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Duration of the workshop:
6 hours divided in two 3 hours meetings

4. Short description:

The workshop is about burnout in NGOs. Through different activities, participants will learn about stress and burnout, signs of burnout, risk factors, and possible strategies of preventing burnout and dealing with it. They will explore their current position at work and in activism, and also their needs and desires for the future. Additionally, participants will have the opportunity to share their experiences with burnout and question their attitudes about burnout.

5. Workshop goal

The goal is to raise awareness about the burnout problem, recognize individual signs of burnout and to plan how to introduce self-care in the daily schedule.

6. Workshop target group

The workshop is created for individuals from different NGOs. A maximal number of participants is 8-10.

7. Workshop agenda

	Time	Goal	Description of the activity
DAY 1			
1.	Introduction 15 minutes	Presentation of the program and facilitators. Setting group rules.	Facilitators present themselves, their professional experience, the structure of the workshop and its goals. Also, facilitators suggest important group rules and check whether participants agree with them and if they want to add some rules. See Appendix 1. Group rules
2.	Icebreaker „What is in your wallet/bag?“ 15 minutes	To get to know each other.	Each participant takes out something from their wallet or bag that represents them and what is important to them. It can be a picture, something related to their hobbies, their phone... When participants pick their items, each of them presents what they picked and how it is related to them. Also, they share their names, where they work, and for how long.
3.	Expectations 10 minutes	Exploring what do participants want to take from this workshop, and what are their fears.	The task is to write expectations from the workshop to post-it papers. Different colors of post-it papers are used. One color is used to write what participants want to learn/take from this workshop. Another color is used to write what they don't want to happen. Facilitators read post-its, group them, summarize and comment. It is important to give participants permission that they don't have to write expectations if they don't have them.
4.	Me at work today 25 minutes	To explore what is their position in the NGO sector and activism today, how they see themselves, using metaphoric or other similar cards.	One of the facilitators spreads Habitat metaphoric cards or other similar cards (e.g. Dixit cards) on the floor, in front of the participants. Any cards with illustrations can be useful because it is not important what is on cards but how participants associate different illustrations with their current position at work. Each participant looks at the cards and picks up one that describes how they feel now at their work. It is important that participants don't look for the „appropriate“ card. They should pick the card that catches their eyes first and that associates them with their current position at work. Then, each participant shares their opinion about why they picked their card and also everything else they want to share about how they feel at work. Facilitators will get an impression of how stressed out participants are and whether they already share some possible signs of burnout. Participants save their cards until the next meeting and should bring cards with them to the next part of the workshop.
5.	Myths about burnout 25 minutes	To explore attitudes and knowledge about burnout.	One of the facilitators reads myths about burnout. Participants have red and green slips of paper. They pick up green paper if they agree with the statement and red paper if they don't agree. Opinions and experiences of the participants are discussed. In the end, facilitators share facts about the statement and related

			<p>knowledge about burnout from the literature. Facilitators will have the opportunity to get an impression of participants' attitudes about burnout.</p> <p>See: Appendix 2. Myths about burnout</p>
6.	Break 15 minutes		
7.	What is burnout? 25 minutes	To educate participants about burnout.	<p>Facilitators have a short presentation about burnout. Content for the presentation is in the first page of handout that participants get after the workshop, at the end of this scenario. See Appendix 10.</p> <p>Themes:</p> <ul style="list-style-type: none"> - Definition - Dimensions of burnout - Signs of burnout on organizational level - Signs of burnout on individual level – physical, cognitive, behavioral, emotional <p>After the presentation the group discusses the content. Trainers can use suggested questions in moderating the discussion. Another possible version of this activity is suggested at the end of this scenario, in the part with additional activities.</p> <p>Questions for the group: What signs of burnout do you recognize by yourself? How do you usually react in stressful situations? What consequences of burnout did you and your NGO experience?</p>
8.	Pressure at work 30 minutes	To list stressful situations at work and share how participants react in stressful situations. Education about useful and unuseful strategies to deal with stress.	<p>Each participant gets a paper and thinks about one stressful situation at work. They can draw, write or note it in any other way they prefer. They present their situations in the group and also describe how they dealt with them.</p> <p>Facilitators summarize strategies to deal with stress that participants mention and separate them on flipchart into useful (eg. Talking with colleagues, getting enough sleep, relaxation techniques...) and unuseful (eg. worrying, suppression of emotions, staying late at work, smoking, drinking...). It is discussed why some strategies are useful, and some are not. List of useful and unuseful strategies is presented in Appendix 4.</p>
	HOMEWORK My week schedule 10 minutes	To explore what a normal week at work looks like.	<p>Each participant gets a table in which they should write their activities during one week, until the next workshop. Also, they should note their level of satisfaction/attainment during that activity (from 1 to 10; eg. sending e-mails S-3, A-4). If some activity lasts more than one hour it can be marked with an arrow across multiple rows.</p> <p>See: Appendix 3. Example of the week schedule form</p>
	Final circle 10 minutes	To check how everyone is.	Each participant briefly shares how they feel at the end of the first day and how it was for them to participate in the workshop.

