



Burnout or Resilience

PERSONAL & ORGANIZATIONAL STRATEGIES

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What is burnout?

A decorative graphic on the left side of the slide consists of a grid of colored squares. The top-left square is orange, the middle-left square is blue, the bottom-left square is teal, and the middle-right square is light green. The rest of the grid cells are white.

Resilient **LEADERS**

Resilient leaders can **sustain their energy level** under pressure, **bounce back** from setbacks quickly, **adapt** well to change, and **keep going** in the face of adversity.

They also are expected to overcome these difficulties without engaging in dysfunctional behaviors that might harm them, their team, or their company. The most resilient leaders **have a growth mindset** and are continuously **learning**.



World Health Organization **DEFINITION**

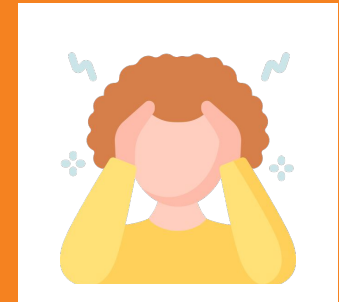
Burnout is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions:



feelings of energy depletion
or exhaustion



increased mental distance from
one's job, or feelings of negativism
or cynicism related to one's job



reduced professional efficacy



Maslach-Leiter **DEFINITION**

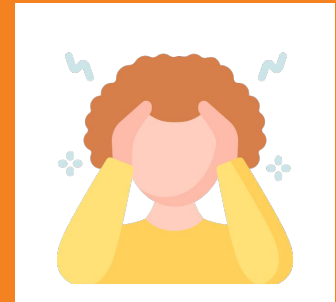
Burnout is a cumulative negative reaction to constant occupational stressors relating to the misfit between workers and their designated jobs.



Exhaustion



Depersonalization



Personal Accomplishment



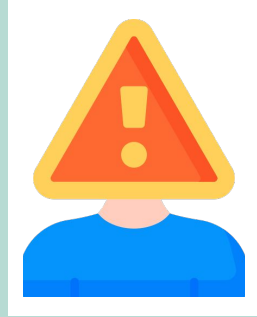
2 minute pair **SHARE**

How does burnout affect you,
your school, or your system?

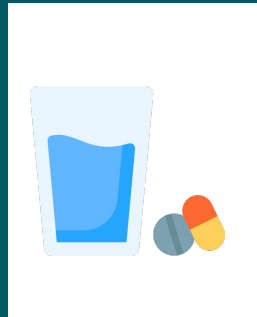


Why does **burnout happen?**

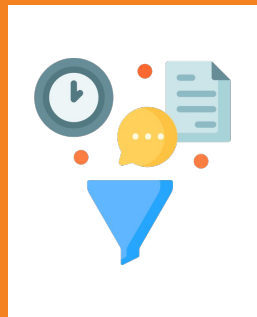
Is it the
ORGANIZATION
or the
INDIVIDUAL?



Are systems failing people, or are people failing systems?

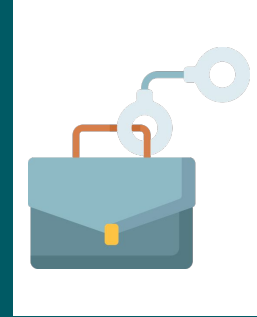


Do we put up guard rails, or do we call ambulances?



Is it fixed upstream or downstream?

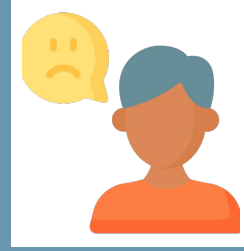
Organizational and Structural **FACTORS**



The Causes

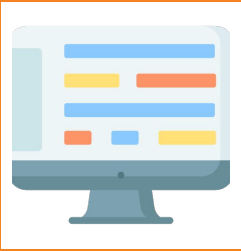
Workload
Control
Reward
Community
Fairness
Values

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.

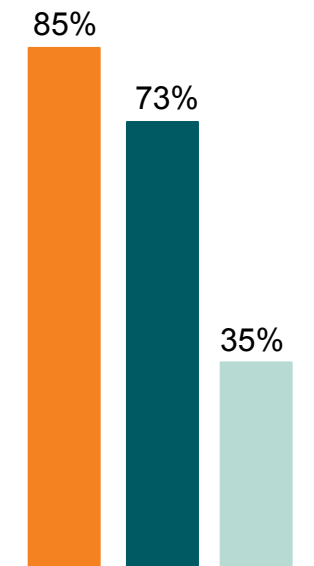
Testing requirements



Why does burnout matter?

Impact: **PRINCIPAL BURNOUT**

Principals report more job-related stress than teachers or working adults.



(Steiner et al., 2022)

People with burnout are **2.6 times** more likely to actively look for a new job.

(Wigert & Agrawal, 2018)

Studies show principal turnover is associated with **declines in student achievement** and **increased teacher turnover.**

(Knight et al., 2023)



11% public school principals left education entirely after the 2020-21 school year

(Diliberti & Schwartz., 2023)

16% overall principal turnover in 2022

(NCES., 2023)



**What are the
underlying concepts?**

Underlying Concepts:

HERZBERG'S MOTIVATION - HYGIENE THEORY

Motivators



Achievement



Recognition



The Work Itself



Responsibility



Advancement

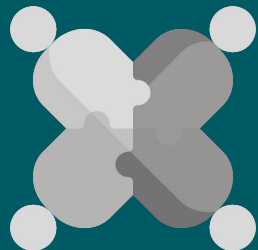


Growth

Demotivators



Bureaucracy
(Corporate, policies,
supervision)



