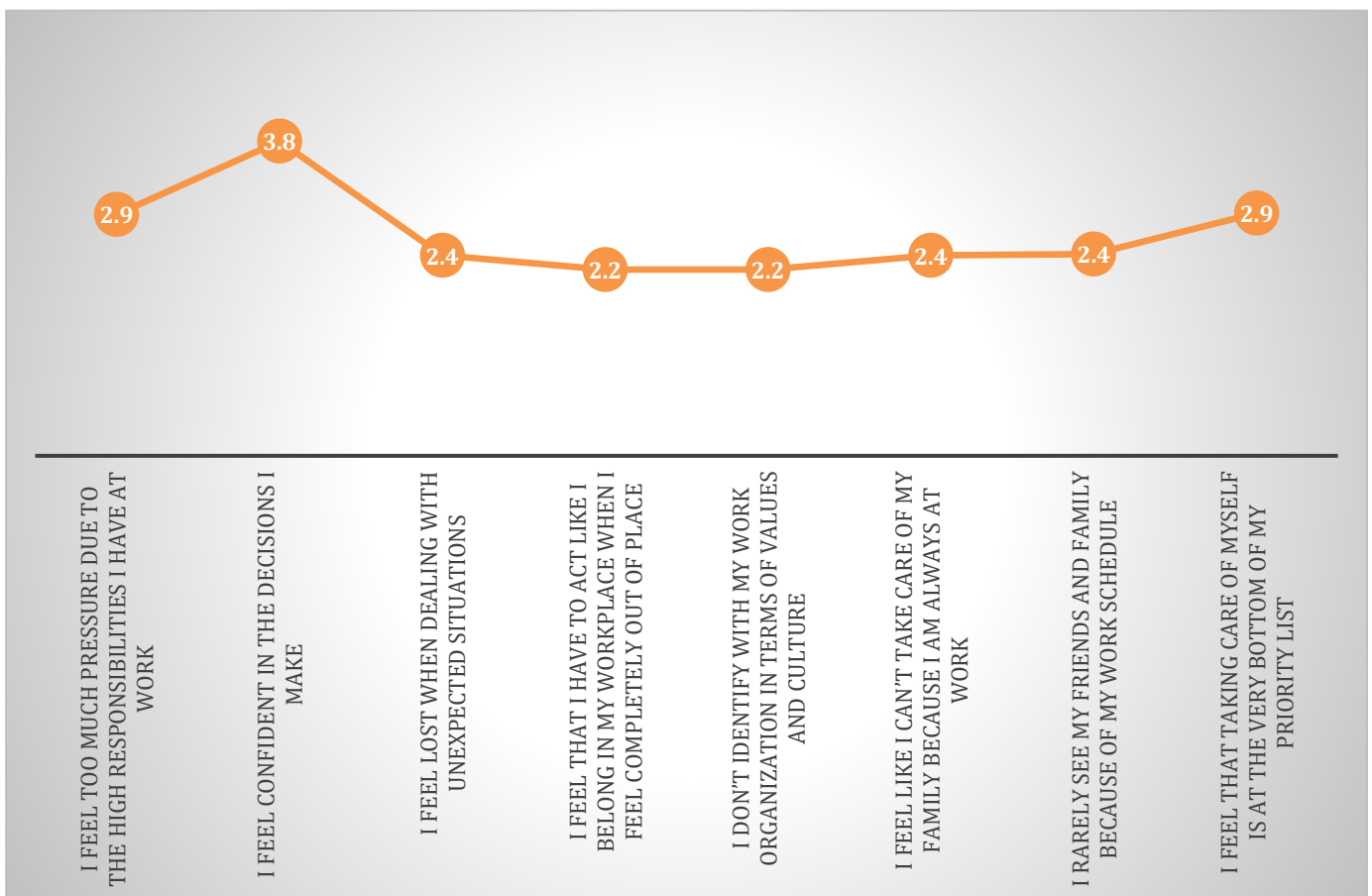
Graphic 4: Total sum of answers per option in the Linkert Scale (N=2403)

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These results are in line with the theoretical background, regarding stressors assessment, and may also showcase the relative scoring per user – what may be “often” to someone may differ to others. This is by design, given that resilience is a fundamental part of how we manage and deal with stress and burnout. If, for example, more concrete options were used (i.e., instead of often, “4 times a week”), there would be the risk of users having much higher scores not related to their burnout and stress level but with the quantitative nature of the possible answers. However, it is important to note that this solution is not consensual on Burnout Assessment Tools (i.e., some versions of the MBI use specific time measures for users to score; in a medical setting various types of questionnaires are used to accommodate to this considerations).