DAY 2

11	How can I benefit from dealing with burnout? 25 minutes	To detect benefits from dealing with burnout and how things would look like then.	One of the facilitators spreads Habitat metaphoric cards or other similar cards (e.g. Dixit cards) on the floor, in front of the participants. Participants should bring with them cards they picked on the first day. Each participant looks at the cards and picks up one that answers the question „How do I want to feel at work?“. It is important that participants don't look for the „appropriate“ card. They should pick the card that catches their eyes first and that associates them on how they want to feel at work and what would be different then. Then, each participant shares their opinion about why they picked their card and also everything else they want to share about how they want to feel at work. It is discussed in the group how things would look like at work if they felt like they wanted. Participants compare their new card with the previous one. They save their both cards until the end of the workshop.
12	HOMEWORK My week schedule 25 minutes	To get better insight in each participant's week schedule and possible sources of burnout.	Participants share their week schedule that they had to do for homework. Also, they share their general impression about levels of satisfaction and attainment, and if they see some problems in their schedule. Facilitators, together with the group, discuss problems in each schedule that can cause burnout: is there overtime work, unexpected situations, possible sources of burnout, lack of self-care and leisure activities...
13	What is important to me? 40 minutes	To detect areas of life and values that are neglected at the moment.	Each participant gets a piece of paper and a pencil. In the middle of the paper, they write their name. Around their name, they write what is important to them (eg. friends, freedom, fun...). The number of things is not limited. They connect their name with the words but in a way that they make a hierarchy of things that are important to them. They use three lines if something is very important, two if it is important on a medium level, and one if it is less important. After that, they cross the lines that connect their name with words using three lines if they are very satisfied with how much they are devoted to that important thing in their life at the moment and how much space it has in their life, two lines if they are satisfied on a medium level, and one if they are less satisfied. If it is needed, for better understanding, facilitators can show one example on the flipchart. Finally, each participant shares what did they become aware of, how they are satisfied with what they see, what important things are neglected, and what is well represented in their life.
14	Break 15 minutes		
13	Self-care bank 25 minutes	To collect all forms of self-care that an individual prefers at one place (one envelope). To determine time in a day for self-care	Each participant gets an envelope. They can write their names on it, write „self-care bank“ or decorate it in some other way. Also, they get small pieces of colorful paper. While doing this activity, participants should have in mind the previous two exercises – how they want to feel at work, what they need, what important things are neglected at the moment... On pieces of paper, they write all forms of self-care they prefer that they can remember. The number is not limited. They will take their envelopes with them after the workshop. If they miss ideas, they can use some from

