

3 Survey of Burnout Level and Stress Coping Techniques among University and College
Ombudsmen 1988

SURVEY OF BURNOUT LEVEL AND STRESS COPING TECHNIQUES
AMONG UNIVERSITY AND COLLEGE OMBUDSMEN

By

M. Katherine Uetz

© 1988

Table of Contents

Acknowledgments.....ii

Introduction.....1

Methodology.....4

Results and Discussion.....4

 Demographic Data.....4

 Burnout and Stress.....6

Conclusion.....11

Tables:

 Table 1 Age Ranges.....14

 Table 2 Geographic Location of Institutions.....14

 Table 3 Institutional Titles.....14

 Table 4 Length of Time in Ombudsman Position.....15

 Table 5 Ombudsman Degree Status.....15

 Table 6 Ombudsman Salary Ranges.....15

 Table 7 Types of Staff Assistance.....15

 Table 8 Size of Institution.....16

 Table 9 Annual Cases.....16

 Table 10 MBI Score Frequency.....16

 Table 11 Career Changes Considered.....17

 Table 12 Comparison of Corporate and University/
 College Ombudsmen Burnout Levels.....17

 Table 13 Comparison of Male and Female
 Burnout Levels.....17

 Table 14 Methods Utilized to Reduce Stress.....18

Figures:

 Figure 1 Caseload Frequency Distribution.....19

 Figure 2 Ombudsman Effectiveness.....20

 Figure 3 Burnout Phase Distribution.....21

 Figure 4 Comparison of Corporate Ombudsmen and
 University & College Ombudsmen Phases.....22

 Figure 5 Male/Female Burnout Phases.....23

Appendices:

 Appendix 1 Sample Survey.....24

 Appendix 2 1988 Ombudsman Survey Comments.....26

References.....29

Acknowledgments

I would like to express my appreciation to several individuals who assisted, supported, and advised me with this project. First, I thank Dr. Gail H. Friedman for her advice and counsel throughout this project. Second, I thank Kathleen Ford who assisted with the library search and survey mailing. Last but not least, I thank Kathleen M. Palmisano and Dr. George W. Uetz who assisted and advised in data analysis and in general supported this effort.

INTRODUCTION

The phenomenon of "burnout" as a consequence of job stress in dealing with others' problems, is common in the care-giving professions. Much has been written about burnout since 1974 when psychoanalyst Herbert J. Freudenberger began publishing articles on staff burnout in "alternative" help-giving facilities such as free clinics. Since then, levels of burnout have been assessed for teachers, police officers, lawyers, nurses, mental health workers, secretaries, and day care staff. Only recently have studies been conducted among Ombudsmen. Ziegenfuss, Robbins, and Rowe (1988) conducted a quality of life survey among Corporate Ombudsmen and included a series of questions designed to assess burnout levels. The literature indicates no other studies of this unique group of care givers with respect to burnout. This study assesses levels of burnout among University and College Ombudsmen in the United States and Canada, and catalogues their methods of relieving stress.

Ombudsmen are unique in that there are usually only one or two individuals at any institution who have the responsibility to serve as a central clearing house for complaints or inquiries from any member of the university or college community. Generally all faculty, staff, and students have immediate access to the Ombudsman who is then expected to resolve their problems by cutting through bureaucratic red tape to find equitable solutions. Ombudsmen also serve as a primary resource for the institution, being familiar with all policies and procedures, and advising individuals of their rights and responsibilities. Having the unique perspective which comes as a result of hearing first hand the undiluted and usually emotional

concerns of the university community, the Ombudsman is also responsible for identifying potential problems with institutional policies. The Ombudsman, therefore, functions as an agent for change in an otherwise static environment. Traditionally, Ombudsmen have been a high yield/low cost investment because they function with little to no support staff and small operating budgets. They are the "safety valves" for the institution, defusing potentially explosive and sometimes dangerous situations. Ombudsmen continuously deal with emotionally distraught clients, are always "on-line", and must sometimes perform without institutional support. These circumstances create an environment in which burnout is likely to occur.

As previously noted, many studies have been conducted on burnout. In Burn-out - Stages of Disillusionment in the Helping Professions (1980), Jerry Edelwich with Archie Brodsky, describes burn-out as a process which can be divided into five stages: enthusiasm, stagnation, frustration, apathy, and intervention. Edelwich further states that frustration is the core of burnout. Christina Maslach in Burnout - The Cost of Caring (1982) maintains that "Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind." Maslach created the Maslach Burnout Inventory (MBI) to measure burnout in three categories: emotional exhaustion, depersonalization, and reduced personal accomplishment. She strongly supports the theory that the nature of the job may precipitate burnout not just the nature of the person performing that job. Research by Belcastro and Gold (1983) indicates that approximately 90% of the people who experience high rates of burnout

display symptoms of excessive stress, resulting in loss of productivity as well as increased dissatisfaction with work. Stephen Nagy (1985) reports that work orientation and burnout are apparently related, suggesting that individuals who are more work-oriented are less likely to experience burnout.