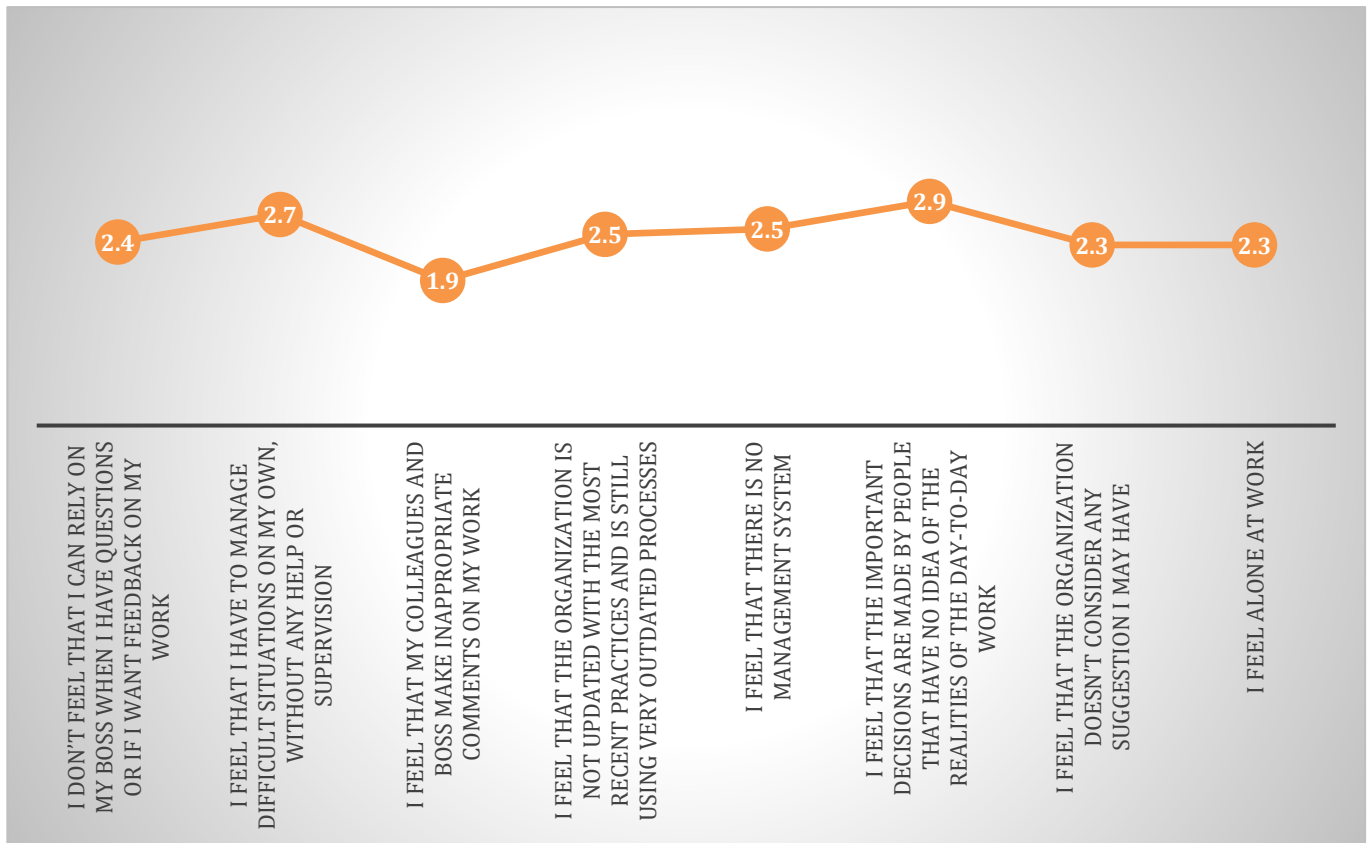
Lastly, the average score per statement, presented per stressor dimension, was assessed (graphic 5, 6, and 7), highlighting a defective construction of some statements that differ from others – are written in the negative and not in the positive – while some outliers may be identified the difference and sample aren’t enough to justify further changes from the data alone.



