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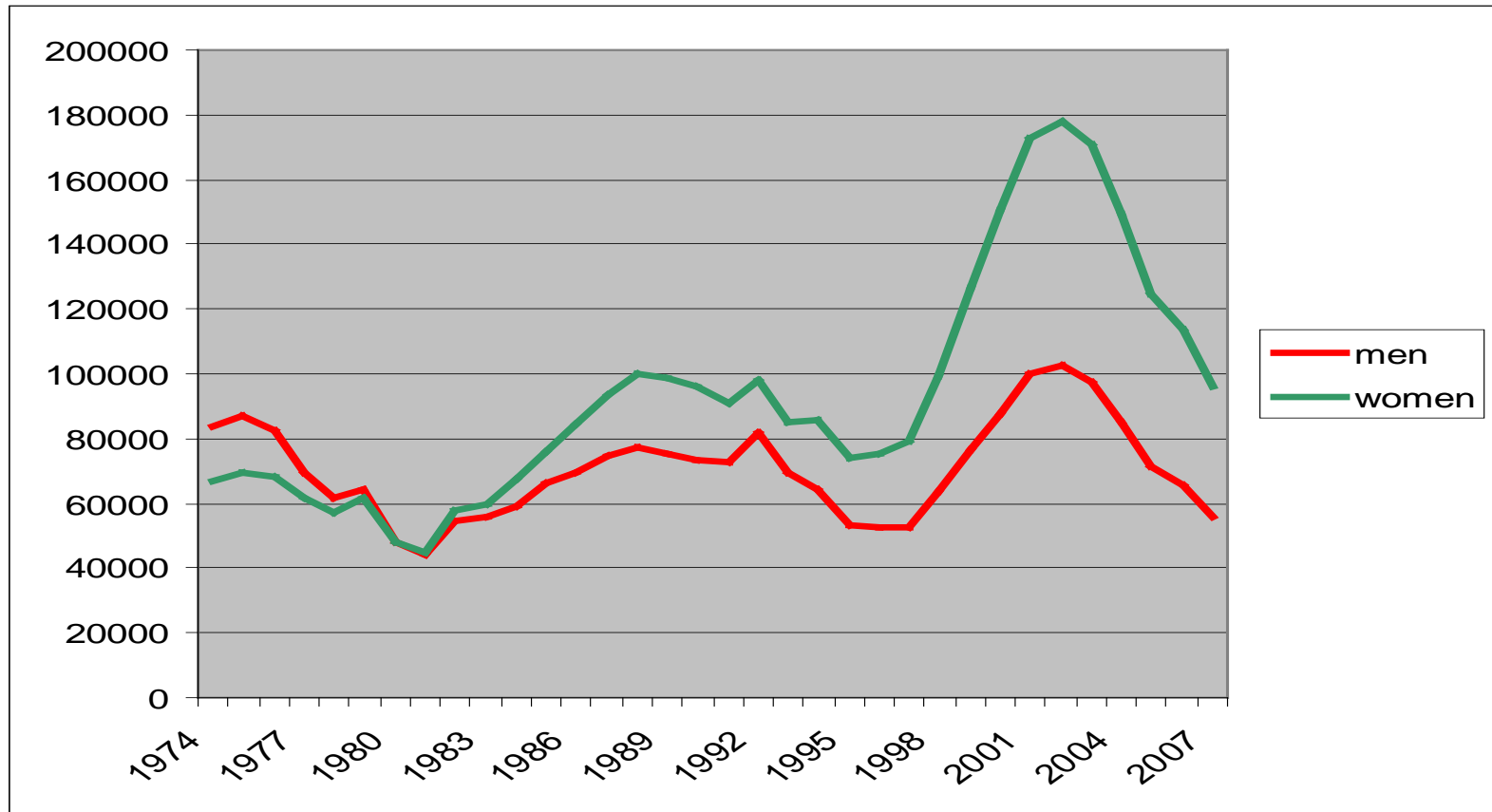
Exhaustion, depression and work – Is prevention possible?

NEW OSH ERA

Brussels, 2009-10-29

Christer Sandahl

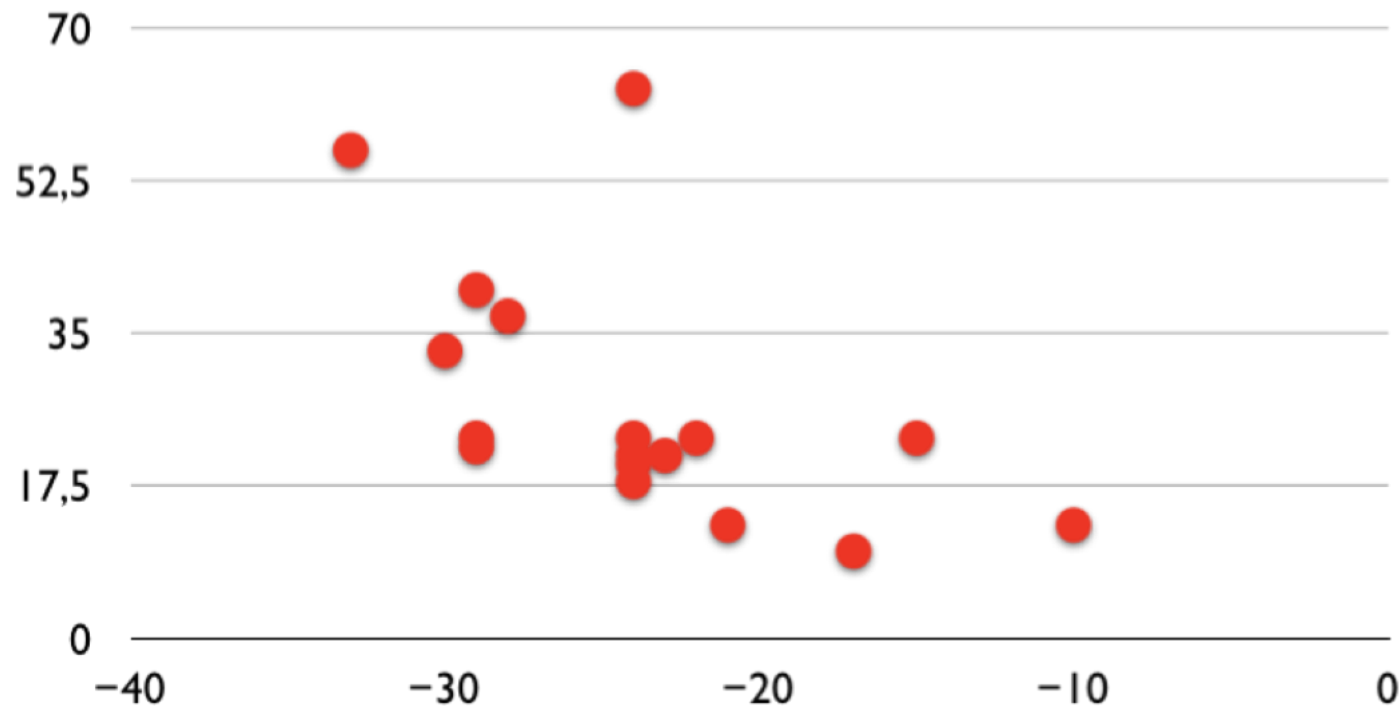
Number on sick-leave >30 days in december