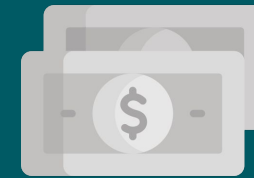
Relationships



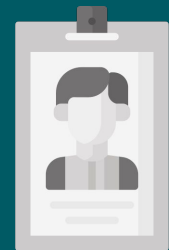
Work
Conditions



Status

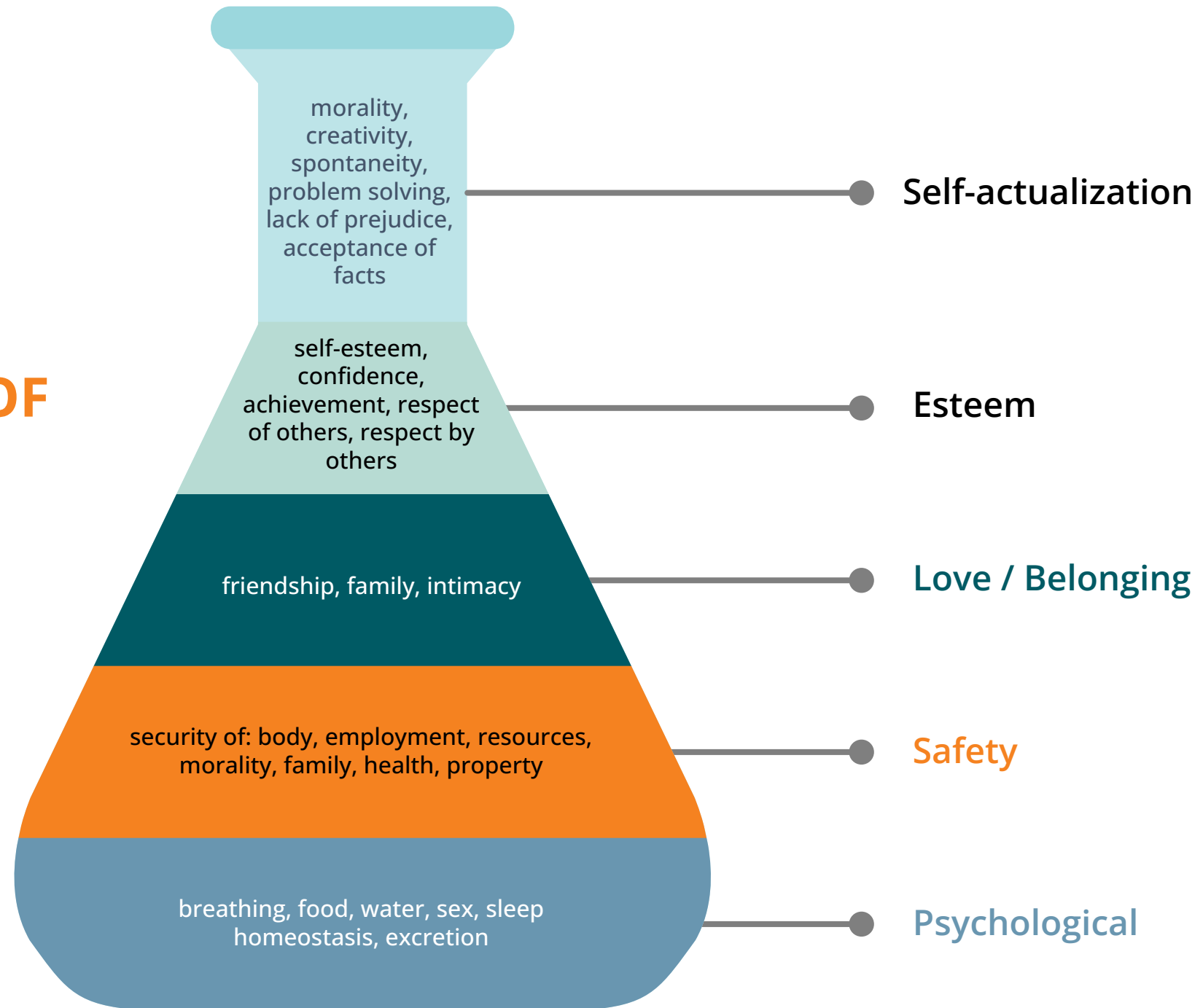


Salary




Job Security

Underlying Concepts: MASLOW'S HIERARCHY OF NEEDS

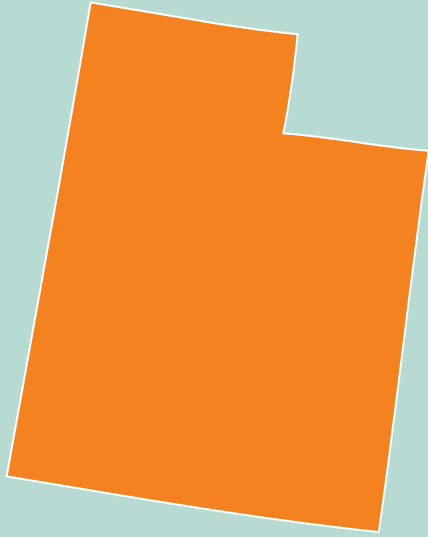


Underlying Concepts: MASLOW, Herzberg, & MBI/AWS

Maslach Burnout Inventory Elements	Undermining Maslow's Levels & Needs	Herzberg's Motivators and Demotivators
Exhaustion	Physiological, Safety	Demotivator: Work Conditions
Depersonalization	Esteem, Love, & Belonging	Motivator: Relationships
Personal Accomplishment	Esteem	Motivators: Growth, Recognition, & Advancement
Areas of Work-life Survey Elements	Maslow's Levels & Needs	Herzberg's Motivators and Demotivators
Workload	Physiological	Demotivator: Work Conditions
Control	Safety, Self-Actualization	Motivator: Responsibility Demotivators: Bureaucracy, Relationships
Reward	Esteem, Self-actualization	Motivators: Recognition, Advancement Demotivators: Status, Salary
Community	Love, Belonging	Demotivator: Relationships
Fairness	Safety, Self-actualization	Demotivators: Work Conditions, Salary
Values	Self-actualization	Motivator: The Work Itself



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

MBI-ES

22 Items

“I feel emotionally drained from my work.”

“In my opinion, I am good at my job.”

AWS

28 Items

“I have control over how I do my work.”

“I receive recognition for my work from others.”

Supplemental

2 Multiple Choice

“How would you describe your current overall job satisfaction?”

4 Open Ended

Briefly name the major factor(s) that would encourage you to remain in your current position.

Survey COMPONENTS



Methods & METHODOLOGY

Administration

Timeline

Analysis

01

Convenience sample

02

Sample size

03

Possible biases



Study LIMITATIONS

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

Stress has increased since the COVID-19 pandemic, yet

Since the COVID outbreak, has your level of job stress increased, decreased, or remained the same?