A study conducted by Isabel Wolock (1978) in eight family counseling agencies suggested that workers with eleven or more years of experience were less effective in their work than those with less experience. A study of social workers by Joan Streepy (1981) concluded that although work pressure and difficulty in providing services are some of the causes of burnout, factors external to the work situation may contribute to its development. She also suggests that burnout can be prevented or alleviated by manipulating the factors associated with it.

Maslach's studies (1982) indicate that the stress of the job is the cause of burnout and is related to the underestimate of the impact of situations on behavior ("fundamental attribution error") and lack of "administrative response." She further states that "The more hours of direct, unrelieved contact with people, the greater the risk of burnout." I think the following statement by Maslach describes an Ombudsman: "It takes a lot of energy to be calm in the midst of crises, to be patient in the face of frustrations, to be understanding and compassionate when surrounded by fear, pain, anger or shame." In other words - dealing with people can be very demanding. Ombudsmen, regardless of the setting, deal with people, problems, and politics.

METHODS

A 44 question survey was sent to 200 University and College Ombudsmen in the United States and Canada. (See Appendix 1 for a sample of the survey instrument.) The survey instrument was designed to collect demographic information (questions 1-21) and measure burnout (questions 22-44). Demographic information gathered included title in institution, gender, ethnic background, age, length of time in position, highest degree, geographic location, immediate past position, current salary, population served, type of staff assistance, volunteers, number of students on campus, location in organizational structure, description of role, number of annual cases, estimate of effectiveness as Ombudsman, stress relievers utilized, career change and possible careers considered.

In order to quantify burnout in a manner allowing comparison with the study of Corporate Ombudsmen by Ziegenfuss, Robbins and Rowe, (1988), their 25 questions (a modified Maslach Burnout Inventory - MBI) were included in this survey at the request of the authors.

RESULTS AND DISCUSSION

Demographic Data

Eighty-four surveys were returned for a response rate of 42%. Forty-five of the respondents were male (54%), and 38 were female (46%). The ethnic background of the respondents is predominantly Caucasian (74), with Black (6), Hispanic (2), other minority (1), and no response (1). Respondents indicated that they served the following populations: Students (29) - 34%, Faculty (3) - 3%, Staff (4) 5%, and all three (50) - 58%. Eighty-three individuals indicated their age range from under 25 to over 65. Fifty percent of the respondents'

ages were in the 45-65 range (Table 1). Over 50% of the respondents are located in the West or Mid-West (Table 2).

In general, most respondents reported some title at their institution which included the term Ombudsman. Table 3 provides a list of the respondents' titles at their respective institutions. When asked which best describes their role, 51% of the ombudsmen responded that a combination of neutral mediator and client advocate fits best. Thirty-seven percent indicated neutral mediator, 3% indicated client advocate, and 9% indicated other roles as well. The average number of years in position was 6.2 with a standard deviation of 5.8. Table 4 shows the distribution of the length of time served as an Ombudsman for the 84 respondents.

Eighty-four individuals reported degree status, with 75% of those responding holding a Masters or above (Table 5). Eighty individuals provided information regarding current salary ranges, shown in Table 6. Eighty-seven percent of the respondents indicated some type of staff assistance, and 33% indicated the use of volunteers (Table 7).

Seventy-nine respondents listed the number of students enrolled at their institution. Institutional size varied from less than 1,000 to more than 40,000 students (Table 8). Seventy-seven respondents indicated an annual caseload, and the range was from less than 100 to more than 1500 (Table 9). The mean annual caseload is 523, with a standard deviation of 614. This high level of variation in caseloads among institutions is related to the size of the institution (Figure 1) and possibly to the manner in which respondents report caseload. For example, some respondents may have reported a total for contacts and cases rather than cases only. In general, a contact is an inquiry

which is quickly answered or addressed, and a case requires investigation, mediation, or problem resolution which may take considerably more time to resolve.