Down sizing and sick-leave due to psychiatric diagnosis among remaining employees 5 years later in Swedish county councils

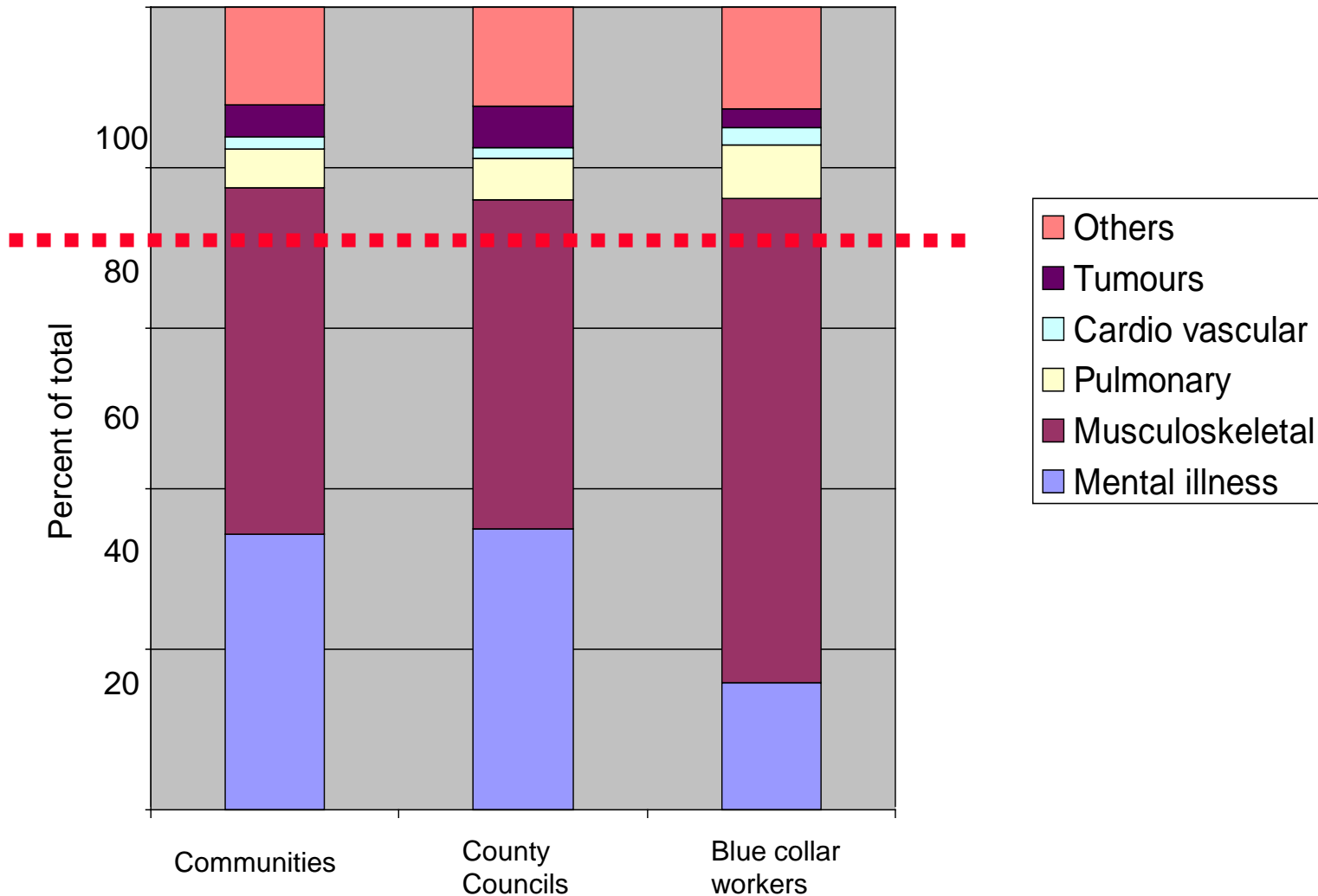
Relative change (%) 1998-2003

Bryngelson et al., 2009