			<p>Appendix 5, but they should write down only things they will really do, things that relax them, not someone else. It is important that participants realize that they already have many tools that can help them to relax and recover from stress.</p> <p>After that, using their weekly schedule, participants should determine a specific time in a day, that they will use for self-care. It can be 30 minutes or 2 hours, but it should be very specific and manageable.</p> <p>At the end, participants share the content of their self-care banks with the group and time when they can practice those activities. Facilitators point out that self-care should not be something that happens “when we have time” because in that case that time usually never comes, and that it should be planned in our schedule. Also, they point out that self-care activities should have equal value in our schedule as work related activities.</p>
17	My Safe Place Visualisation 20 minutes	To introduce one form of relaxation and self-soothing.	<p>One of the facilitators reads guided visualisation (Appendix 6). Participants sit comfortably and follow the instructions. After the visualisation it is discussed how their safe places looked like. The important conclusion is that we can always get back to our safe place when we are having a hard time or we are under severe stress.</p>
18	Final round + evaluation 25 minutes	To check weather expectations were met and to say goodbye.	<p>Participants get a handout from Appendix 10 with important information about burnout and basic guidelines for prevention and dealing with burnout on individual and organizational level. Furthermore, participants look at their two metaphoric cards and share their impressions about the workshop, conclusions, and what they will take for themselves from this workshop.</p> <p>Note: Facilitators can use an example of paper evaluation presented at Appendix 11.</p>

5. Materials for the workshop

Flipchart, papers, pencils, colouring pencils, post-its, colourful papers, Habitat metaphoric cards (or other similar cards eg. Dixit), envelopes.

6. Context (list of publications, films, presentations worth looking at after the workshop)

1. *An Idealist's Guide to Avoiding Burnout* - podcast with Alessandra Pigni: <https://nonprofitquarterly.org/an-idealists-guide-to-avoiding-burnout/>
2. Maslach, C., & Leiter, M. P. (2005). *Banishing Burnout: Six Strategies for Improving Your Relationship with Work*.
3. Pigni, A. (2016). *The Idealist's Survival Kit. 75 Simple Ways to Avoid Burnout*.

5. Comments/ possible modifications - suggestions for additional activities:

1. What do we know about burnout? - group activity

Facilitators split participants into 3 groups, each group gets a big paper and a task. They share their knowledge about a specific subject.

1st group: *writes what they know about the definition and signs of burnout*

2nd group: *consequences of burnout for the individual and the NGO*

3rd group: *prevention of burnout and strategies to deal with burnout.*

Each group has 10 minutes to share and write their ideas. After that, they present their posters and each subject is discussed. In moderating the discussion, trainers should use the handout from the Appendix 10.

Goal: To share knowledge about burnout among participants and to educate participants about burnout.

Duration: 30 minutes.

1. Sculptures of stressful situations

Participants are separated into 3 groups. Participants in each group share stressful situations at work, each participant one situation. They pick one situation and present it to the rest of the group as a sculpture. They use their bodies, objects in the room, and facial expressions to present what happened. They should not use their voice, it should be „a frozen scene“. Another 2 groups guess what happened, what was the situation about. Group discusses each situation – how often that happens, what they usually do...

In the end, facilitators summarize strategies to deal with stress that participants mention and separate them on flipchart into useful (eg. talking to colleagues, getting enough sleep, relaxation techniques...) and unuseful (eg. worrying, suppression of emotions, staying late at work, smoking, drinking...). It is discussed why some strategies are useful, and some are not. List of useful and unuseful strategies is presented in Appendix 4.

Goal:

To list stressful situations at work and share how participants react in stressful situations. Education about useful and unuseful strategies to deal with stress.

Duration: 30 minutes

2. Progressive muscle relaxation

Facilitators announce that they will do one example of relaxation technique called Progressive muscle relaxation and one of them leads the activity, others follow. In Progressive muscle relaxation we squeeze and relax different parts of our body. The exercise is presented in the Appendix 7. After the exercise it is discussed among the group how they felt while doing it.

Goal: To learn one of the relaxation techniques.

Duration: 20 minutes

3. Assertiveness training

Each participant gets one piece of paper with 6 squares (Appendix 9). In those squares, they write and draw one conflict situation at work they remember, preferably one in which they weren't satisfied with their reaction, in the form of a comic. They present the comic to the group. After that, facilitators present difference between passive, aggressive and assertive communication, and also some communication skills that can help participants to communicate more assertively (eg. „I“ messages, active listening, empathic reflection, paraphrasing...). Also, participants get a handout presented in Appendix 8.