Burnout and Stress

Respondents' scores on the burnout questions (22-44) were analyzed in two ways. Following Maslach's MBI method, totals for Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA) were determined from the answers given on an intensity scale (like me/unlike me). According to Maslach and Jackson (1986), levels of burnout can be measured as follows:

- A high degree of burnout is reflected in high scores on the EE and DP subscales and in low scores on the PA subscale.
- An average degree of burnout is reflected in average scores on the three subscales.
- A low degree of burnout is reflected in low scores on the EE and DP subscales and in high scores on the PA subscale.

Since the ranking scale (1 - 7) of this survey was based on intensity, (instead of frequency, 0 - 6 as on the Maslach MBI), scores were standardized by adding points to the ranges used by Maslach to designate low, moderate and high levels of burnout. Table 10 shows the distribution of low, moderate, and high scores for 81 respondents. Using this method of interpretation, 70% of the respondents are experiencing low levels of burnout, 26% moderate, and 4% high. Personal accomplishment is not included in this determination because 100% of the respondents ranked high on that subscale.

A comparison was made of data on burnout levels experienced by University and College Ombudsmen with levels reported for other occupational subgroups (Maslach & Jackson 1986). Ombudsmen were nearly identical to teachers, social service professionals, and

medical personnel in EE levels, but were higher in Emotional Exhaustion than mental health professionals and other education professionals. On the Depersonalization subscore, Ombudsmen were lower than teachers, but higher than all other subgroups. The most striking difference was seen in the Personal Accomplishment scores, which showed Ombudsmen to have 12% - 50% higher scores than any other group. This comparison suggests that while Ombudsmen experience similar or slightly higher levels of emotionally exhausting and depersonalizing burnout than members of other helping professions, they enjoy a much higher degree of personal satisfaction in their work.

Ombudsmen were asked to estimate their effectiveness on a scale of 1 (low) to 10 (high). Seventy-three percent of the respondents rated their effectiveness at eight and above, with a mean of 7.9 and a standard deviation of 1.1 (Figure 2). While Ombudsmen appear to believe they are effective in their jobs, many have considered career changes. Of 81 respondents, 31% indicated they had considered a career change due to feeling burned out. Table 11 shows career changes considered.

Research has been conducted by Golembiewski, Muzenrider, and Carter which suggests that burnout can be measured using a "Phase Model." In this model, totals for EE, DP, and PA scores are used to determine the mean, and burnout is then assessed either low or high depending on whether the total score falls below or above the mean. They propose eight possible combinations of low vs. high on each of these subscales. Their 8-phase model is described below:

Phases of Burnout

	I	II	III	IV	V	VI	VII	VIII
Depersonalization	Lo	Hi	Lo	HI	Lo	Hi	Lo	Hi
Personal Accomplishment (Rev)	Lo	Lo	Hi	Hi	Lo	Lo	Hi	Hi
Emotional Exhaustion	Lo	Lo	Lo	Lo	Hi	Hi	Hi	Hi

These phases are interpreted by the authors as follows:

- Phases I, II, III Low Levels of Burnout
- Phases IV, V, Moderate Levels of Burnout
- Phases VI, VII, VII High Levels of Burnout

Using this Phase Model, 81 survey respondents scores were ranked and are shown in Figure 3.

University and College Ombudsmen surveyed report higher levels of burnout than their Corporate counterparts. Figure 4 compares University and College Ombudsman Phase ranges to Corporate Ombudsman Phase ranges (Ziegenguss, et al, 1987). There is a statistically significant difference between these two groups in their representation in the 8 Phases of Burnout (Kolmogorov-Smirnov Test, $P < .01$). Table 12 presents a comparison of the proportion of respondents reporting various levels of burnout, and these are significantly different as well (Chi-square = 17.69; $p < .001$).

Scores for male and female respondents were further examined by analyzing their relative distribution over Phases 1-8, as shown in Figure 5. Females are disproportionately represented in the later phases, and differences in male and female distributions are statistically significant (Kolmogorov-Smirnov Test; $p < .05$). Using the median score as a discrimination point as in Golembiewski et al. (1983), female respondents ranked high in emotional exhaustion, low

in depersonalization, and high in personal accomplishment for a composite rank of Phase VI - high level burnout. Male respondents ranked low in emotional exhaustion, low in depersonalization, and low in personal accomplishment for a composite rank of Phase I - low level burnout. Using this method, females' mean scores on EE and PA subscales were found to be significantly higher than males (Student's t - test; $p < .05$), but not for the depersonalization subscale (Table 13). These results suggest that female Ombudsmen, to an unknown degree, may experience higher levels of burnout than their male counterparts.