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

principals are more likely to be satisfied than not and

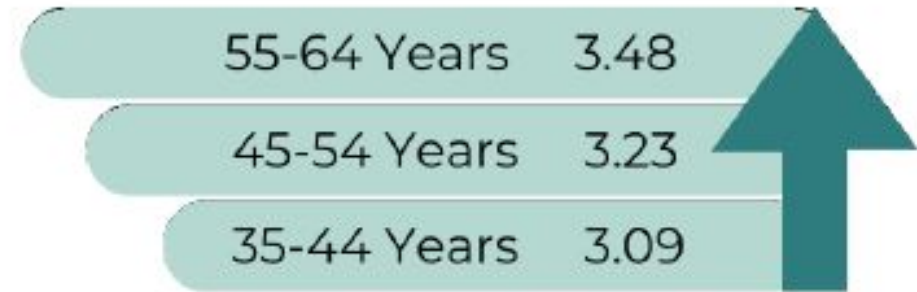
How would you describe your current overall job satisfaction?



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

their level of job satisfaction increases with age.

Average Satisfaction by Age on a 5 Point Scale



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

Utah principals experience burnout and are tired,



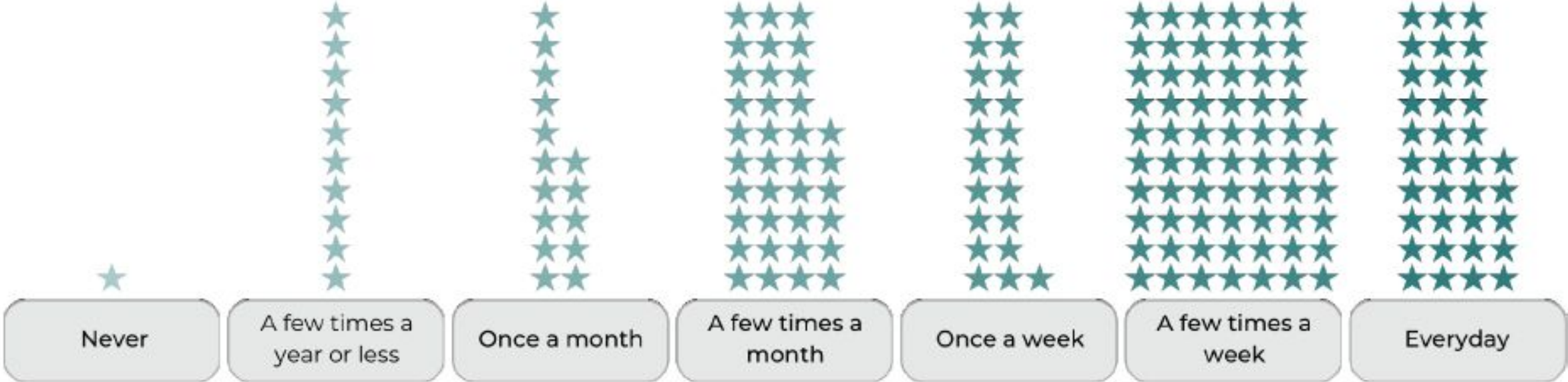
One in five Utah principals feels emotionally drained daily.



Six in ten Utah principals feel burned out at least once a week.

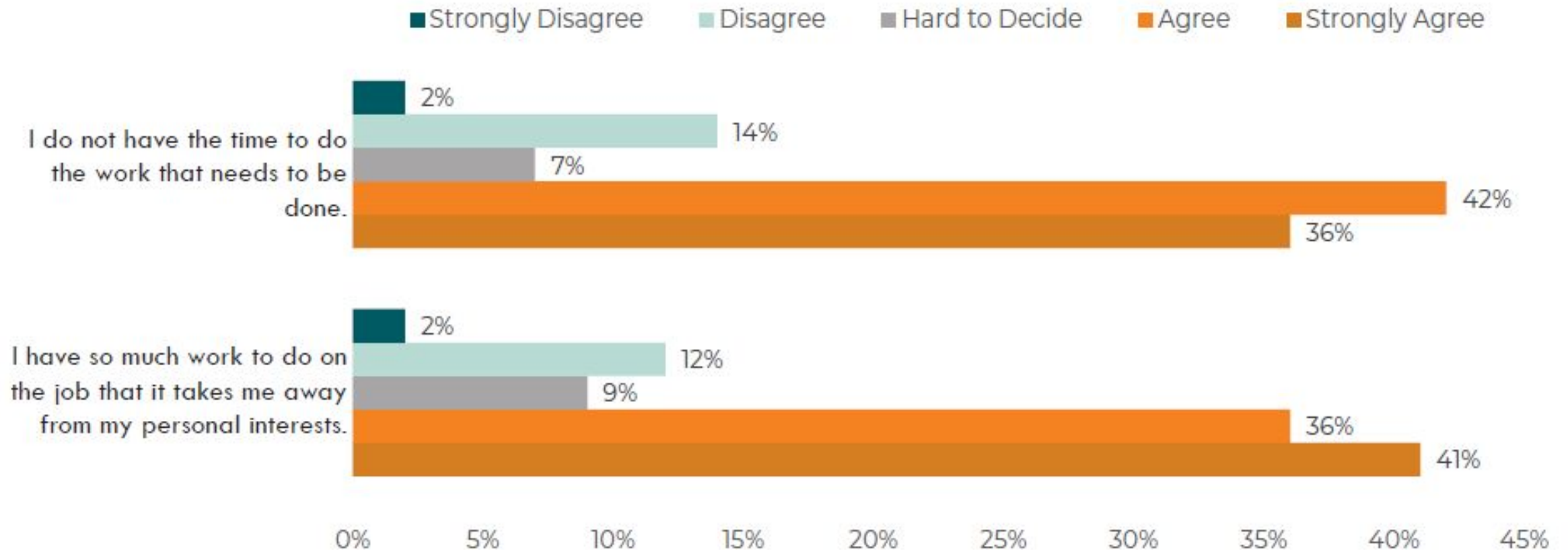
THEME 2: Utah principals feel a sense of accomplishment but are exhausted.

but they do feel accomplished in their roles.