Finally, participants present how they would resolve the conflict they presented using assertive communication.

Goal: To share conflict situations at work and get familiar with how they could be solved assertively.

Duration: 30 minutes

APPENDIXES:

Appendix 1. Group rules

- ✓ **We listen to each other** (Microphone rule - when one person speaks, other people listen to him/her)
- ✓ **We respect each other** (every experience is valuable, no condemnation, no insults)
- ✓ **We speak from "I"** (there is no generalization like "everyone thinks", "everyone knows"..., when we speak, we express our opinion and describe our experience, we do not assume someone else's)
- ✓ **We take care of our needs** (we take care if we need a break, how much we want to share with the group, we ask for space to say something when we need it)
- ✓ We arrive on time after the breaks
- ✓ **Confidentiality** (what is said at the workshop remains at the workshop; outside the workshop, we talk about our experiences and how it was for us, we do not retell other people's experiences)

Appendix 2. Myths about burnout

Myth: There are so many more important issues than burnout.

True: There are many important issues that NGOs deal with. At the same time, the attitude that burnout prevention and dealing with burnout is not so important results in neglecting the wellbeing of people working in NGOs and makes them more vulnerable to burnout. Taking care of the wellbeing and issues that can contribute to burnout, like working conditions or relations in the team, is important for the general functioning of the NGO and its work.

Myth: Burnout is a sign of weakness.

True: Burnout is a consequence of work-related issues such as work overload, bad working conditions, unresolved conflicts in the team and others. The myth that it is a sign of weakness strengthens the wrong attitude that burnout is an individual problem that should be solved individually and neglects organizational responsibility for burnout.

Myth: Burnout is normal in activism.

True: Burnout is a common problem in NGOs but it shouldn't be seen as something that must be a part of working in NGOs since it can be prevented.

Myth: Now we have to deal with more important things, when it's over we can take care of ourselves.

True: There are always some issues that can seem more important but this attitude usually leads to endless postponing of the interventions that can protect the wellbeing of the NGO team.

Myth: Taking care of yourself when other people's lives are at stake is selfish.

True: Taking care of yourself is responsible and necessary in order to help others.

Myth: Burnout requires major work or life change.

True: Usually burnout prevention and dealing with burnout require some manageable and realistic changes.

Myth: A vacation or a day off will solve your burnout.

True: If the environment and risk factors that contributed to burnout stay the same vacation or day off can have only a short term effect. Also, not being able to rest during vacation or a day off is one of the signs of burnout.

Myth: My burnout is only my responsibility.

True: Although there are some things that we can do in order to help ourselves, burnout is not a problem that can be dealt with only on an individual level.