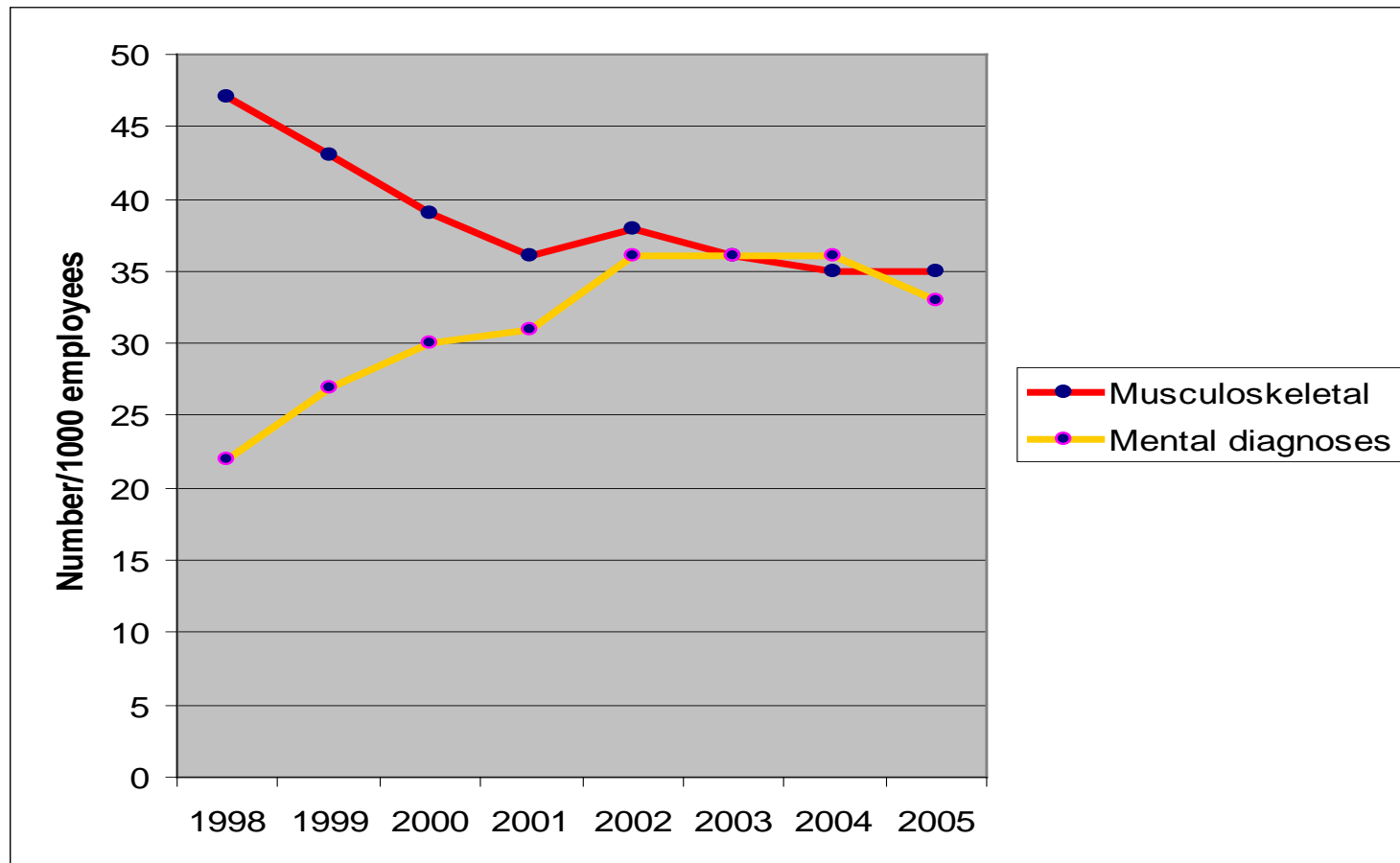


Relative change (%) of number of employees 1993-1997

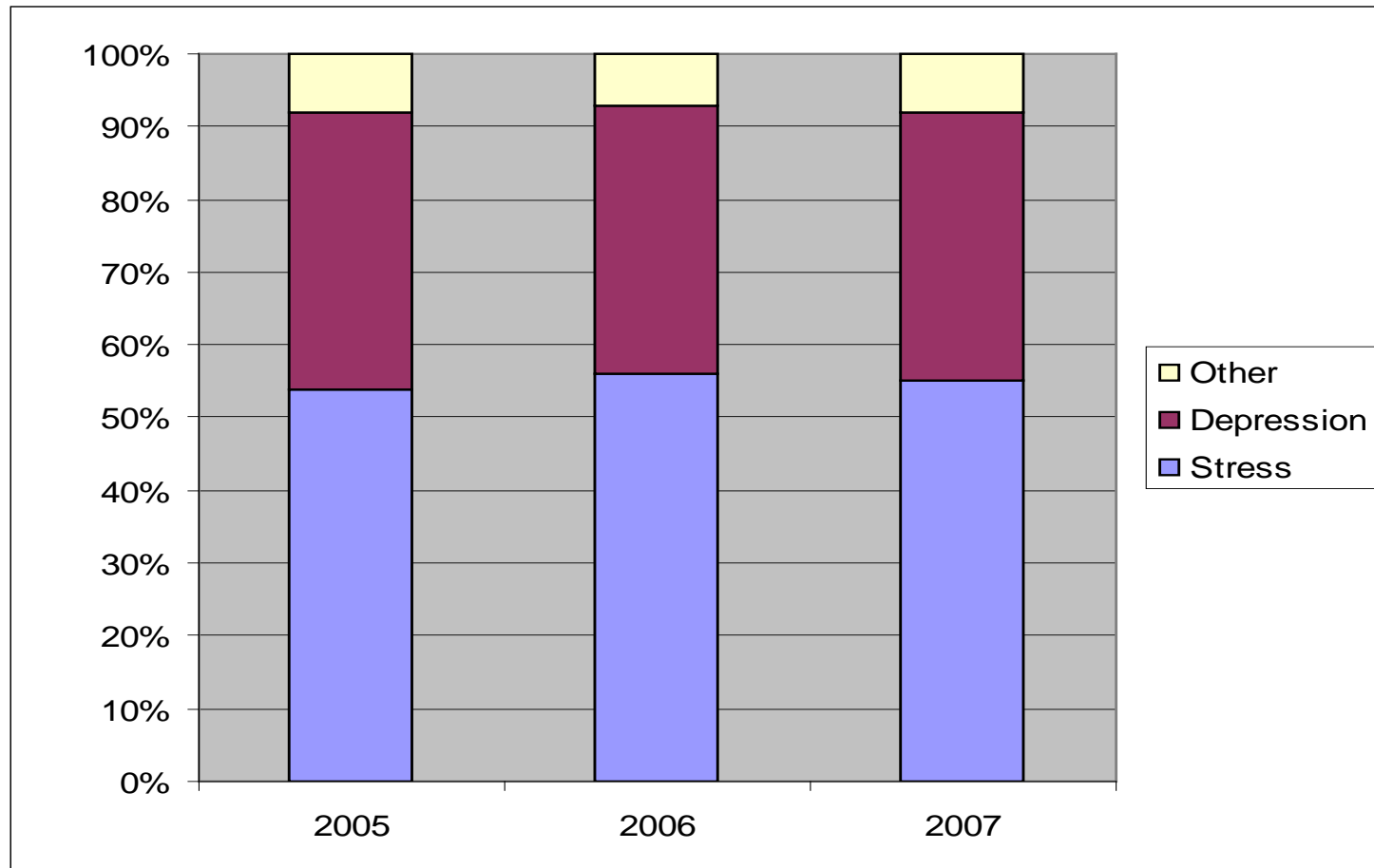
Diagnoses among patients on long-term (> 90 days) sick-leave (2001)