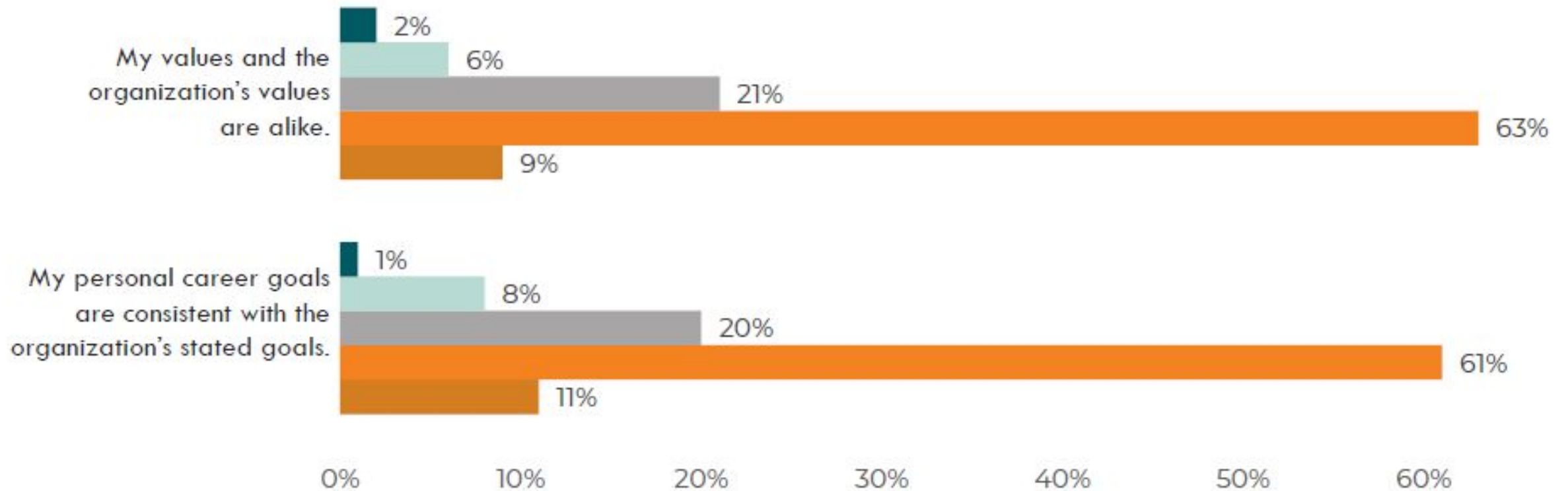
THEME 3: Utah principals feel their workload is overwhelming but find strong overlap in their values and the values of their schools.

Utah principals feel imbalances in their workload,



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

but have a strong balance between their values and their schools' values.



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




Principals say the best parts of their job are direct student interactions,

What aspects of your job contribute most to job satisfaction in your current role?

“The students are the main reason I am still in this position. I love that aspect of my job. They keep me coming back every day.”

“Working closely with students and being able to spend meaningful time with students in a positive way leads to great satisfaction in my job. I wish there was more time to do this.”




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



the chance to support teachers and staff, and

“I enjoy interactions with students and find fulfillment in providing quality opportunities for teaching and learning within my school.”

“I love working with the people I work with who are skilled, professional, and passionate about what they do. I love the kids and seeing their progress.”




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



positively contributing to the community.

“Knowing I am making a difference in my school and my community. Giving public service for the greater good.”

“I love working with people and solving complex personnel problems. I believe the work I am doing is making a difference.”



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



**Sources of Requested
Principal Support**

District Leadership &
Direct Supervisor

Parents & School Community

Types of Requested Support

Managing Student Behaviors

Managing Workload



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



Utah principals would leave due to poor relationships with parents,

“#1 Parent complaints.”

“Over-controlling parents, non-supportive parents, helicopter parents, parents in general”




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



a lack of support,

“[I’m] just so overwhelmed. I have felt supported when I ask for help, I really have. But the needs keep growing and teachers are overwhelmed, so I try to take on more to alleviate them. All while smiling and trying to keep the morale of the building up.”

“I do not feel like educators have the support of not only district leaders but also communities in general.”




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



a lack of professional collaboration,

“It is very hard to do anything when I don’t have a team to talk to every day consistently and work through decisions.”

“I find it difficult to deal with adults sometimes. They often have some unreasonable expectations for what I can do.”




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



increased negative student behaviors, and

“Student behavior with no support from others on how to handle even the toughest situations is becoming a bigger and bigger problem.”

“If student behaviors continue to intensify or the expectations of the job continue to increase, I may not be able to continue for many more years without negatively impacting my health.”



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

unmanageable workloads.

“More and more is added every month and nothing is taken away.”

“The scope of my job is too much. I can not get to all my staff members and needs as well as being the instructional leader. Then comes running a huge building. It is too much!

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.

Time to DISCUSS

What else do you want to know/wonder?

What sticks out to you about this information?

What is something you identify with?

What is something that puzzles you?



Next **STEPS**

ULEAD Innovative Practice Report

Identify Participants
Qualitative Interviews
Final Report



What can be done?
MANAGING THE
WORK DIMENSION

Highlighted MBI-AWS Survey RECOMMENDATIONS

Create an **integrated approach** – individual initiatives supported by system-wide policy and resources

Identify **staffing and resource gaps** and address in priority order

Prioritize **“comprehensive wellness”** (not “managing burnout”)