Appendix 3. Example of the week schedule form

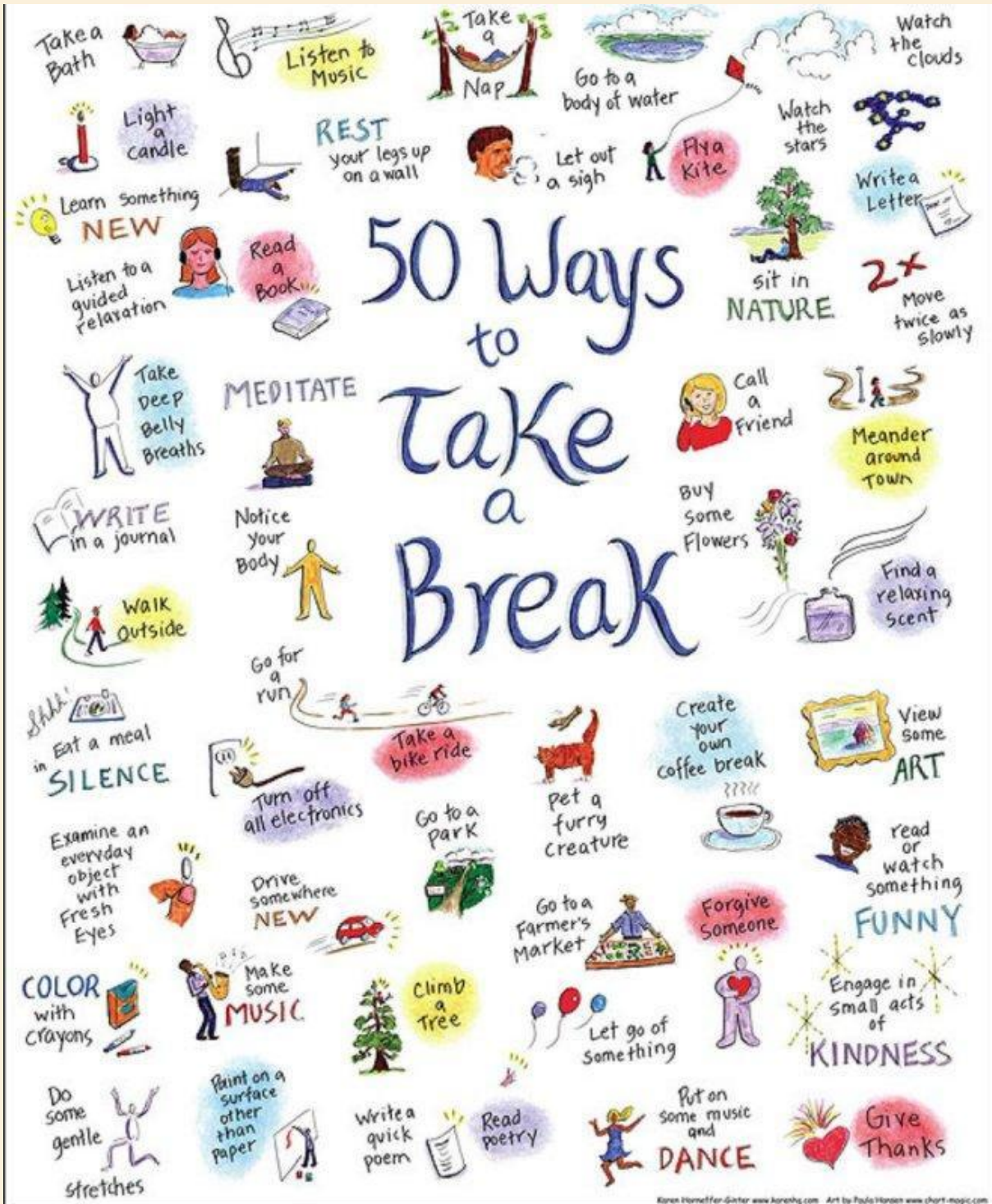
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

*Task: Note activities during the day and your level of satisfaction/attainment during that activity (from 1 to 10; eg. sending e-mails S-3, A-4). If some activity lasts more than one hour it can be marked with an arrow across multiple rows.

Appendix 4. *Useful and unuseful strategies to deal with stress.*

Useful strategies	Unuseful strategies
<ul style="list-style-type: none"> ● Listening to music ● Playing with a pet ● Showing emotions (laughing or crying) ● Talking or going out with a friend ● Taking a bath or shower ● Writing, painting, or doing other creative activities ● Exercising or getting outdoors to enjoy nature ● Discussing situations with a close person ● Gardening or making home repairs ● Practicing deep breathing meditation, mindfulness, or muscle relaxation ● Problem solving ● Setting S.M.A.R.T. goals ● Seeking counselling if you continue to struggle with stress. 	<ul style="list-style-type: none"> ● Criticizing yourself (negative self-talk) ● Working overtime ● Eating too much or too little or drinking a lot of coffee ● Smoking more or drinking more alcohol ● Yelling at your close people ● Taking drugs or misusing prescription medicine ● Avoiding friends and family ● Suppressing your emotions ● Not getting enough sleep ● Avoiding leisure activities we enjoy ● Not taking breaks at work

Appendix 5. Examples of self-care activities



Appendix 6. „Safe space“ – guided visualisation

Sit comfortably. If you can and want to, close your eyes. Feel your body. Can you feel your heartbeat? Body contact with stool? Do you feel any tension somewhere in your body? Focus your attention on different parts of the body, starting from the feet, then the legs, then focusing on your abdomen, then your shoulders, your arms, and finally the face and head area. If you feel tension somewhere, try to tense up for a few seconds and relax those parts of your body. For example, if you feel tension in your shoulders, tense the muscles in your shoulders as you bring your shoulders up towards your ears, and then relax them.