A number of statistical difficulties were encountered in this study because of the design of the survey instrument. Several critical differences in both questions and response scales between the Maslach MBI instrument and modified MBI (Golembiewski, Munzenrider, and Carter, 1983) limit comparability with previous studies by Maslach and Jackson (1986). Moreover, statistical analyses of differences between these methods and subsequent assessment of their validity in measuring burnout are a matter of some debate (Maslach & Jackson 1986).

How the individual is asked to respond to the questions is a crucially important variable. A more accurate assessment of burnout may be possible if an individual responds to "how often" (frequency) as in the MBI instrument, rather "how like/unlike me" (intensity) as in the Modified MBI instrument. A subsurvey was conducted to determine if this factor does change an individual's response significantly using Maslach's frequency responses:

HOW OFTEN:

0	1	2	3	4	5	6
Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day

Correlation and regression analyses of scores for EE, DP and PA subscales measured by the two survey instruments showed significance only for the EE score (Pearson's $r = .823$; $p < .05$). This suggests that the two methods are measuring Emotional Exhaustion in a similar fashion, but that what each measures in terms of Depersonalization or Personal Accomplishment is unclear. A cursory examination of correlations between answers on questions for the 16 individuals taking both MBI and Modified MBI suggests no discernable trend in all respondents. In 6 of the survey respondents, clear concordance between the two methods was seen, but in the rest, a great deal of variation in responses prevented any useful generalization. Further statistical analyses would be necessary to understand the relationship between responses to both of these survey instruments.

The collection of data on demographic variables in this survey was intended to allow correlation of levels of burnout with factors such as age or time in the position, etc. However, with this particular group of respondents, it was determined that there is no correlation between their total scores for EE, DP, or PA and other demographic information such as age, salary, length of time in position, size of institution, annual caseload, or staff assistants. Whether the absence of any correlation between these factors and burnout is a result of statistical problems in the survey or any other

factor (such as non-inclusion of key demographic variables in the survey) is unknown.

Ombudsmen reported a significant number of methods utilized to reduce stress (Table 14). Only 4% reported that they practiced no methods of stress reduction, and 10% listed other stress relievers. Sports/exercise activity, positive thinking, and long walks are the methods most frequently used by this group of respondents to relieve stress. Many respondents offered general comments as well as comments on burnout (Appendix 2). For example, one individual differentiated personal effectiveness from the effectiveness of the office. Other comments would indicate that the respondents felt the answers to most questions could vary depending on many situations, i.e., caseload, time of year, other pressures, state of health (taking care of self), and age. However, the comments in general represent the very positive attitude which Ombudsmen need to do their work. One individual wrote, "I sometimes feel that the place is falling apart, but then remind myself that 10% of the folks are causing 90% of the crisis." Another wrote, "Some stress comes from the fact that though I am very effective in helping clients negotiate the system, the system itself resists change!" One Ombudsman sums it all up..."Making a positive difference in just a few client's lives is in itself rewarding. Ombuds get very few strokes, so when I make a difference - even in a small way, it makes the job worth doing!"

CONCLUSIONS

As previously stated, the design of the survey instrument prevents true statistical comparability with other studies conducted

by Maslach. Moreover, given the lack of correlation of burnout level with other variables, it is not easily possible to assess why some Ombudsmen appear to experience more burnout than other Ombudsmen. Despite its shortcomings, this study has shown that University and College Ombudsmen experience a level of burnout similar to and sometimes higher than that of other care givers.

In order to more accurately assess burnout level, future surveys would have to gather other information about the individual. Outside pressures from other responsibilities would impact the overall burnout of an individual. Information is needed on number of hours per week on the job, family size, marital status, dual careers, school, church and community involvement as well as other personal data such as status of health.

Ombudsmen deal with people, problems, and politics. Respondents indicated that working with students is challenging and rewarding, but dealing with politics and bureaucracy is exhausting and depressing. Differences between this group and the Corporate Ombudsmen surveyed by Ziegenfuss et al. (1988) suggest that Ombudsmen in academic institutions experience higher levels of stress and burnout. Maslach maintains that there is a complex interaction between individual, interpersonal, and institutional factors - and all have to be taken into account. When all factors are considered, it may provide insight into why female Ombudsmen appear to be experiencing higher levels of burnout than their male colleagues.

Maslach offers many suggestions for preventing and dealing with burnout. The key in dealing with this problem in general appears to be one of balance - giving/getting, stress/calm, work/home. Reaching that balance and maintaining it is the challenge. A very high

percentage of Ombudsmen (94%) surveyed actively seek relief from stress, and achieve it with a variety of means. Of importance also is the perceived value of the individual in the institution. One respondent commented..."The Ombudsman role offers some sense of accomplishment!!" This comment echoes the responses of many - University and College Ombudsmen rate their own effectiveness very highly and score higher than any other occupation subgroup on the MBI Personal Accomplishment scale. Perhaps that sense of accomplishment and believing in the value of Ombudsman work can help achieve the balance necessary to avoid excessive stress and frustration associated with high levels of burnout.