Empower frontline staff to be heard – **transparency and communication**

Rebalance workloads, expectations of front-line staff

Get **creative**: flexible schedules, alternative job perks

Keep **listening and learning**

High quality professional learning opportunities

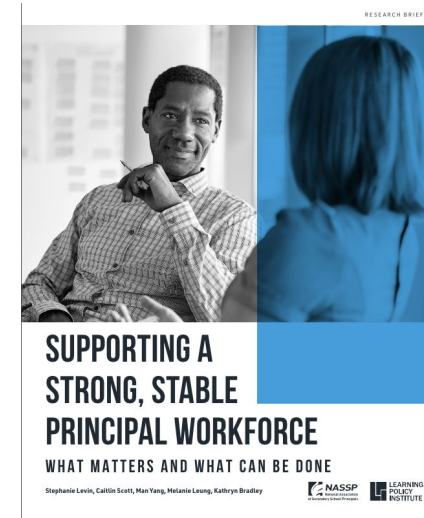
Competitive salaries

Support from strong administrative teams

Appropriate decision-making authority

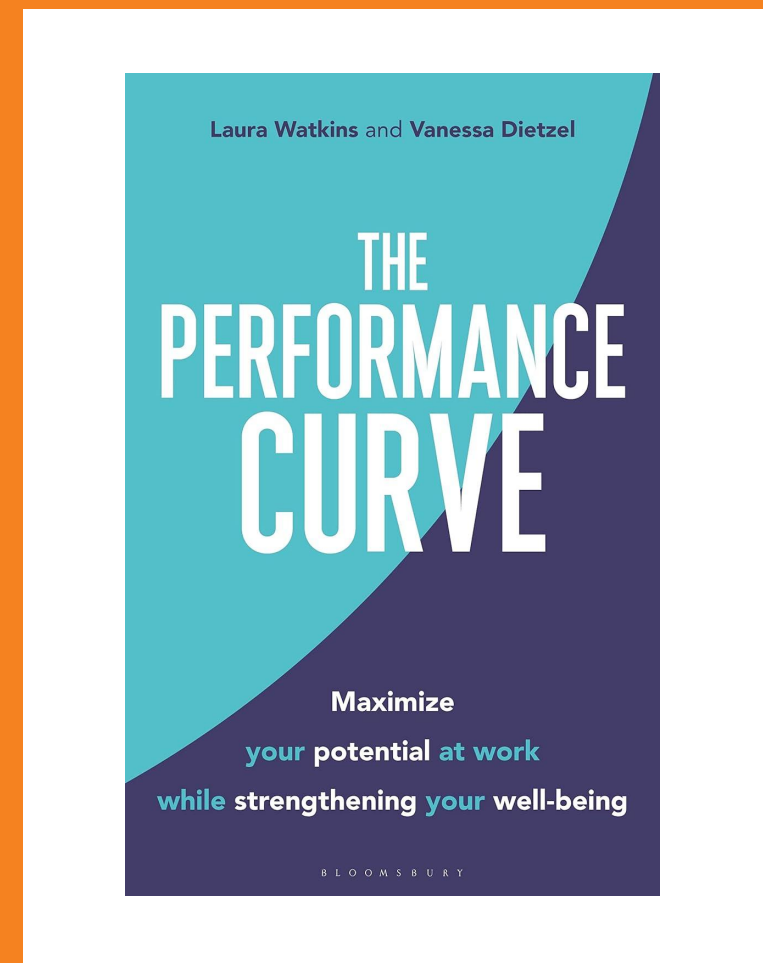
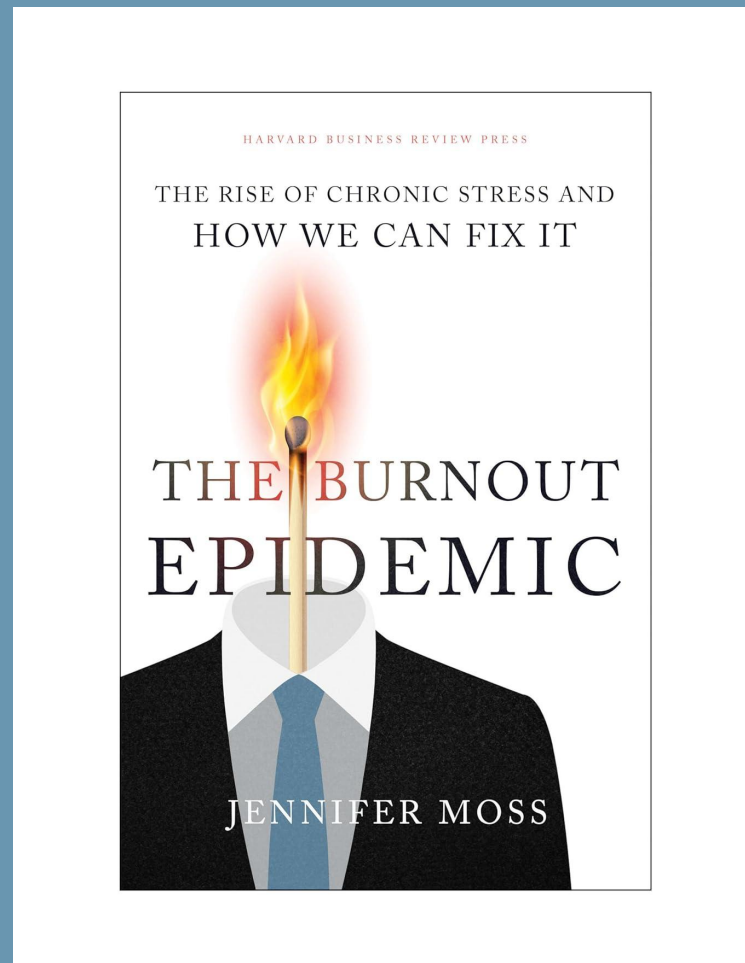
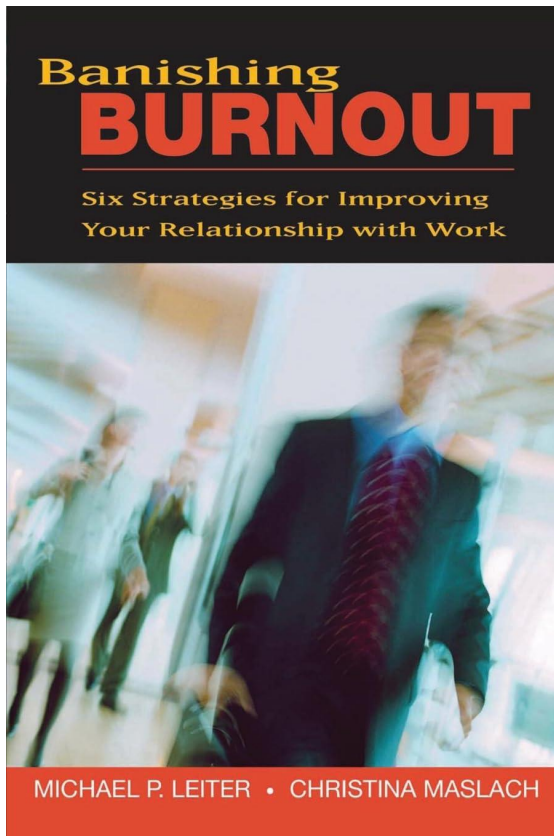
Adequate school-level resources

Meaningful, formative evaluations



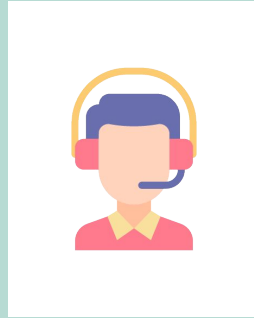
Organizational Insights from LPI-NASSP RESEARCH

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

Start small, from the
ground up

Sweat the small stuff

No forced fun

Protect time

Give time, not gifts

Rebalance workloads

Others?