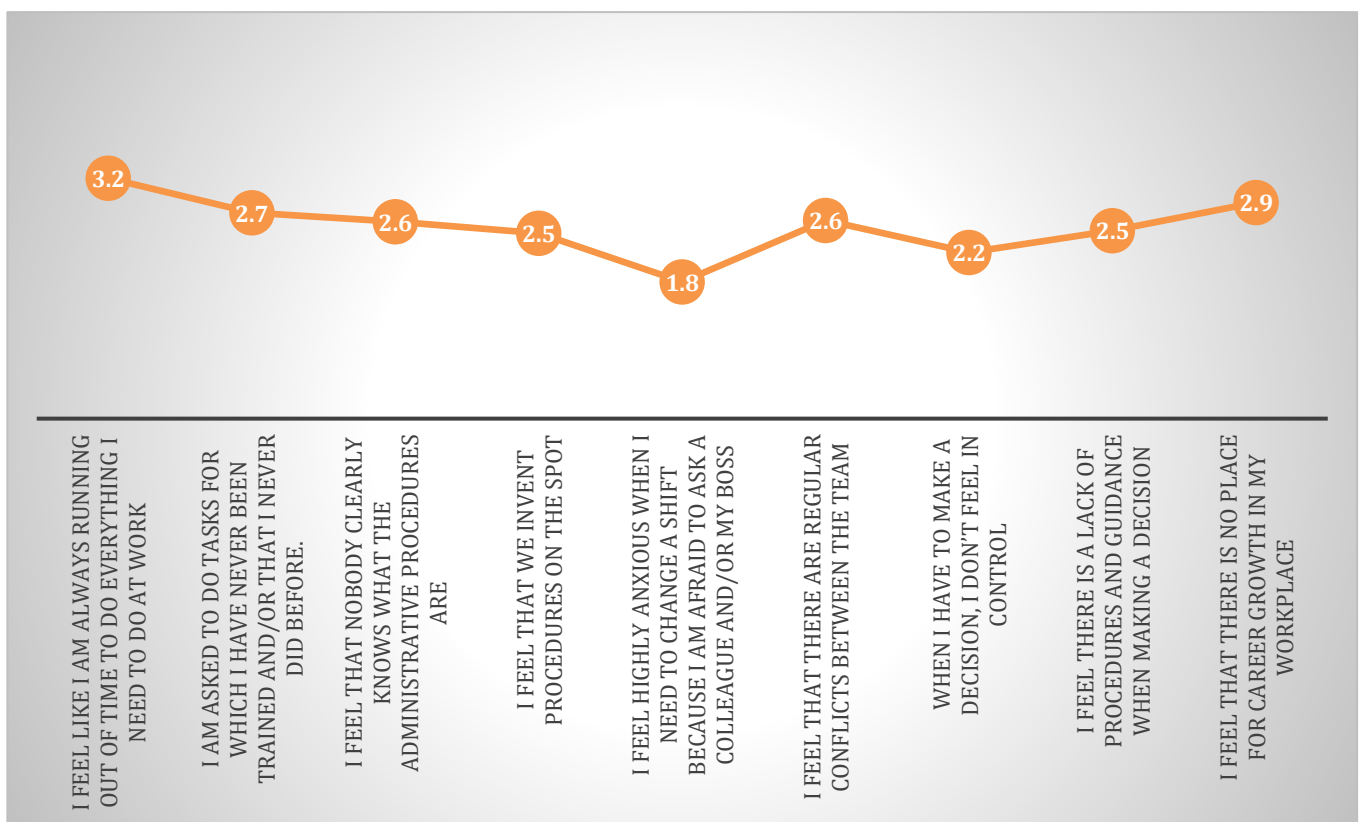
Graphic 5: Average Score per question of Personal Stressors Dimension