Then pay attention to breathing. Feel your breathing go on incessantly, on its own. Feel the air entering your lungs and coming out again. Feel the rhythm of your breathing. Imagine being filled with a new energy that flows through your entire body with each new breath. Imagine the tension coming out of you with each exhalation. You can also think about your favourite color, and one color you dislike. Imagine that the color you like fills in every single part of your body as you breathe in representing good, calming energy, and the color you dislike leaves your body as you breathe out representing all the tension and unpleasant sensations.

Try to breathe slowly and deeply. Count to five as you inhale, then as you hold your breath, and finally as you exhale. Repeat this five times. Inhale 1 - 2 - 3 - 4 - 5, hold air 1 - 2 - 3 - 4 - 5, exhale 1 - 2 - 3 - 4 - 5.

Now imagine going for a walk. Take it easy, don't rush anywhere. The day is beautiful and sunny; everything around you exudes light. You see nature, colors, feel pleasant smells, and hear pleasant sounds. Try to experience what is around you through all your senses. Take a good look at what you see around you. What sounds do you hear in your walk? What tactile stimuli? Is it hot or cold? What kind of ground is under your feet? What smells do you feel around you? What does it taste like in your mouth while walking?

Steps lead you to a place you know well; it is your special place where you feel safe and protected. Maybe it's a place somewhere outdoors, maybe it's a house, or one room, maybe there's another person there, and maybe it's a part of you. No one knows about this special place, only you. When you arrive, give yourself time, look around, feel what it feels like to be safe and feel protected. Feel calm and relaxed. Only you can understand how much this place means to you. Take a look around and let it soak up every detail so you can remember it and take it with you. Stay in that place a little bit. When you feel ready, you can slowly say goodbye to your safe place..

You can go back the same way, knowing that this place will still be there for you every time you want, that it will be waiting for you. It's a place where no one can find you. When the time comes, you return slowly. Don't rush. Maybe you're going back the same way and want to look at that place from a distance. Slowly, you return to the room you are in now. Before you open your eyes again, remember the pictures. Then you slowly open your eyes and return to the room.

Appendix 7. Progressive muscle relaxation

1. Slow down your breathing and give yourself permission to relax.
2. When you are ready to begin, tense the muscle group described. Make sure you can feel the tension, but not so much that you feel a great deal of pain. Keep the muscle tensed for approximately 5 seconds.
3. Relax the muscles and keep it relaxed for approximately 10 seconds.

Relaxation sequences:

- o Right hand and forearm. Make a fist with your right hand.
 - o Right upper arm. Bring your right forearm up to your shoulder to “make a muscle”.
 - o Left hand and forearm.
 - o Left upper arm.
 - o Forehead. Raise your eyebrows as high as they will go, as though you were surprised by something.
 - o Eyes and cheeks. Squeeze your eyes tight shut.
 - o Mouth and jaw. Open your mouth as wide as you can, as you might when you’re yawning.
 - o Neck. Face forward and then pull your head back slowly, as though you are looking up to the ceiling.
 - o Shoulders. Tense the muscles in your shoulders as you bring your shoulders up towards your ears.
 - o Shoulder blades/Back. Push your shoulder blades back, trying to almost touch them together, so that your chest is pushed forward.
 - o Chest and stomach. Breathe in deeply, filling up your lungs and chest with air.
 - o Hips and buttocks. Squeeze your buttock muscles
 - o Right upper leg. Tighten your right thigh.
 - o Right lower leg. Pull your toes towards you to stretch the calf muscle.
 - o Right foot. Curl your toes downwards.
 - o Left upper leg. Repeat as for the right upper leg.
 - o Left lower leg. Repeat as for the right lower leg.
 - o Left foot. Repeat as for the right foot.
4. When you have finished the relaxation procedure, remain seated for a few moments allowing yourself to become alert.