County council employees on long term sick-leave. Main diagnoses.



Mental problems among patients sick-listed due to a psychiatric diagnosis



Stress

A perceived or real threat to an individual's physical or mental integrity, resulting in physiological and behavioural reactions

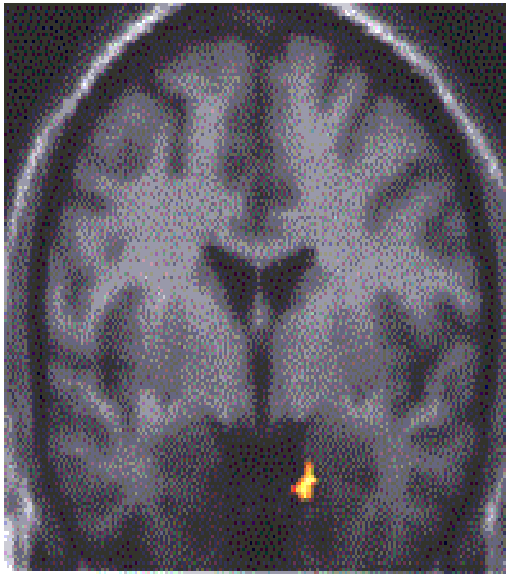
(McEwen, Encyclopedia of Stress 2000)

Social support - Attachment



Amygdala and unconscious stress

A picture of a threatening face is exposed very shortly and then covered by a neutral picture. The first picture is not perceived consciously



Right amygdala is activated by unconscious emotional stimulation, as well as the sympathetic system

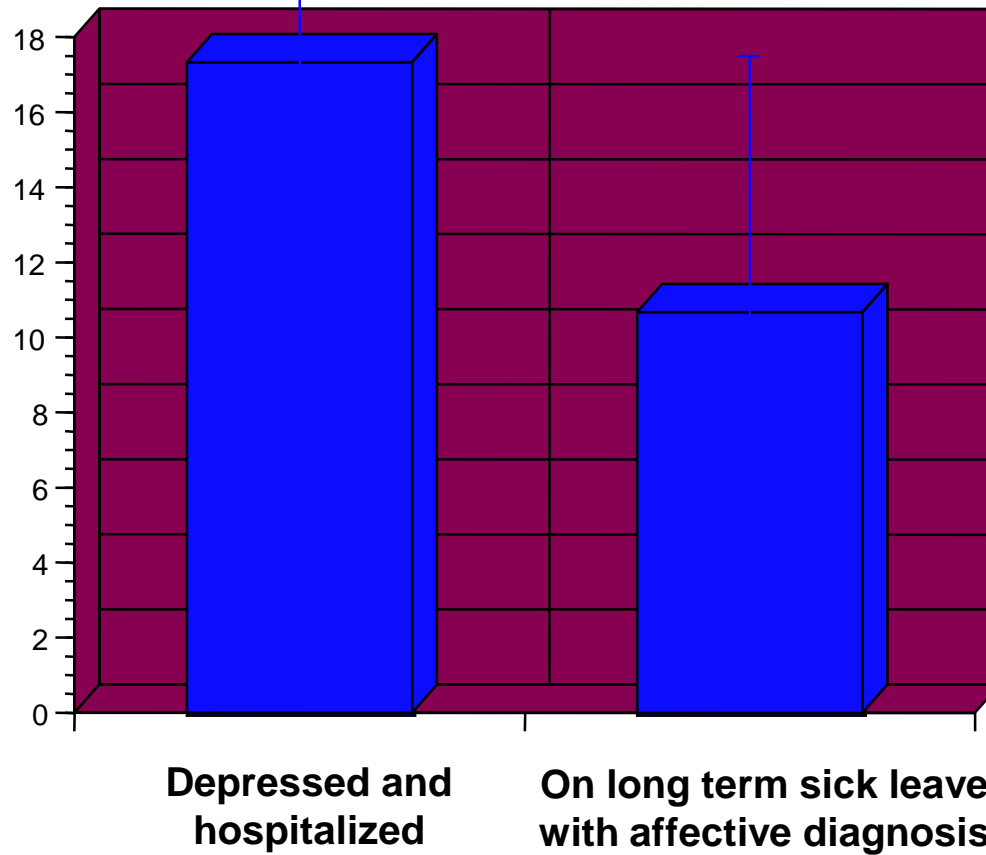
Morris, Öhman & Dolan, Nature 1998

Exhaustion (Burn-out)