**Flexibility and
CREATIVITY**

An example from **PRICE, UTAH**

Favorite Takeaways from Clinical Hours
and Capstone Project



Presented by Lindsay Hinkins



UVU Educational Leadership Certificate

An example from PRICE, UTAH

CAPSTONE PROJECT

Teacher
Retention

44%

Teacher
Burnout

67%

Teacher
Social-Emotional
Wellness



Implementing
Initiatives

Doan, S., Steiner, E., Pandey, R., & Woo, A. (2023, June). Teacher Well-Being and Intentions to Leave. Rand.org. chrome-extension://bdfcnmeidppjeaggnmidamkiddifkdib/viewer.html?file=https://www.rand.org/content/dam/rand/pubs/research_reports/RR1100/RR1108-8/RAND_RRA1108-8.pdf

An example from PRICE, UTAH



TAPIA


MR. TAPIA IS ALWAYS APPROACHABLE AND CARING, BUILDING POSITIVE RELATIONSHIPS WITH STUDENTS WHILE MAINTAINING A SECURE AND SUPPORTIVE LEARNING ENVIRONMENT.

Lasslo

He has such a great relationship with all of his students. He knows how to interact with the many personalities at our school and make connections with each kid that he has. I think it's great how he has a fun personality but the kids also know his expectations and he always gets the best out of them. He does a great job of noticing each kid no matter the circumstance. Nice Job Tom!

ROBINETT

The way that Steve uses his time in class and is doing tier two interventions is amazing. The way he slows down and really takes the time to help them understand before moving on is awesome. I want to incorporate what he is doing with small groups and individuals into some of my intervention styles.



ABEYTA

This week I'd like to acknowledge Mr. Abeyta for all his hard work and great attitude. Taylon has taken on a lot of responsibilities here at Mont Harmon, he just got married. Congrats Taylon and keep up all the great work!

KADIE NIELSON

Kadie Nielson has no fear! She is down to try any crazy thing I might ask of her. She has been a huge asset to 7th grade language arts, and the school as a whole. She is a natural leader, and truly wants our teachers to be the best we can be. She puts 110% into everything she does.

CHRISSY BISHOP

I want to shout out Chrissy! She is a force at Mont Harmon. She amazes me every day. I've gone in to talk to her personally, and have seen her interactions with students as well. She is there for ANYONE and EVERYONE! Any time I've need advice, to vent, or refer a student in the moment, she has stopped what she was doing to help out. We are truly lucky to have her as a part of our Mont Harmon family.

APRIL BUSCARINI

MY SHOUTOUT FOR THIS WEEK IS FOR MRS. BUSCARINI! I HAD A CONVERSATION WITH ONE OF MY STUDENTS AND HE TOLD ME HOW MUCH HE IS ENJOYING MATH THIS YEAR BECAUSE OF HER. HE SAID SHE ALWAYS HAS SUCH A POSITIVE ATTITUDE AND IS ALWAYS WILLING TO HELP HIM. HE SAID IT'S SO NICE BEING IN HER CLASS BECAUSE SHE MAKES HIM WANT TO LEARN MATH AND HE IS DOING SO MUCH BETTER THIS YEAR BECAUSE OF HER. GREAT JOB APRIL!

Amy Warburton

This week, I would like to give a shout-out to Amy! She is such a positive person on our staff and is always willing to lend a hand to others. I have needed to swap duties many times this year, and she always says yes, even when it may not be the best time for her. I appreciate her willingness to help me out, and I always enjoy our conversations. Thanks, Amy!

This week I want to send a shoutout to Jordyn. She has done an awesome job all year. She is always seeming to take on more and more jobs within our school and she always lends a hand to a teacher in need. She also did an awesome job with Girls Wrestling this year. I have had a lot of students that told me how much they like her and how much they look forward to her weight training class. Great job Jordyn, keep it up!

JORDYN OMAN

An example from PRICE, UTAH

Part 2: Teacher Why Posters



Gather
Why's



Create
Posters



Hang
them in
halls



MR. SMITH
Language Arts

I teach because I'm passionate about my content (Literature, which means reading, stories, experiences, thoughtfulness, wisdom, etc). And I believe that if I can help students see it the way I do, it will have a positive impact at a very crucial time in their young lives. The right story at the right time can change a life, and I can be the one to help students discover that.



MRS. CHRISSY
School Based
Mental Health

My driving force is supporting, advocating and empowering others in a safe and inclusive space. I commit to continuous learning, and maintaining a curious mindset to gain tools and skills to help others succeed.



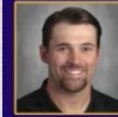
MRS. TUTTLE
Special Education

I became an educator because there is no good reason that education is not accessible to every student. I teach because access to quality education is a civil right. I teach because I don't want one more student failed, when they could have been within my range of reach and I did not use my gifts and skill set to help them. I teach special education because I am not going to leave anyone behind. I teach because I am passionate about advocating for individuals with disabilities to not only be invited to the party, but to be asked to dance.



MRS. ELROD
Math

I teach for the moments when those students who have always thought that they can't do math, light up and realize that they can.



MR. LESSAR
Utah Studies, Health, PE

I teach because when I was in school I had so many amazing teachers and coaches. I strive to be like them because of the impact they made on my life then and they continue to impact me still! I want to be like them and have that same positive influence on others.



MRS. MARIE
Head Custodian

I love MHMS because it's family. There is a feeling of togetherness. All for one and one for all. I work hard to give good vibes to the students and teachers; cheering them on every day. Go Pirates!!



MR. STEPHENS
Science

I teach for the students who haven't had the opportunity to learn, to help students who need to make connections, to help students who want to better themselves and their families. As a first-generation college graduate, I feel like it is my duty, my WHY, to help these students succeed. To help students whose parents don't know how to help them, but who want more for them.



MR. CISNEROS
Science and Health

The reason I do what I do each day is because of my love for my students. I feel that what we do as teachers each day should extend beyond the classroom because students need that. Sometimes the best thing we can do along the way is to be there for our students in many ways. We can be consistent, give "tough love", but also show empathy and compassion. My WHY evolves a little each day with the more I learn about our students. I love our kids and they deserve my best each day. That includes my best as a teacher and as a person. They deserve me to be tough and consistent with them, but also for me to be there for them and support them. I love these kids.