Table 1
Age Ranges

<u>Age</u>	<u>Total</u>	<u>Percent</u>
Under 25	6	7%
25-35	10	12%
35-45	18	22%
45-55	21	25%
55-65	21	25%
Over 65	7	9%

Table 2
Geographic Location of Institution

<u>Location</u>	<u>Total</u>	<u>Percent</u>
East	18	21%
West	25	30%
South	8	10%
Mid-West	27	32%
Other Than U.S.A.	6	7%

Table 3
Institutional Titles

University Ombudsman	Director
Associate Ombudsman	University Student Advocate
Assistant Ombudsman	Asst. to Vice President
College Ombudsman	Patient Advocate
Student Ombudsman	Director of Counseling
Campus Ombudsman	Student Personnel Administrator
Faculty Ombudsman	University Disciplinary Officer
Library Ombudsman	Ombudsperson for Staff Asst.
Asst. to Ombudsman	Vice Chancellor
Ombudsperson	Advising Coordinator
Asst. Vice President and	Dean of Students and College
Campus Ombudsman	Relations
Women's Advocate and Asst.	Special Asst. to the President
to Provost	Information Officer on Appeals
Asst. to Dean of Students	Grievances
Advising Coordinator	

Table 4
Length of Time in Ombudsman Position

<u>No. of Years</u>	<u>Total</u>	<u>Percent</u>
1-3	37	44%
3-5	14	16.6%
5-7	8	9.5%
7-10	10	12%
10-15	9	10.7%
15-20	4	4.8%
Over 25	2	2.4%

Table 5
Ombudsman Degree Status

<u>Degree</u>	<u>Total</u>	<u>Percent</u>
BA/BS	11	13%
MA/MS	28	33%
JD	5	6%
PhD/EdD	30	36%
Other	10	12%

Table 6
Ombudsman Salary Ranges

<u>Range</u>	<u>Total</u>	<u>Percent</u>
Less than \$10,000	5	6%
\$10,000-\$20,000	3	4%
\$20,000-\$30,000	15	19%
\$30,000-\$40,000	16	20%
\$40,000-\$50,000	16	20%
More than \$50,000	25	31%

Table 7
Types of Staff Assistance
(Both Full and Part-Time)

Other Professionals: Assistant and Associate
Ombudsmen
Administrative Assistant
Secretary
Graduate Assistants and Associates
Undergraduate Student Assistants
Work Study Students

Table 8
Size of Institution

<u>Students</u> <u>Enrolled</u>	<u>Total</u>	<u>Percent</u>
Less than 1,000	2	2%
1,000-5,000	6	8%
5,000-10,000	12	15%
10,000-15,000	6	8%
15,000-20,000	16	20%
20,000-25,000	11	14%
25,000-30,000	8	10%
30,000-35,000	9	11%
35,000-40,000	6	8%
More than 40,000	3	4%

Table 9
Annual Cases

<u>No. of Cases</u>	<u>Total</u>	<u>Percent</u>
Less than 100	15	19%
100-300	20	26%
300-500	19	25%
500-1000	13	17%
1000-1500	8	10%
More than 1500	2	3%

Table 10
MBI Score Frequency

	<u>EE</u> (%)	<u>DP</u> (%)	<u>PA</u> (%)
Ranges:			
Low	0 - 26	0 - 10	>48
Moderate	27 - 38	11 - 16	42 - 47
High	>39	>17	0 - 41
Results:			
Mean	22	9.7	44.4
Standard Deviation	10.28	4.85	4.95
Frequency of Respondents			
Low Score	61	75%	52 64%
Moderate Score	16	20%	26 32%
High Score	4	5%	3 4%
			81 100%

Table 11
Career Changes Considered

Professor	Labor Arbitrator
Private Enterprise	Ministry
Teaching	Consultant
Grants Administrator	Marketing
Retirement	Artist/Art Business
Higher Ed Administration	Academic Administration
Another Graduate Degree	Peace Corp
Career in Public Policy	Running an Inn in New Hampshire
Rehabilitation Field	Employee Assistance Program in Corporate World
Sexual Harassment Adviser	Law School
Student Information Services	