Appendix 8. Conflict situation comic form

TASK: Show in a form of a comic one situation at work in which something bothered you, there was tension or conflict in the relationship and in which you were not satisfied with your reaction.

Appendix 9. Assertive communication handout



Assertive communication

Workshop handout

Assertive communication is a communication style in which a person expresses and stands for their needs and wishes, while at the same time takes into account needs and wishes of others, and in a way that doesn't violate the rights of others.

Beside assertive communication, we can use **passive communication style** in which we give priority to needs and wishes of others, while neglecting ours. Also, we can use **aggressive communication style** in which we give priority to our needs and wishes, while violating the rights of others.

Passive communication	Assertive communication	Aggressive communication
<ul style="list-style-type: none"> ● Not expressing your own opinion ● Not expressing (dis)agreement with other opinions ● Not respecting personal boundaries ● Communicating unclearly what we want or don't want ● Trying to please others ● Avoiding conflicts ● „You are OK, I am not OK.“ position 	<ul style="list-style-type: none"> ● Active listening ● „I“ messages ● Expressing your own opinion ● Expressing (dis)agreement with other opinions ● Respecting personal boundaries ● Being clear about what we want and what not ● „I am OK, you are OK.“ position 	<ul style="list-style-type: none"> ● Not listening ● „You“ messages ● Disparaging other people's opinion ● Interrupting others in conversation ● Neglecting needs and wishes of others ● Shouting, insulting, rolling your eyes ● „I am OK, you are not OK.“ position

Prerequisites for assertive communication:

- We speak from "I" position
- We speak briefly and clearly
- Our wishes and needs may not be respected, but we know that we have clearly communicated them
- We objectively describe other people's behavior
- We criticize other people's behavior, not the person him/herself (we do not attack others because of who they are)

- We say what we see that the other person wants, needs, feels.
- We show inconsistency in a person's behavior

Examples:

Unassertive communication	Assertive communication
We could go on a team building trip out of town.	I need a break from work. I want us to organize a team building trip out of town. What do you think about that?
We never have time at work to eat in peace.	I need a break during working hours without being disturbed so I can eat in peace.
You're late again.	I am angry when I arrive on time and you are late because I have to wait for you and I could have done something else. Please arrive on time or let me know you are late.
If you can, you could wash the cups.	I see you're crowded and you don't have time. At the same time, I want us to find a way to share the responsibilities of washing dishes. I don't like it when I find dirty cups in the sink..
It's great that our meeting lasted two hours again, and we agreed for an hour.	It frustrates me when our meeting is extended beyond the agreed time because I don't get to do other things I planned. It is important to me that we stick to the planned time or agree on some way to resolve the situation. What do you think?
If only I could escape somewhere for a day or two.	I'm tired and I need a day off from work. I see that this is a very stressful period for us, so I want us to agree on when I can use it. My suggestions are: _____.

Appendix 10. Handout with basic information about burnout



Workshop handout

Burnout is a state of physical, emotional, and mental exhaustion associated with work. It is a consequence of chronic stress at work, which is inefficiently managed primarily on a social and organizational level, and then on an individual level. It is characterized by three dimensions: 1. exhaustion, 2. work-related cynicism, and 3. reduced work efficiency.

NGOs are vulnerable to burnout due to insufficient and irregular funding and an unfavorable social and political climate.

EXAMPLES OF ORGANIZATIONAL BURNOUT SIGNS

- Expressed pressure to achieve goals and planned activities and to always do more,
- Neglecting the importance of rest and distancing from activities related to the work,
- Reduced efficiency despite the same or even greater amount of work,
- Disturbed relations in the organization, which include more frequent conflicts, mutual accusations and sometimes quitting.