An example from PRICE, UTAH

Part 3: "Blow off Steam" Activities



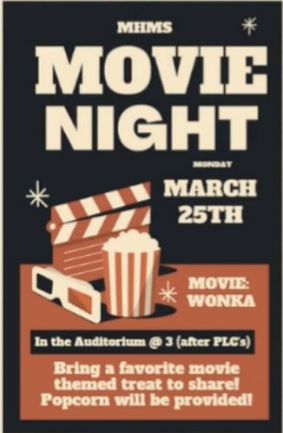
How well do you know the school?

Pictures of objects in rooms. Rules and time



The Art of Kintsugi

We talked about how teaching is a hard and emotional job. We need to better embrace our imperfections and be vulnerable with each other enough to ask for help. We taught that we won't realize your full potential unless you crack and fill it with each other's help (gold)! Then beautiful



Movie in the Auditorium!

Bring favorite snacks, moved couches in,



What can be done?
MANAGING THE
PERSONAL
DIMENSION

The background features several overlapping rectangular shapes in three colors: teal, blue, and orange. A teal rectangle is on the left. A blue rectangle is at the top right. An orange rectangle is in the middle right. A blue rectangle is at the bottom center. A teal rectangle is at the bottom right. A blue rectangle is at the top center, and an orange rectangle is at the top right, overlapping it.

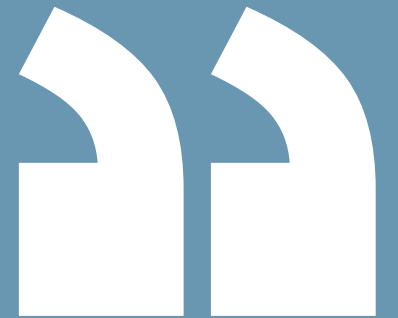
1 Shifting **MINDSETS**



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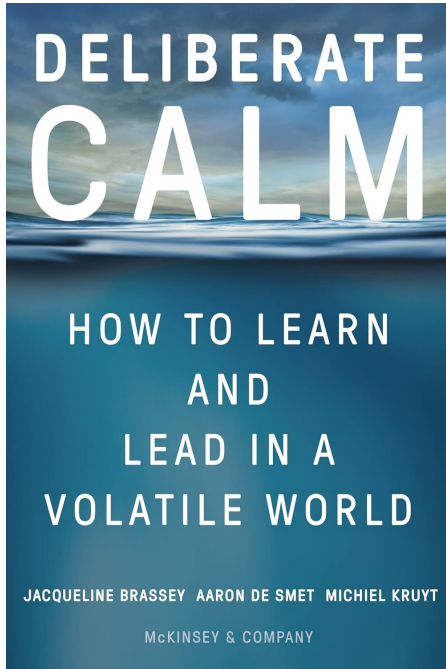
The problem is not that there are problems. The problem is expecting otherwise, and thinking that having problems is a problem.

- THEODORE **RUBIN**





1 Shifting Mindsets: *DELIBERATE CALM*



Fixed Mindset

Growth Mindset

Expert Mindset

Curious Mindset

Reactive Mindset

Creative Mindset

Victim Mindset

Agent Mindset

Scarcity Mindset

Abundance Mindset

Certainty Mindset

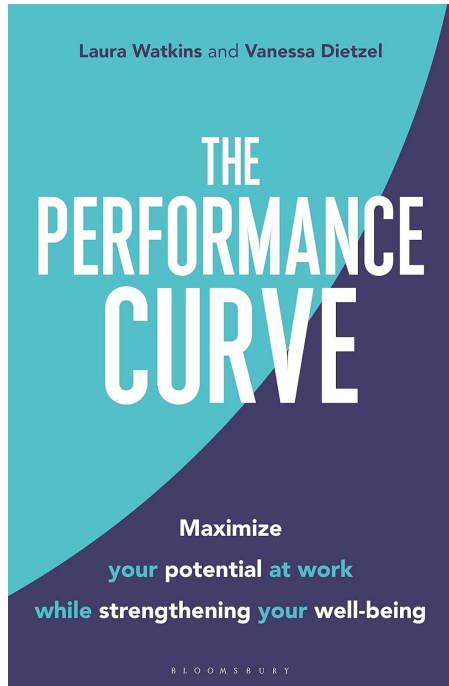
Exploration Mindset

Safeguard Mindset

Opportunity Mindset



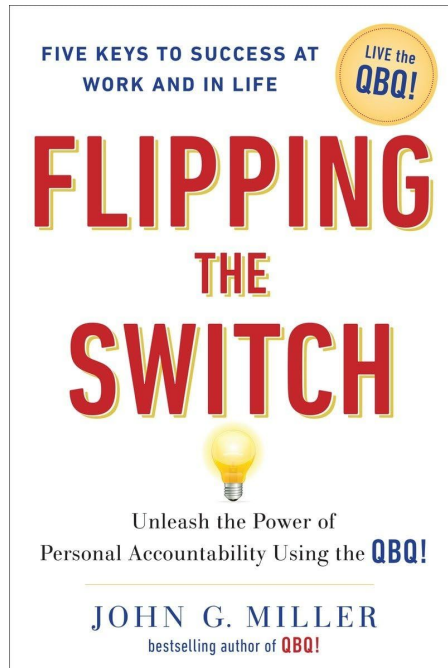
1 Shifting Mindsets: *THE PERFORMANCE CURVE*



Boom and Bust	Performance
Reactive	Proactive
Fixed Mindset	Growth Mindset
Victim	Responsible Agent
Silo Mindset: Short Focus	Big Picture: Long Term
Isolated	Connected



1 Shifting Mindsets: *FLIPPING THE SWITCH*



Reactive	Proactive
Victim	Agent
Self-Pity	Confronting "Brutal" Facts
Stuck	Moving Forward
Blaming	Taking Responsibility