Table 12
Corporate/University & College Ombudsman
Comparison of Burnout Levels

<u>Level</u>	<u>Corporate</u>	<u>Univ. & Col.</u>
Low Job Stress/ Burnout (Phases I, I, and III)	88%	43%
Moderate Job Stress/ Burnout (Phases IV & V)	8%	23%
High Job Stress/Burnout (Phases VI, VII, VII)	4%	34%

Table 13
University & College Ombudsmen
Comparison of Male and Female Burnout Level

	<u>Phase-EE</u>		<u>Phase-DP</u>		<u>Phase-PA</u>	
	AVE	STD	AVE	STD	AVE	STD
Male	15.73	5.60	15.31	5.41	17.91	5.06
Female	21.08	9.30	15.14	5.13	20.58	4.90

Table 14
Methods Utilized to Reduce Stress

<u>Activity</u>	<u>Total</u>	<u>Percent</u>
Sports/Exercise	48	21%
Smoke	11	5%
Prescribed Medication	3	1%
Meditation/Yoga	7	3%
Long Walks	26	12%
Counseling/Therapy	5	2%
Coffee	22	10%
Alcohol	9	4%
Positive Thinking	28	13%
Prayer	15	7%
Support Group/Network	18	8%
None of These	9	4%

Other Stress Relievers

Hobbies	Playing Musical Instruments
Humor	Dance
Developing Computer Programs	Record and Watch Movies of the 1930s and 40s
Reading	Self-directed Reflection
Cultural and Artistic Activities	Photography
Therapeutic Massage	Writing Poetry
Overeating of Sweets	Quiet Time
Understanding Spouse	Other Professional Activities
Research	Supportive Staff
Relaxation Techniques	"Tuning Out" Pressures of World
Travel	Volunteer/Community Activities
Family Involvement	Partying
Try Not to Work on Weekends	Jacuzzi
	R.C. Cola
	Take Time Off