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Graphic 6 Graphic 6: Average Score per question of Organizational Stressors Dimension



Graphic 7: Average Score per question of Occupational Stressors Dimension

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Conclusions and Recommendations

In conclusion, the validation workshop for the self-assessment tool for burnout yielded valuable insights into its effectiveness and applicability across diverse cultural and professional contexts. Participants highlighted that external factors vary when interpreting burnout scores and answering the questionnaire and suggested completing the tool at two distinct moments to mitigate biased responses. The pros and cons of self-assessment were explored, acknowledging efficiency and preventative potential while raising concerns about self-awareness challenges. Stressors leading to burnout were unanimously recognized as crucial, with awareness seen as pivotal for positive changes and a healthy work environment. Opinions on assessed items varied, with customization recommendations. Clarity on the non-diagnostic nature of the tool was emphasized, although Greece highlighted the need for more information about the organizations behind the tool. The division between assessing burnout levels and stressors was considered innovative, with nuances in perspectives. Stressor identification was deemed vital for targeted interventions, empowering individuals, and organizations. Insights from post-assessment considerations highlighted the need for a consequential component, organizational use, and improvements involving specialized organizations, emphasizing a comprehensive approach to enhancing the tool.

As the goal of the Report is for a final review during 4LB lifetime and changes to the Tools, the following tables present the current version of the tools, the changes proposed, and the reasons behind them, anchored on the detailed analysis of the Validation Workshops and Data.

Given the data distribution, regarding the calculations is advised to change the cutoff between levels of burnout classification for the following:

Final Score	Changes	Level	Classification
0 – 1,4	0 – 1,2	Indicates a very low level of burnout, gathering information about burnout is always useful, but the individual should not worry currently.	Stable
1,5 – 2,4	1,3 – 2,2	Indicates a low level of burnout, gathering information and monitorization are advised, but no further measures need to be taken.	Steady
2,5 – 3,4	2,3 – 3,2	Indicates a moderate level of burnout, the situation needs to be monitored and coping strategies developed.	Careful
3,5 – 4,4	3,3 – 4,2	Indicates a high level of burnout, a need for self-care strategies to	At Risk

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		prevent burnout and immediate consultation with a specialist are advised.	
4,2 – 5		Indicates a very high level of burnout, difficulty coping, and an urgent and immediate need for professional intervention and support to prevent burnout.	Critical

It is also suggested further changes on the message received by users to include a note highlighting the benefits of doing the assessment at different times, and the creation of a technical note with the resume of the theory background and presentation of the 4LessBurnout Project, including the consortium organizations.

	Statement	Changes	Reason
Exhaustion	1. I feel emotionally drained after work.		
	2. I find it difficult to concentrate on work-related tasks.		
	3. I feel physically exhausted during work.		
	4. I have trouble sleeping because of work-related stress.		
	5. I feel like I have no control over my work environment.	5. I feel like I lack control over my work environment.	Rewritten from positive to negative, and change from such a definitive terminology of “no control”.
	6. I feel tired and find it difficult to excel at work because of it.		
Cognitive impairment	7. I have trouble remembering important details about my clients/beneficiaries.		
	8. I have difficulty making decisions, even when the information is available to me.		
	9. I find it challenging to concentrate.		
	10. I have difficulty communicating with clients, colleagues, or supervisors.		

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	11. I feel like my cognitive skills (e.g. attention, memory, logic, and reasoning, etc) are declined since starting this job.		
Emotional impairment	12. I feel emotionally numb or disconnected from my clients/beneficiaries.		
	13. I feel like I'm emotionally depleted or drained.	I feel like I'm emotionally drained.	Make it clearer and don't assess different things. Words used as synonyms in this case, redundancy.
	14. I find myself becoming irritable or easily frustrated during work.		
	15. I have trouble controlling my emotions or reactions in difficult situations.		
	16. I find it difficult to separate my work life from my personal life.		
Mental Distance	17. I lack control over my reactions to the situation and cannot choose to respond in a correct way.		
	18. I feel indifferent about my work.		
	19. I feel like I hate my job.		
	20. I find myself lacking empathy towards my colleagues and/or clients.		
	21. I feel like I'm emotionally detached from my work.		