EXAMPLES OF INDIVIDUAL BURNOUT SIGNS

<p>Physical</p> <ul style="list-style-type: none"> - Lack of energy - Muscle tension - Insomnia - Changes in the rhythm of sleeping and eating - Headache - Digestive disorders - ... 	<p>Emotional</p> <ul style="list-style-type: none"> - Mood swings - Irritability - Constant emotional arousal - A sense of emptiness - Guilt - Depressed mood - Anxiety - Helplessness - ...
<p>Cognitive</p> <ul style="list-style-type: none"> - Attention and memory difficulties - Loss of interest in activities - Difficulties in decision making - Cynicism - Pessimism - Thinking about quitting - Ideas of irreplaceability - Distractibility - ... 	<p>Behavioral</p> <ul style="list-style-type: none"> - More work with less efficiency - Delay/procrastination - Withdrawal and isolation - Lack of self-care and refusal to accept help - Frequent verbalizations about overload - Excessive consumption of coffee, cigarettes, alcohol... - More frequent conflicts at work and in private life - ...

PREVENTION AND DEALING WITH BURNOUT (BASIC GUIDELINES)

Individual

1. *Maintaining physical health*
Enough sleep, physical activity, a balanced diet, enough fluids, regular check-ups and general health care.
2. *Planning self-care*
Taking care of yourself does not happen spontaneously, but should be a planned part of your daily schedule.
3. *Being more mindful*
Focusing on one's own physical, emotional, and thought processes in the present moment.
4. *Show vulnerability*
It's okay to show ourselves and others that we are having a hard time.
5. *Burnout is not a sign of achievement*
We live in a culture that values burnout as an indicator of success and effort, it is important to strive to actively reject such expectations.
6. *Listen to yourself*
Listen, recognize, and take into account your burnout signs.
7. *Listen to others*
Listen to other's feedback and consider how much it applies to you.
8. *Connection with others*
Nurture relationships with others and leave time for the people you love and who are important to you.
9. *Avoid accusation*
Use "I" messages and avoid accusing each other, focus on behaviour when criticizing, not on the person.
10. *Seek professional help and support*
Sometimes it is necessary to engage in psychotherapy or counselling with a mental health professional.

Organizational

1. *Nurture supportive relationships*
Talk about stress and check how everyone is at team meetings.
2. *Team building*
Organize joint activities unrelated to work, but during working hours.
3. *Organized support*
Introduction of supervision/individual counselling/workshops/training on mental health and/or communication.
4. *Celebrate successes*
Celebrate finished activities and reward yourselves.
5. *Talk about difficult moments*
Provide time and space to talk about difficult work situations.
6. *Provide time for rest*
Respect working hours, break time and include planned breaks during the working day.
7. *Limit communication outside working hours*
Establish an agreement on in which situations one communicates after working hours and by what hour max.
8. *Clear distribution of activities and tasks*
Try to agree as clearly as possible who, what and when is doing.
9. *Simplify work*
Learn about effective ways to simplify project management and administration and implement them.
10. *Normalize failures and mistakes*
Encourage the attitude that mistakes are normal at work and that the team can solve them together.
11. *Encourage setting boundaries*
Develop the attitude that it is okay and normal to set a limit when we are asked to do something we do not want or cannot do.



Appendix 11. Example of the evaluation form



Burnout Aid – international project on professional burnout in non-governmental organizations

Please share your thoughts with us after the workshop, so we can develop this project.

Date and place of the workshop:

What content or activities during the workshop were most useful for you and why?

.....
.....

Would you recommend this workshop? If so, to whom?

.....
.....

How do you assess the probability of using the acquired knowledge and skills in your daily work? (on a scale from 1 to 5)

1.- very low 2 low 3 - medium 4 - high 5 - very high

Was the length of the workshop suitable?

1 - too short, 2 - perfect, 3 - too long

Was the number of the participants suitable?

1 - I would prefer smaller group,

2 - it was perfect,

3 - more participants would not influence the dynamic of the workshop

What did you miss during today's workshop?



Burnout Aid Workshop for
individuals from NGOs

.....
.....

How can we improve this workshop?

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Other comments you would like to make

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