CASELOAD FREQUENCY DISTRIBUTION

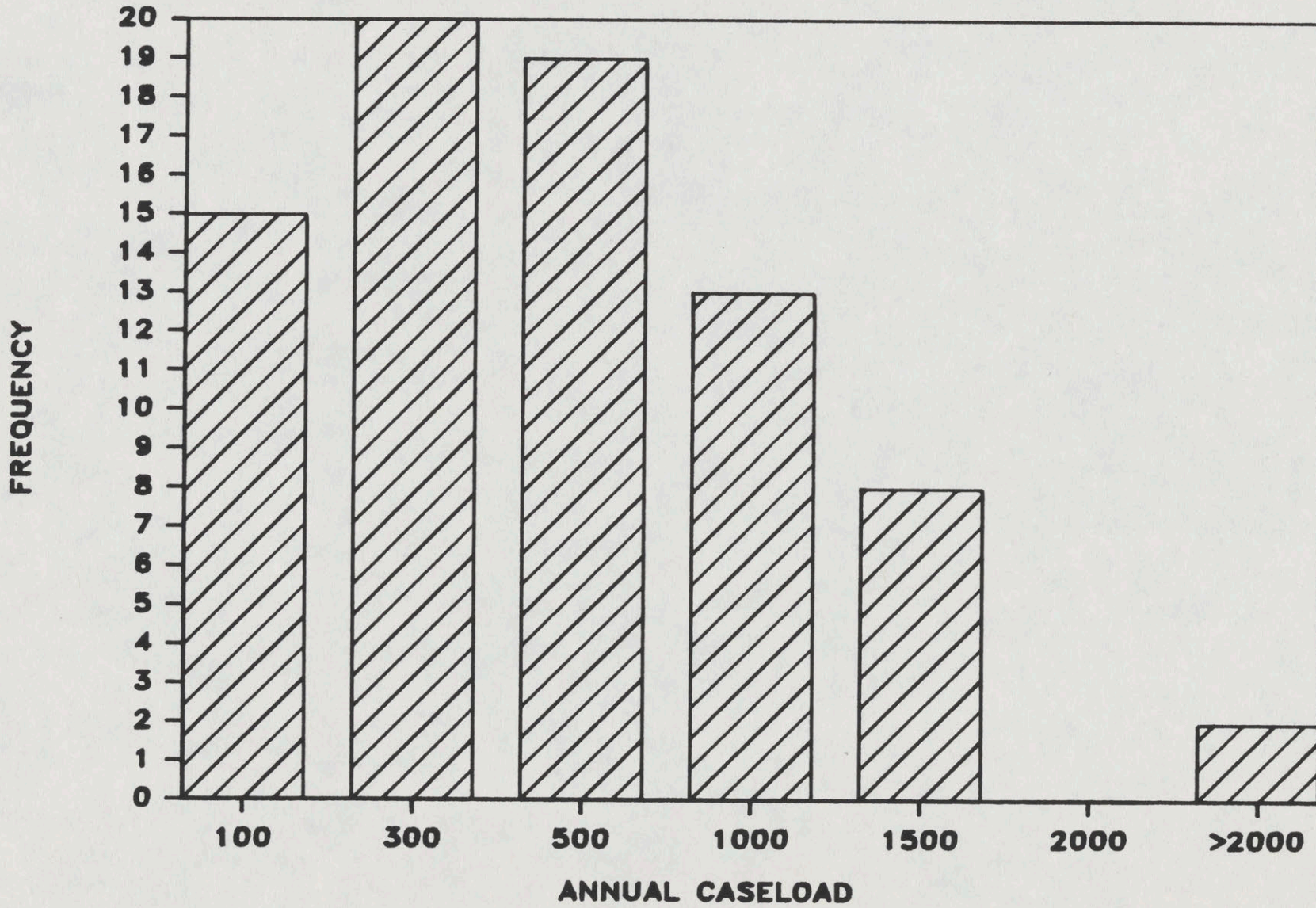


FIGURE 1

OMBUDSMAN EFFECTIVENESS

20

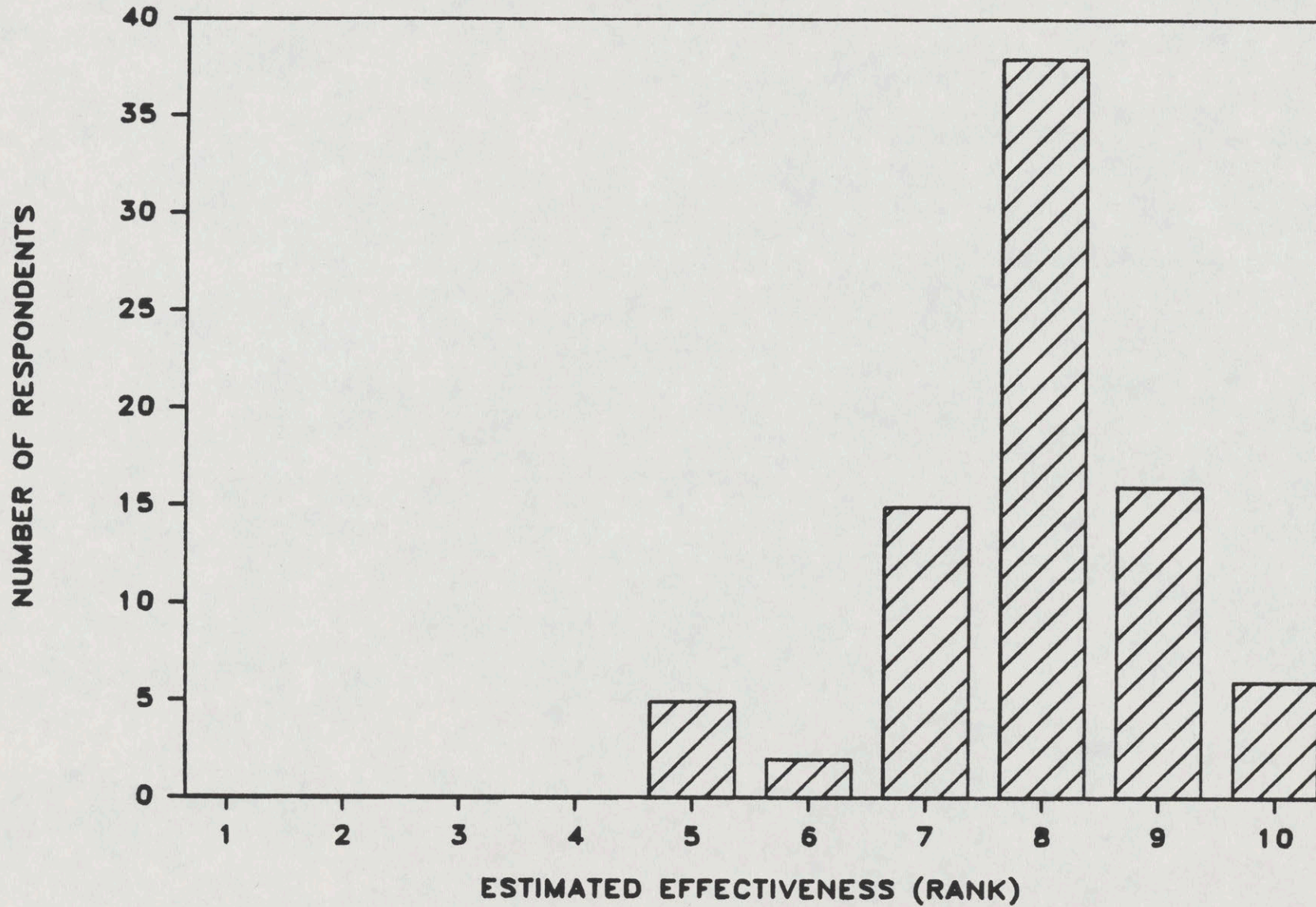