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Statement	Changes	Reason
I feel too much pressure due to the high responsibilities I have at work		
I feel confident in the decisions I make	I feel unconfident in the decisions I make	It was measuring in reverse to other questions. A “Never” would be bad, and a “Always” good.
I feel lost when dealing with unexpected situations		
I feel that I have to act like I belong in my workplace when I feel completely out of place	I feel that must act like I belong in my workplace when I feel completely out of place	Grammar and clarity.
I don’t identify with my work organization in terms of values and culture	I feel disconnected from the values and culture of my workplace organization.	It was written on a negative, and redundancy on “work organization”.
I feel like I can’t take care of my family because I am always at work	I feel like I struggle to adequately support my family due to the extensive hours I spend at work.	It was written on a negative, differs from the rest and may induce the user into error.
I rarely see my friends and family because of my work schedule		
I feel that taking care of myself is at the very bottom of my priority list		

I don't feel that I can rely on my boss when I have questions or if I want feedback on my work	I feel reluctant relying on my boss for guidance or feedback when needed.	Clarity and negative.
I feel that I have to manage difficult situations on my own, without any help or supervision	I feel that I must manage difficult situations on my own, without any help or supervision	Clarity.
I feel that my colleagues and boss make inappropriate comments on my work		
I feel that the organization is not updated with the most recent practices and is still using very outdated processes	I feel that the organization lacks up-to-date practices and continues to rely on outdated processes.	Negative.
I feel that there is no management system	I feel a clear lack of a structured management system within the organization.	Negative. Although this one is tricky because it becomes much softer (added "clear lack").
I feel that the important decisions are made by people that have no idea of the realities of the day-to-day work	I feel that crucial decisions are often made by individuals who are disconnected from the practical realities of daily operations.	Negative.
I feel that the organization doesn't consider any suggestion I may have	I feel that my suggestions are ignored by the organization.	Negative and clarity.
I feel alone at work		

I feel like I am always running out of time to do everything I need to do at work	I feel like I am always running out of time to do everything I need to accomplish at work	Repetition.
I am asked to do tasks for which I have never been trained and/or that I never did before.	I am tasked with assignments that I lack training and experience.	Negative and clarity. Measuring both training and experience.
I feel that nobody clearly knows what the administrative procedures are		
I feel that we invent procedures on the spot		
I feel highly anxious when I need to change a shift because I am afraid to ask a colleague and/or my boss	I feel anxious when I have to adjust my schedule because I loathe asking a colleague or my boss.	More universal. "Afraid" also seemed to strong.
I feel that there are regular conflicts between the team		
When I have to make a decision, I don't feel in control	When faced with a decision, I feel a lack of control.	Negative and clarity.
I feel there is a lack of procedures and guidance when making a decision		
I feel that there is no place for career growth in my workplace	I feel there are few opportunities for career development in my workplace	Negative.

