



# **Burnout or Resilience**


## **Addressing the Challenges of Educators in Today's Schools and Classrooms**

Dale Cox, Ed.D.

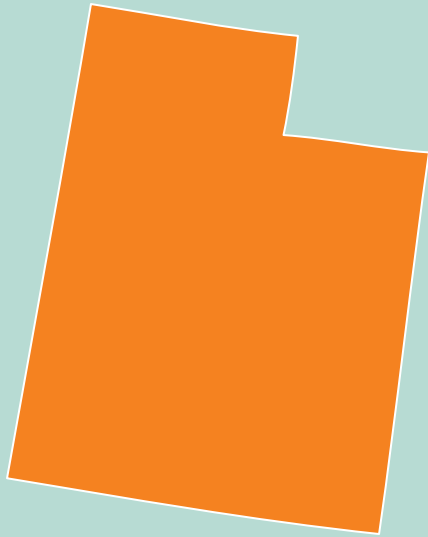
Meghan Everette, Ed.D.



**Brainstorm: What are the biggest stressors or worries in your job and school?**



**Utah Principals**  
**UVU & ULEAD**  
**STUDY**



01

Find the state of burnout and satisfaction in Utah

02

Compare Utah to normative samples

03

Find actionable factors decreasing burnout and increasing satisfaction

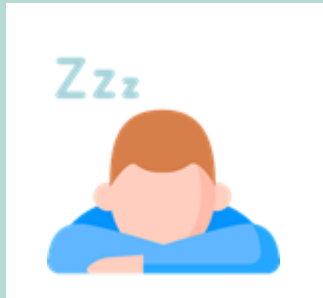


**Study PURPOSE**



## Maslach-Leiter **DEFINITION**

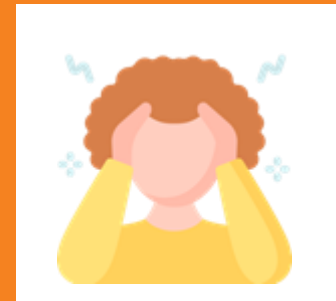
Burnout is a cumulative negative reaction to constant occupational stressors relating to the misfit between workers and their designated jobs.



Exhaustion



Depersonalization



Personal Accomplishment

# Maslach-Leiter **Areas of Worklife**



**THEME 1:** Utah principals are more likely than not to be satisfied with their jobs.

**THEME 2:** Utah principals feel a sense of accomplishment but are exhausted.

**THEME 3:** Utah principals feel their workload is overwhelming but find strong overlap in their values and the values of their schools.

**THEME 4:** Relationships matter. Time spent working directly with students and staff contribute most to principal satisfaction.

**THEME 5:** Utah principals say a lack of support and negative adult behaviors would contribute to them leaving their current role.

## **Principal Burnout** **SURVEY**

**Communicate Needs:** Regularly assess principal needs and provide channels for open communication with supervisors and district leaders.

**Reduce Workload:** Provide adequate staffing, training, and resources to alleviate administrative burdens and allow for focus on instructional leadership. "If it's not on the schedule, it's not going to happen... because something will fill your time."

**Foster Positive Relationships:** Promote collaborative cultures, encourage relationship-building activities, and prioritize time for principal-staff interactions.

**Provide Support and Resources:** Offer targeted professional development, mental health resources, and access to peer support networks.