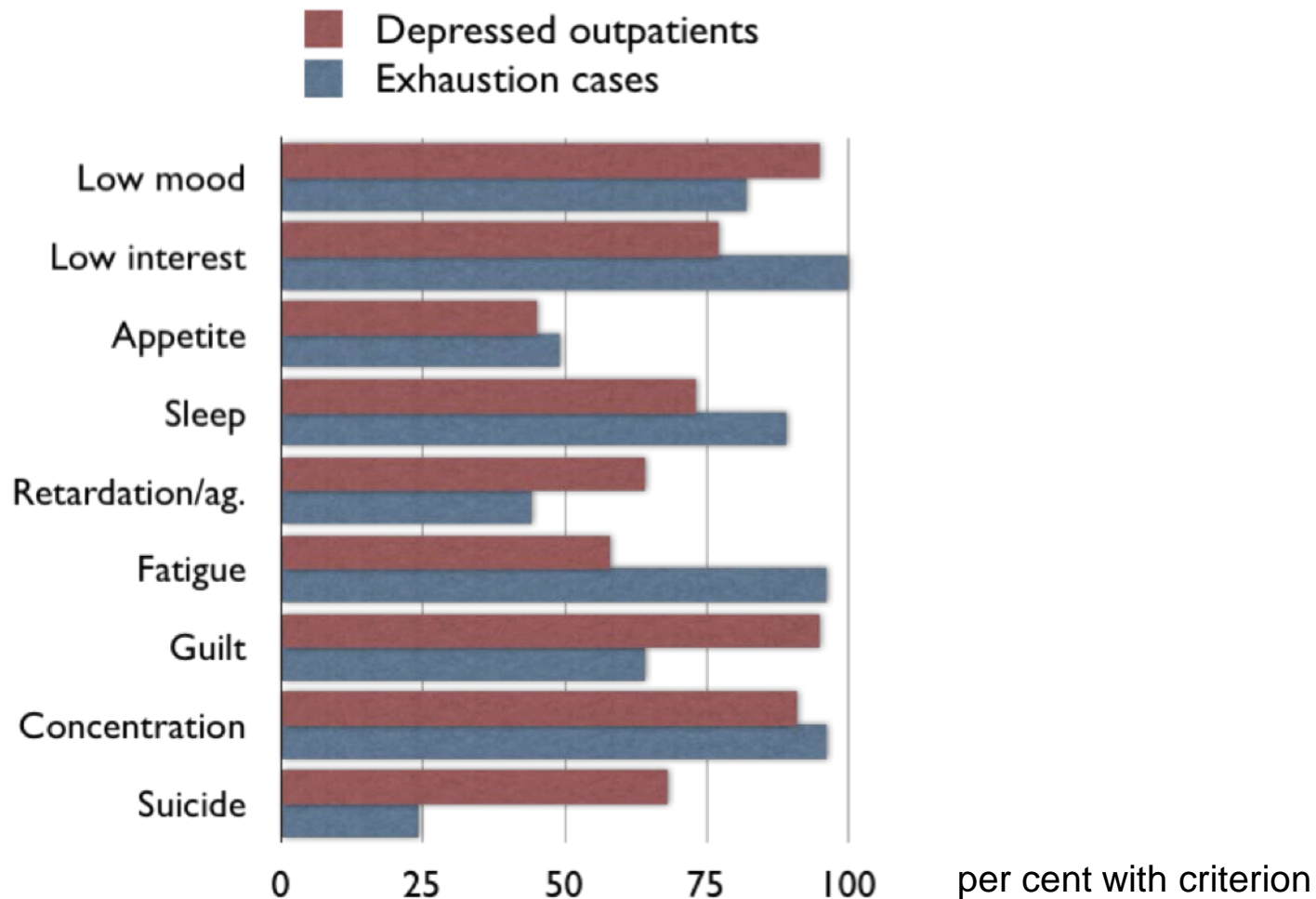
- The physical and mental reaction to long term stress without enough time for recovery
- Mental and physical fatigue which is not recovered by rest, cognitive and somatic symptoms
- Long term condition with poor prognosis if professional rehabilitation is not offered
- Biochemical disturbances in stress hormones and some cellular growth factors

The depth of the depression

MADRS-scale



DSM-criteria fulfilled in two types of depression



Rehabilitation

- Group psychotherapy
- Job coaching
- Stress management

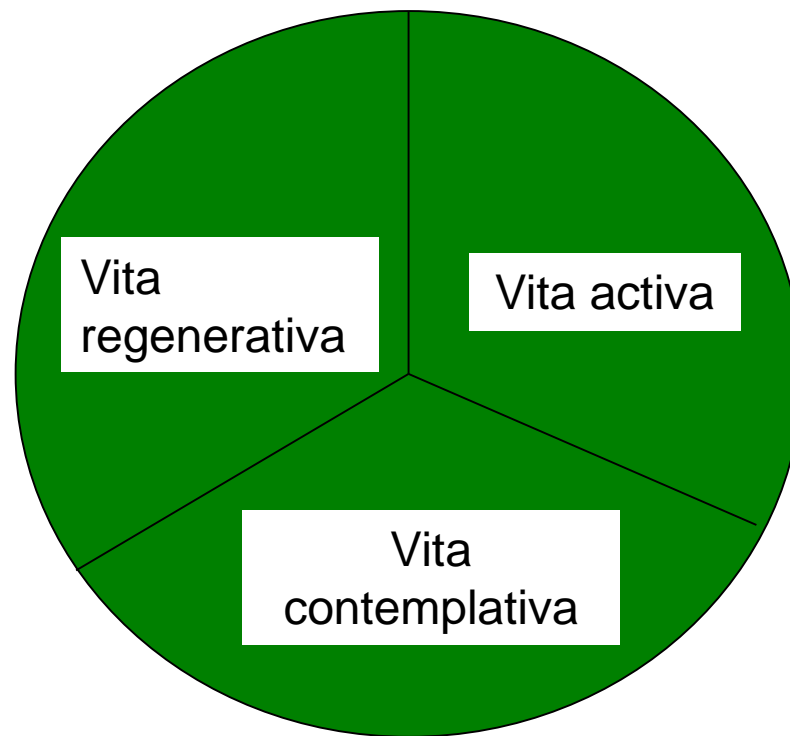


Can exhaustion be prevented?