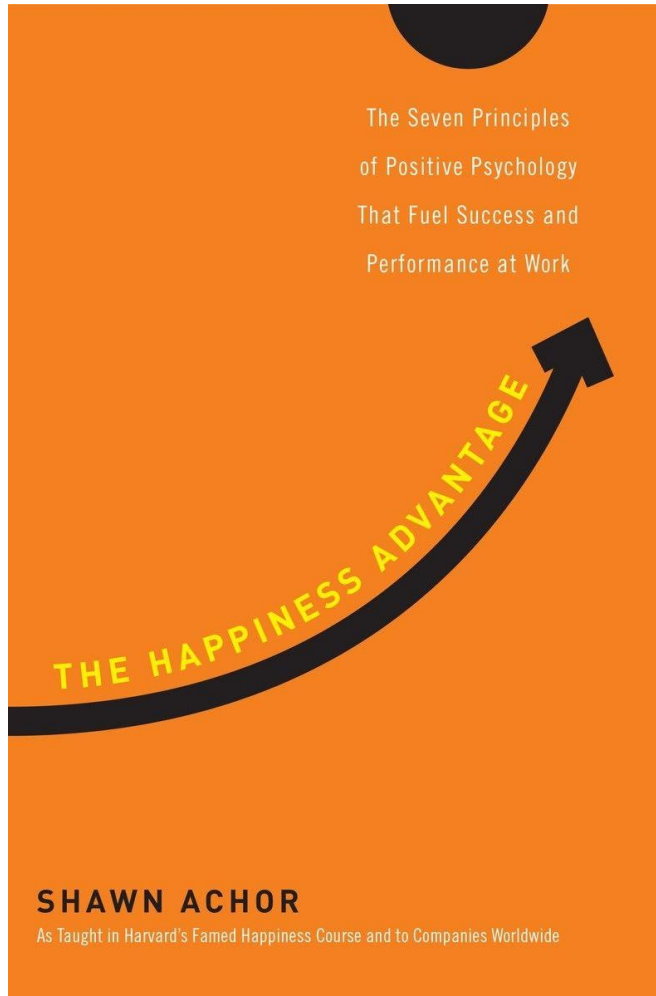
1 Shifting Mindsets:

HBR HOW TO BOUNCE BACK FROM ADVERSITY

	Cause-Oriented Thinking	Response-Oriented Thinking
Control	Was this inevitable or could I have prevented it?	What features of this situation can I improve?
Impact	Did I cause this or was it externally caused?	What sort of positive impact can I have on what happens next?
Breadth	Is the underlying cause specific or widespread?	How can I contain negatives and explore unseen positives?
Duration	Is the underlying cause enduring or temporary?	What is the first/next thing I can do to address this problem?



1 Shifting **MINDSETS**



The Happiness Advantage: Retraining the mind

- Daily three gratitudes
- Daily journaling
- Daily exercise
- Daily meditation
- Daily random acts of kindness

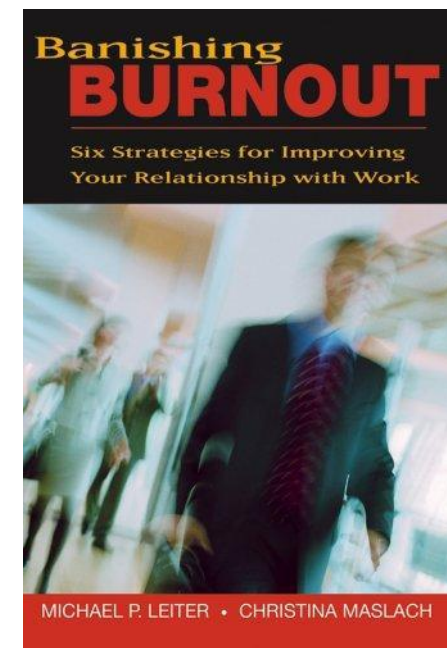
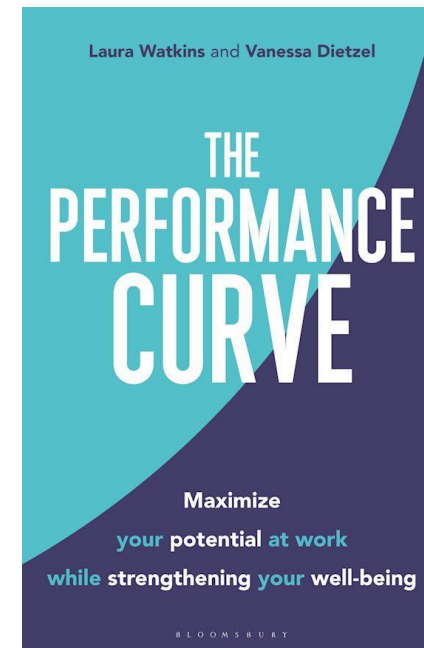
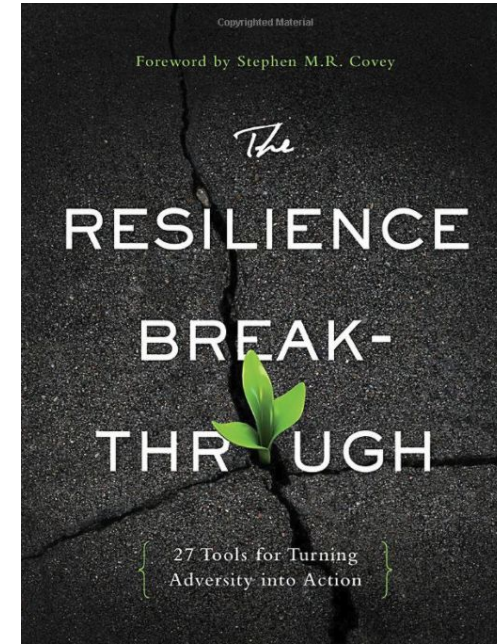
The background features several overlapping rectangular shapes in three colors: teal, blue, and orange. A teal rectangle is on the left. A blue rectangle is in the top right. An orange rectangle is in the middle right. A blue rectangle is in the top center. A teal rectangle is in the bottom left. A blue rectangle is in the bottom center. A teal rectangle is in the bottom right. A blue rectangle is in the middle left. An orange rectangle is in the middle left, overlapping the blue one.

2 Habits of **SELF CARE**



2 Habits of SELF CARE

Center for
Creative Leadership





2 Habits of **SELF CARE**

Develop a network -
cultivate connection

Mindfulness

Gratitude

Breathe

Exercise

Embrace new
ideas

Microbreaks

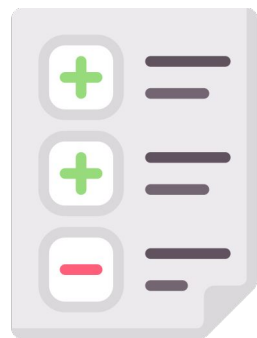
Walk to work

Sleep

Savor the good

**Eat better and
hydrate**

**Keep a
schedule**



Discussion **WRAP UP**

1. What is your biggest takeaway?
2. What is one action you will take?

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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>



THANK YOU!

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