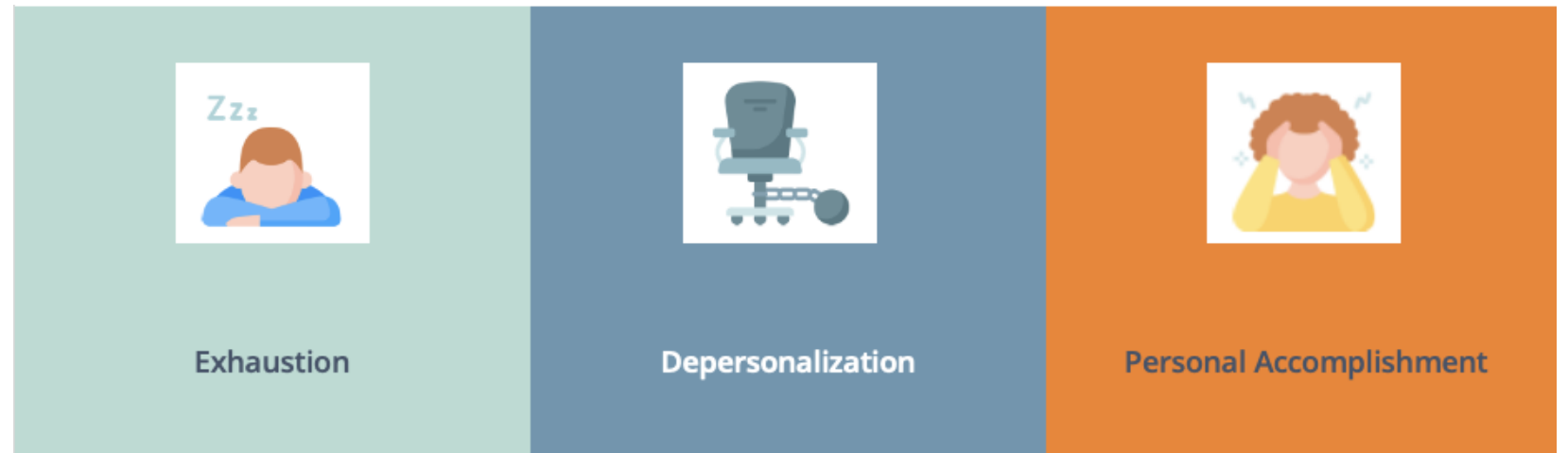
## **Positive Outlier STUDY**



**Burnout happens  
when...**

a mismatch occurs  
between the individual  
and the organization.

# Correlate your list of stressors with these factors. What mismatches in expectations do you find?





**What can be done?**  
**Diagnosis precedes  
prescription**

## Workload

This section is about the work. The items focus on the amount of work, the kind of work, the pace of work, and the demands of work. These items call for a fairly long-term perspective. The issue isn't today's workload but the state of things over the past few months and how you expect things to be in the foreseeable future.

*Leiter, M. P., & Maslach, C. (2005). Banishing burnout: Six strategies for improving your relationship with work. Jossey-Bass.*

			<i>Just Right</i>	<i>Mismatch</i>	<i>Major Mismatch</i>	<i>Score</i>
		<i>Rating</i>	0	1	2	
W1	The amount of work to complete in a day					
W2	The complexity of my work					
W3	The intensity of demands from customers					
W4	The firmness of deadlines					
W5	The frequency of surprising, unexpected events					
W6	The opportunity to settle into a comfortable groove					
W7	The frequency of interruptions in my workday					
W8	The proportion of my work time spent with customers					
W9	The amount of time I work alone					
W10	The amount of time I work with other employees					
	<i>Workload Total</i>					

## Community

The focus in this section is the people who make up your *social work environment* (hence the designation S on the test, which distinguishes it from the C used in the control section). Think of the people you encounter on the job: clients, coworkers, bosses, subordinates, and others.

*Leiter, M. P., & Maslach, C. (2005). Banishing burnout: Six strategies for improving your relationship with work. Jossey-Bass.*

			<i>Just Right</i>	<i>Mismatch</i>	<i>Major Mismatch</i>	<i>Score</i>
		<i>Rating</i>	0	1	2	
S1	The ease of discovering what is happening across the organization					
S2	Open, honest communication across the organization					
S3	The freedom to express differences of opinion					
S4	The extent people must rely on others at work					
S5	The frequency of supportive interactions at work					
S6	The closeness of personal friendships at work					
S7	The amount people interact informally at work					
S8	A shared sense of purpose across the organization					
S9	My sense of community with the entire organization					
S10	The extent of openness to people from units other than one's own					
	<i>Community Total</i>					