Yes!

- Individual level: Stress management
- Work group level: Reflecting peer-support groups
- Management level: Backstage groups
- Organisational level: Adequate resources, understandable structure and trust

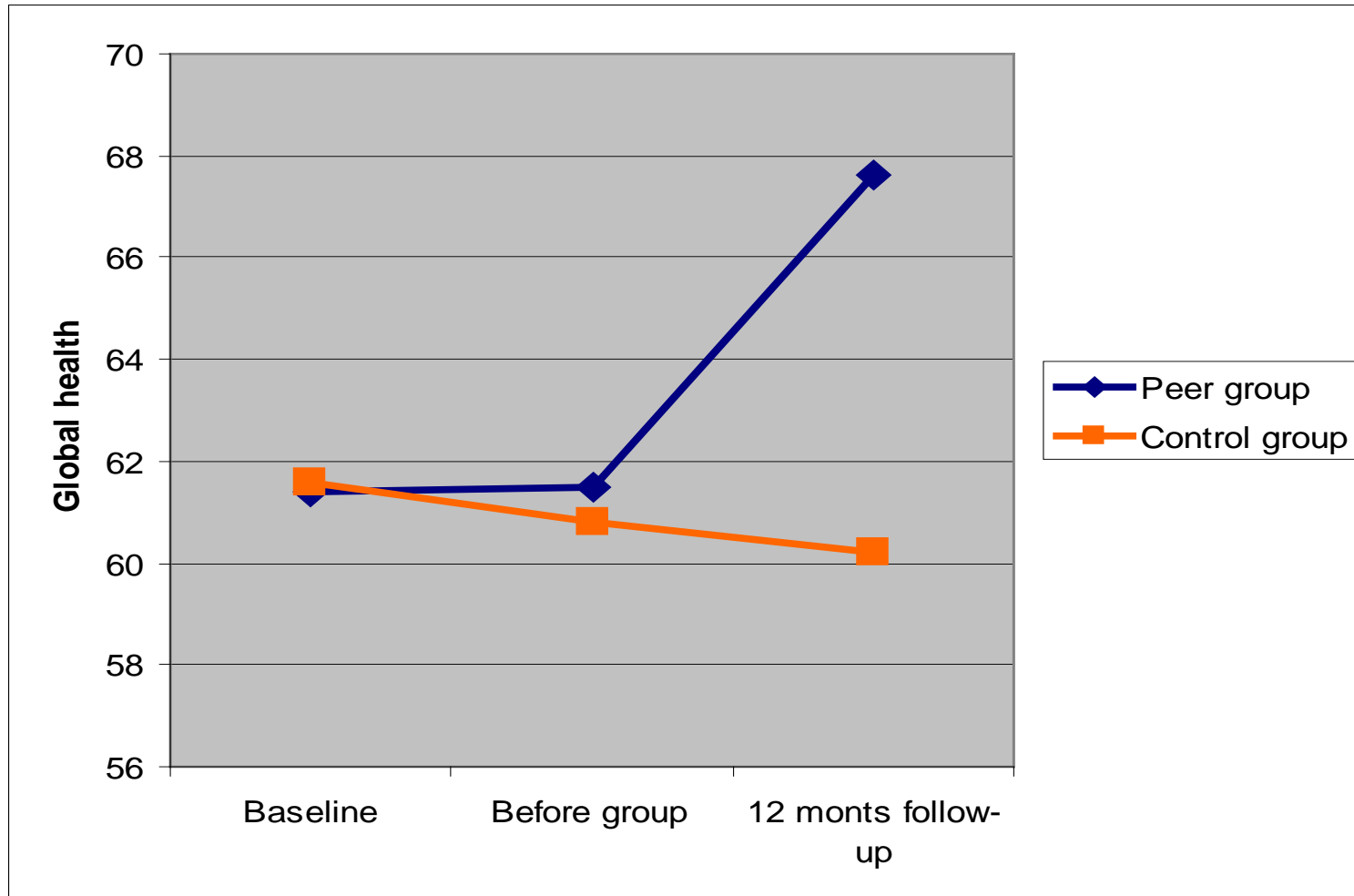
Stress management





Health effects of peer support groups (n = 58 + 74)

(Peterson et al., 2008)



Case study: The best work place in Sweden 2003

(Johansson et al., 2009)

- The vision of good palliative care realized in the daily work
 - Adequate resources and an understandable structure
 - A common experience of meaningfulness
 - Trust and shared responsibility in the work group
 - Reliable, just, predictable, engaged and considerate managers

Managerial leadership and employee health

(Nyberg, 2009)