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SECTION 5 ANNEXES

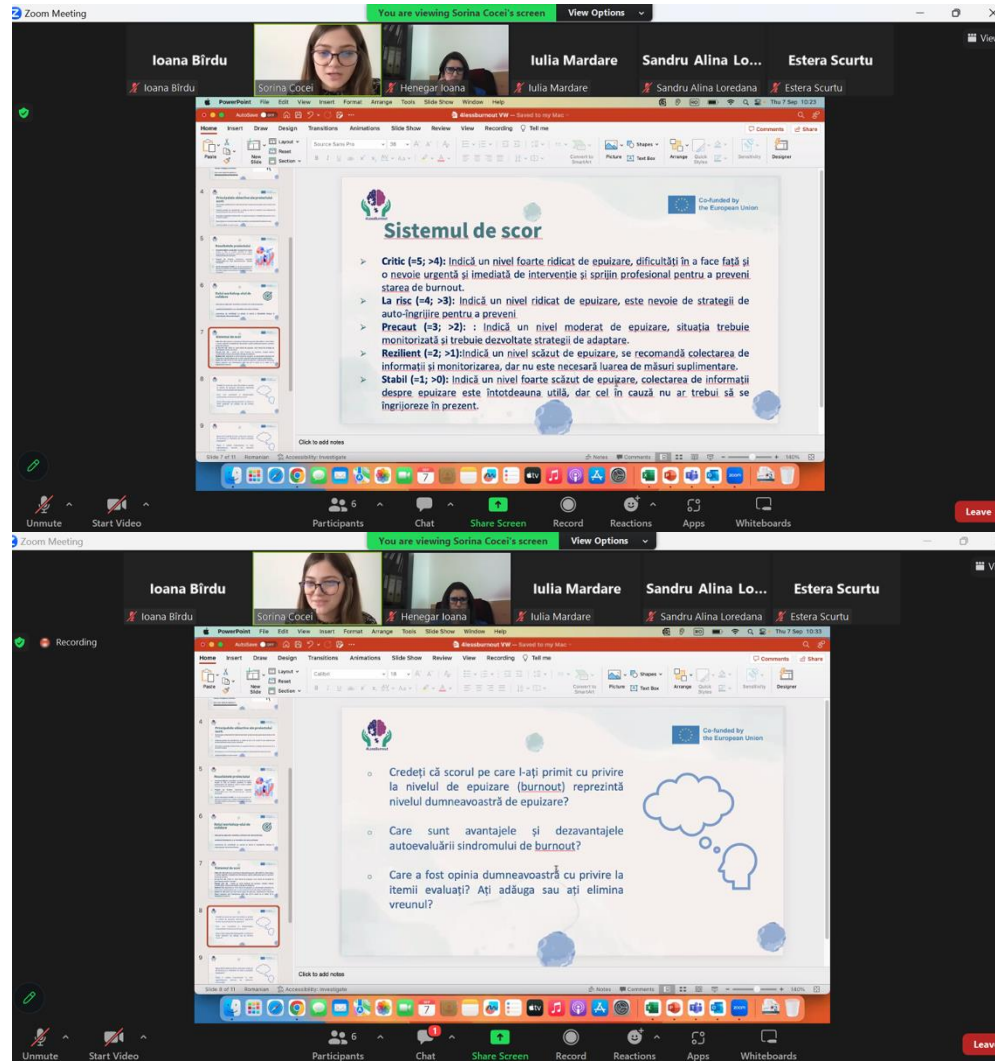
Greece Sessions



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Romania - Online Session



The image displays two screenshots from a Zoom meeting. The top screenshot shows a PowerPoint slide titled "Sistemul de scor" (Scoring System). The slide content is as follows:

- **Critic (-5; -4):** Indică un nivel foarte ridicat de epuizare, dificultăți în a face față și o nevoie urgentă și imediată de intervenție și sprijin profesional pentru a preveni starea de burnout.
- **La risc (-4; -3):** Indică un nivel ridicat de epuizare, este nevoie de strategii de auto-mărire pentru a preveni.
- **Precaut (-3; -2):** Indică un nivel moderat de epuizare, situația trebuie monitorizată și trebuie dezvoltate strategii de adaptare.
- **Rezilient (-2; -1):** Indică un nivel scăzut de epuizare, se recomandă colectarea de informații și monitorizarea, dar nu este necesară luarea de măsuri suplimentare.
- **Stabil (-1; >0):** Indică un nivel foarte scăzut de epuizare, colectarea de informații despre epuizare este întotdeauna utilă, dar cel în cauză nu ar trebui să se îngrijoreze în prezent.

The bottom screenshot shows a different slide with the following text:

- Credeți că scorul pe care l-ați primit cu privire la nivelul de epuizare (burnout) reprezintă nivelul dumneavoastră de epuizare?
- Care sunt avantajele și dezavantajele autoevaluării sindromului de burnout?
- Care a fost opinia dumneavoastră cu privire la itemii evaluați? Ați adăuga sau ați elimina vreunul?