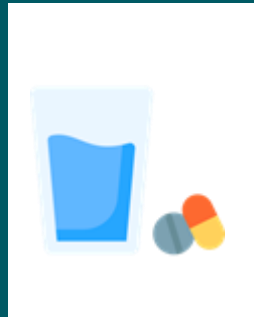


**Take a self-  
assessment:  
Insights?**

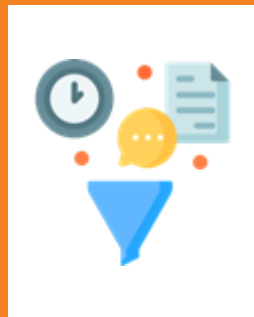
Is it the  
**ORGANIZATION**  
or the  
**INDIVIDUAL?**



Are systems failing people, or are people failing systems?



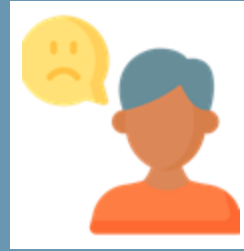
Do we put up guard rails, or do we call ambulances?



Is it fixed upstream or downstream?



Unfair  
treatment  
at work



Lack of  
communication  
and support  
from managers



Unmanageable  
workload



Unreasonable  
time pressure



Lack of  
role  
clarity



Lack of  
recognition

**Some**  
**EXAMPLES**

## Individual FACTORS

Educators are a high-risk group: dedicated, invested, motivated by intrinsic needs

Microstressors: constant, low level systemic stressors that deplete emotional reserves

Compounding factors:

COVID

Social and political issues entering schools

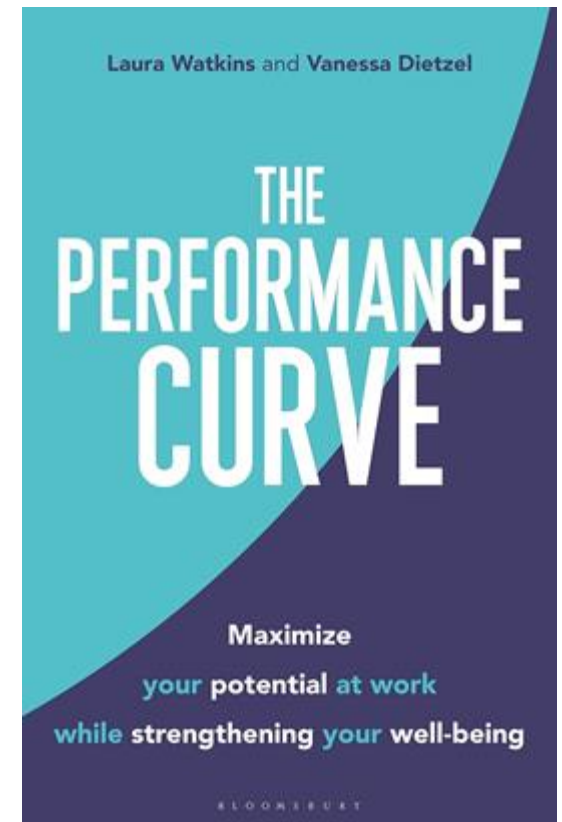
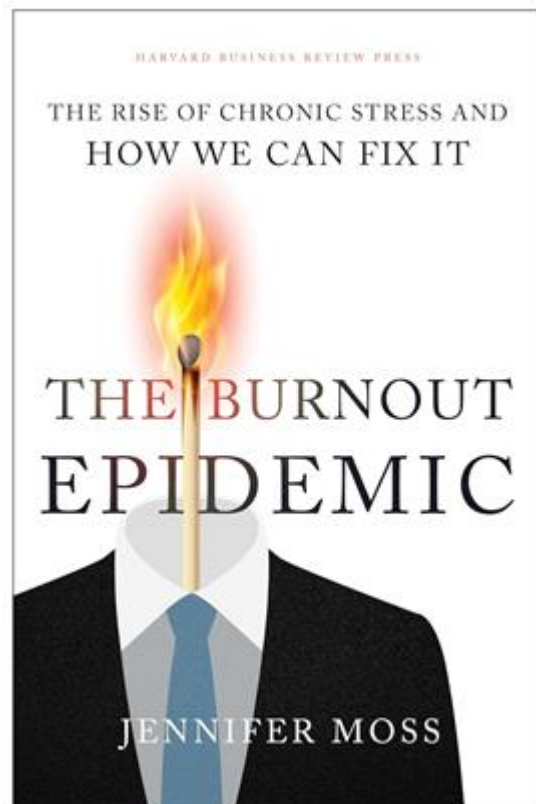
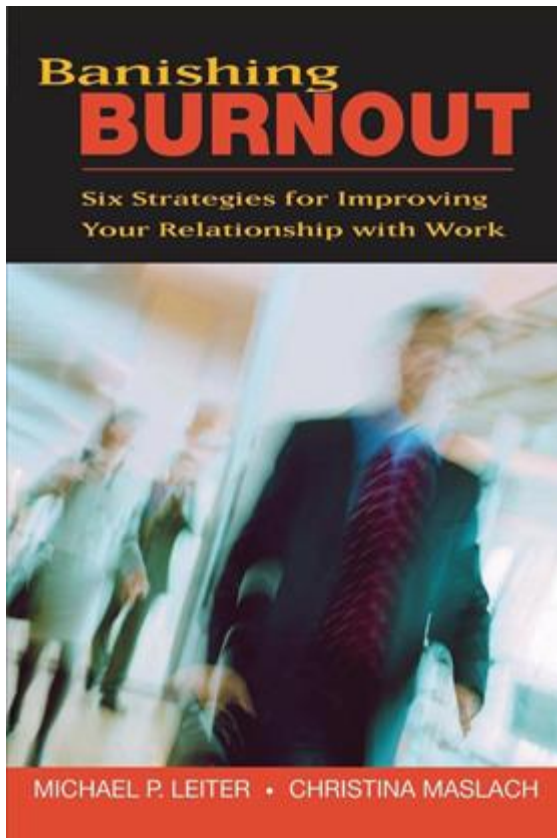
Expanding specialized needs of students: ML, SPED, 504, etc.

Testing requirements



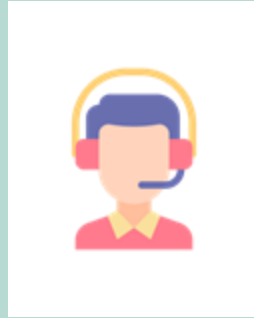
**What can be done?  
Organizational  
Perspectives**

# Bottom Line **INSIGHTS**





**Listen**  
**LISTEN**  
**Listen**



**Diagnose First –  
Listen**



**Ask, Often**



**Create a place for  
everyone at the table  
– participatory  
process**



## “Putting **KETCHUP** on **BEANS**”

Solutions that work  
come from the **grass**  
**roots** not the front  
office.

**Empower** the front-line  
folks.

Context and the little  
stuff are everything

Sweat the small stuff

Start small, from the  
ground up

No forced fun

Protect time

Give time, not gifts

Rebalance workloads

Others?



**Flexibility and  
CREATIVITY**





**Discuss and Report: How well  
is your Organization doing?  
What are underlying causes of  
success (or not?)**



**What can be done?**



*The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem.*

- THEODORE RUBIN





## **Discussion and Share out:**

- 1. Set an intention for self or for your organization.**
- 2. What challenges do you anticipate and how might you mitigate them?**



**Resources**  
[bit.ly/BurnoutURSA](https://bit.ly/BurnoutURSA)



# THANK YOU!

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- Trade publications are listed on the reading list provided in the session. It is also available at <https://bit.ly/uleadreports>