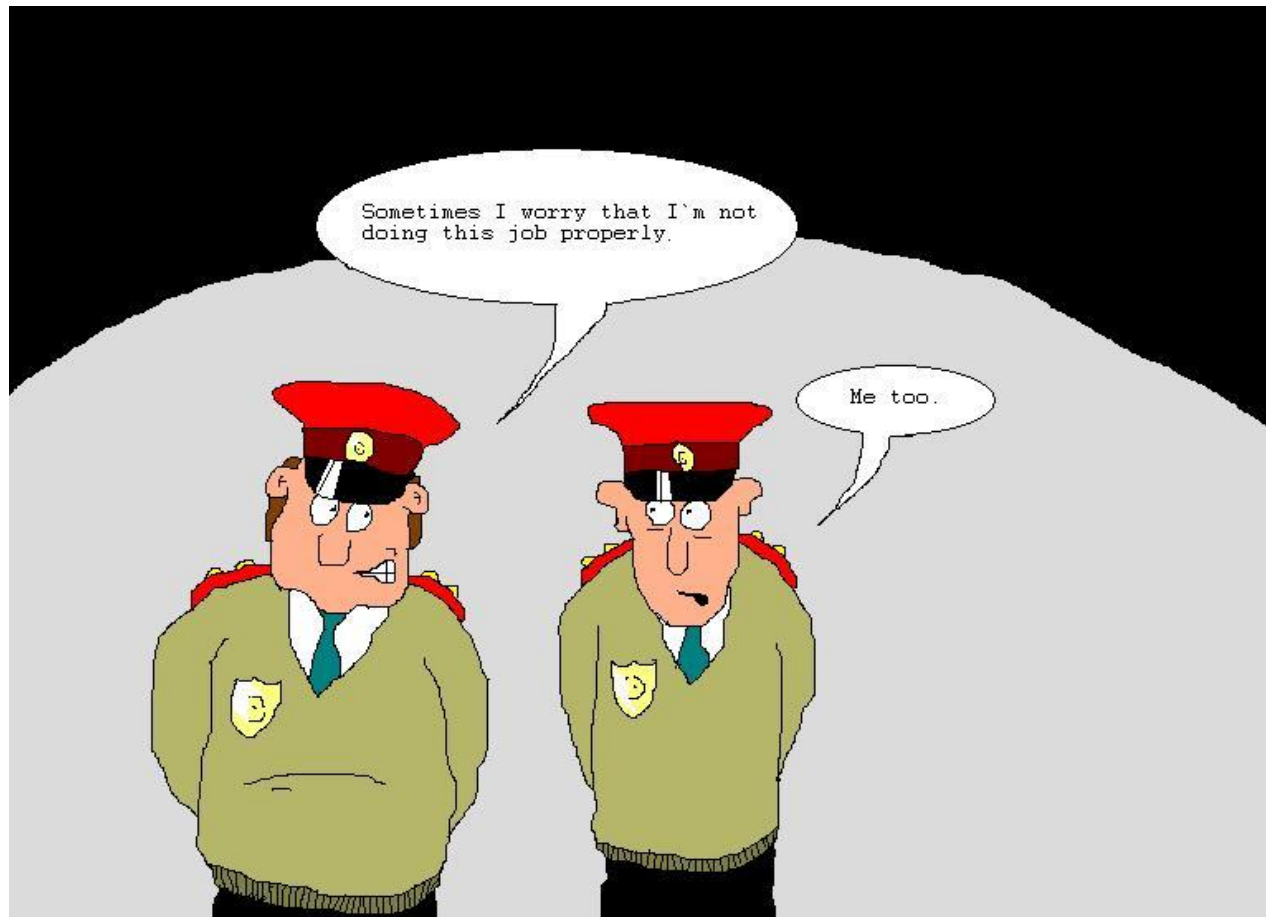
- Leadership associated with good employee health
 - *Provide means to carry out work in an independent manner (information, power and clarity)*
 - *Encourage partaking in the development of the workplace*
 - *Provide support*
 - *Inspire*
 - *Show integrity (justice)*
 - *Integrate team members to work well together*
- Leadership associated with poor employee health
 - *Acting dictatorial*
 - *Forcing own opinion on others*
 - *Being insincere*
 - *Actively unfriendly*
 - *Withdrawing*

Leadership can be studied with scientific methods but is an art in itself.

”The synthesis in concrete action of contradictory forces, instincts, interests, conditions, positions, and ideals”

Chester Barnard

We are in the insecurity business



Insecurity guards.