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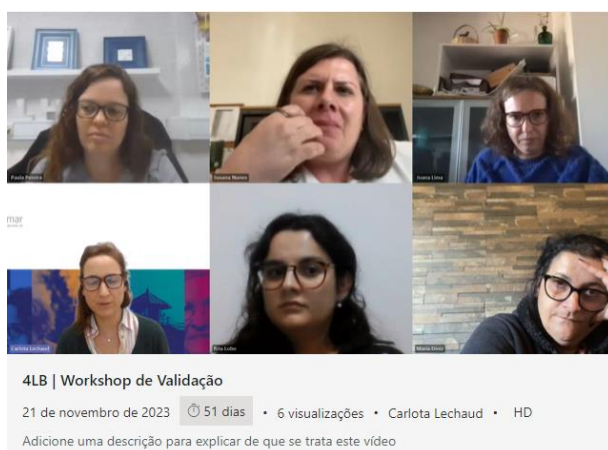
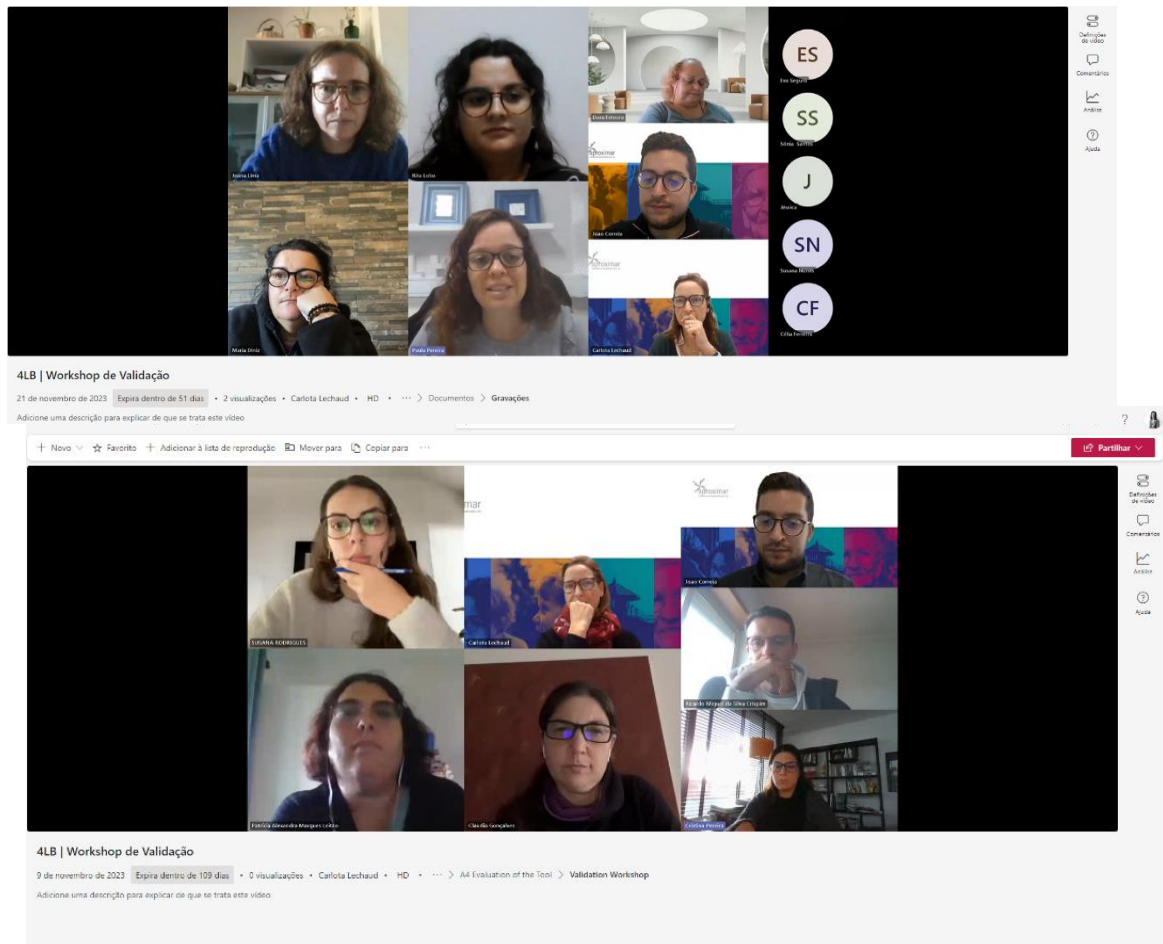
Romania - Face-to-face session



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Portugal – Online Sessions



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Project Partners



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