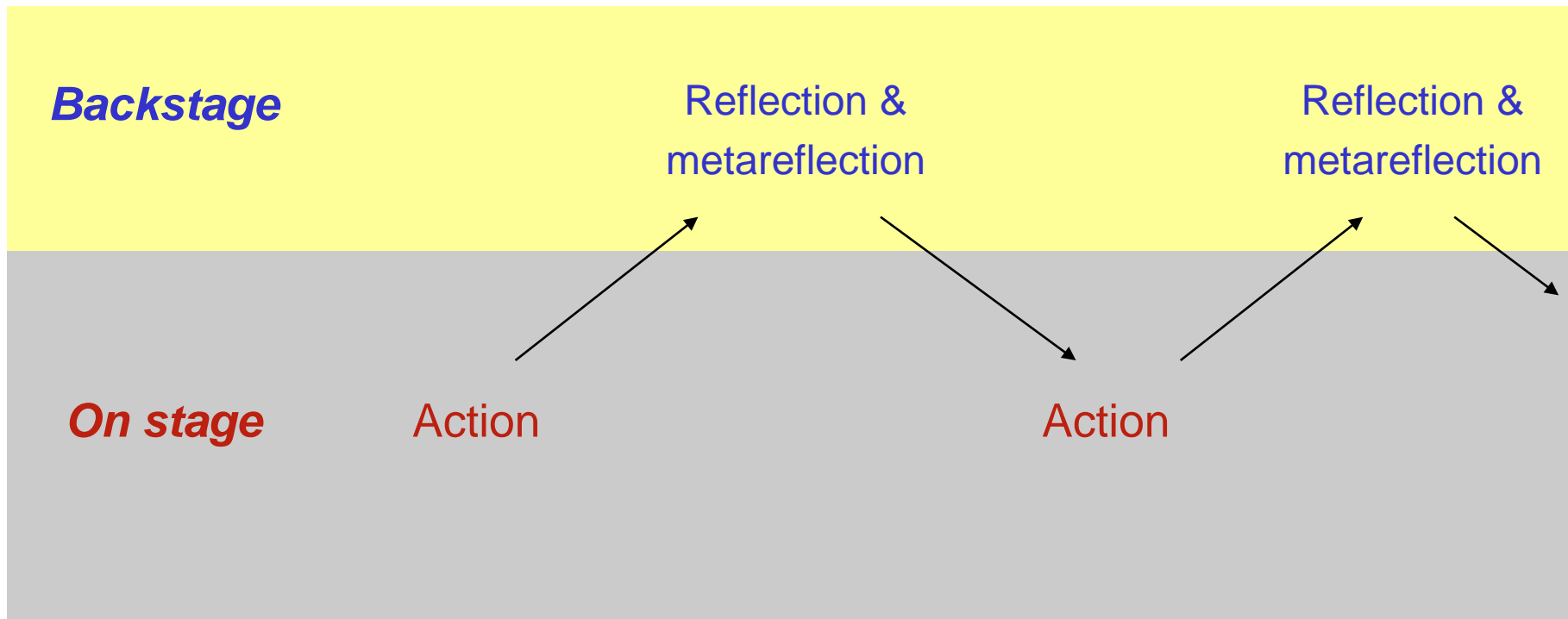
To be a boss

What differs from other roles?

- **Visibility**
 - **Primitive projections**
 - Denigration
 - Envy
 - Idealization
 - **Accountable for the work of the group**
 - **...and completely dependent on them**
- **Feelings**
 - Frustration
 - Anger
 - Disappointment
 - Shame/humiliation
 - Sadness
 - Anxiety
 - Fear

 - Pride
 - Satisfaction
 - Joy

Enquiry based learning



The Stockholm model

- Coaching in groups
- Managers as group conductors
- Manualised method (Backstage groups)
- Five day training of group conductors
- Continued supervision
- Centralised administration

Backstage groups

- **Groups of 8 first line or middle managers**
- **Three hours, once monthly**
- **12 occasions**
- **Manual based**
- **”Lay persons” as group conductors**
- **Group supervision between sessions for the group conductors**
- **Confidentiality**
- **Real problems or dilemmas**
- **Problem solving at the work place**

Examples

- How to deal with an employee who does not function satisfyingly
- Role ambiguity
- Role conflicts
- Non-productive meetings
- Problems in cooperation
- How to deal with a development project
- Stress and worry for ones own work load
- A sense of not being in control of own work situation.

Professional consultants compared to internally recruited group conductors

("Helped me to improve in my role as manager")

- Internal group conductors' first group
→ (M = 4.43, Sd = 1.2)

P > 0.05

- Internal group conductors' second group
→ (M = 4.87, Sd = 1.2)
- Professional consultants
→ (M = 4.76, Sd = 1.2)

Qualitative analysis of focus group interviews

- Main category
 - A non-competitive forum
 - The region behind the scene
 - Not alone with problems
 - Confidentiality and presence
 - "Strangers" group

City of Stockholm (45 000 employees)

- 55 managers trained as group conductors
 - Increased security in their own roles as managers
 - Increased knowledge about common organisational challenges
- Central administration for the organisation of Backstage groups
 - (10-20 /year)

Similar results

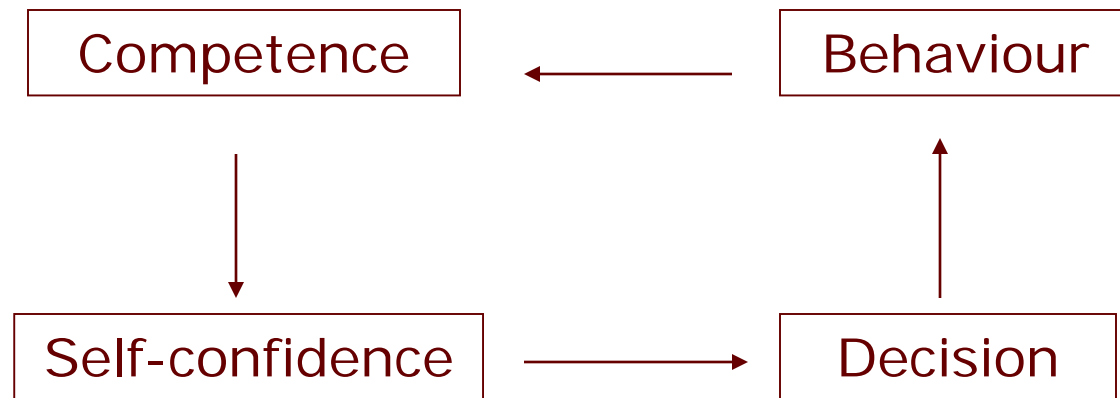
(Different cohorts in the public sector; education, health care, social services, technical management etc. 70% female managers, n>500)

Could you bring up problems from your own work place that you were personally engaged in?	90%
Did the other members bring up interesting problems?	95%
My participation in the Backstage group contributed to strengthen my self confidence?	65%

Why better self confidence?

1. To be able to contribute with ones own knowledge and competence
2. The sense of community and the support from the group
3. Instrumental problem solving

The Competence Circle



Coping as leader

(n=38)

<u>Factors in WQ</u>	<u>M (Sd)</u> <u>Before</u>	<u>M (Sd)</u> <u>After</u>	<u>I</u>
Discrimination	0.60 (0.27)	0.53 (0.23)	1.59
Attitude	3.43 (0.42)	3.71 (0.46)	4.49 **
Control	2.29 (0.34)	2.25 (0.42)	0.57
Engagement	13.39 (4.01)	14.13 (3.65)	1.08
Intensity	15.12 (5.11)	18.38 (5.22)	3.92 **
Coping	38.12 (9.91)	41.77 (9.55)	2.38 *

Qualitative analysis of responses to WQ

- Increased
 - Relation orientation
 - Confidence in leader role
 - Focus on leadership qualities ("teamleader", "coach" etc)
 - Future orientation

i.e. security seemed to increase
as a result of dialogue
back.....stage





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