FIGURE 2

BURNOUT PHASE DISTRIBUTION

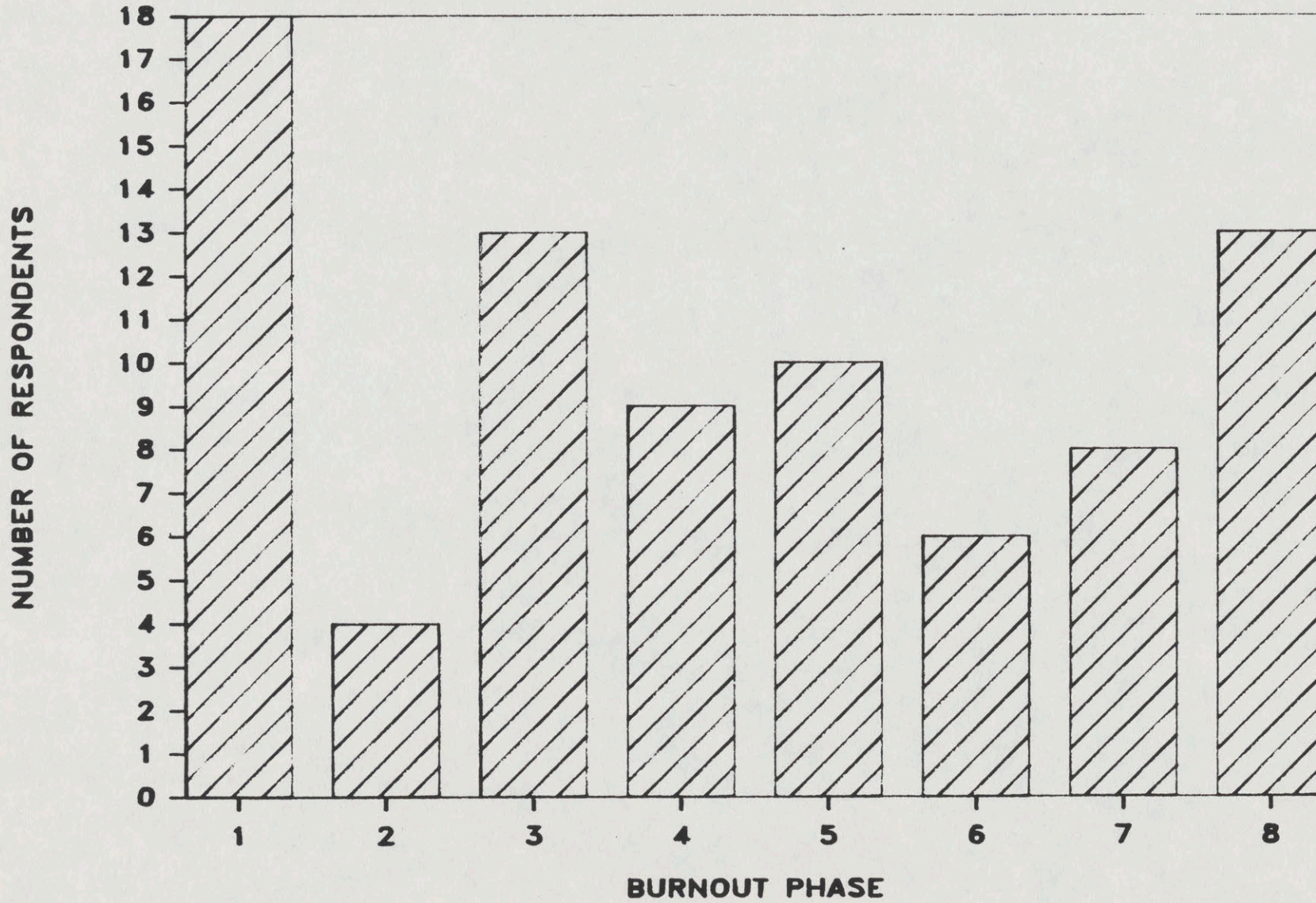


FIGURE 3

COMPARISON OF BURNOUT PHASES

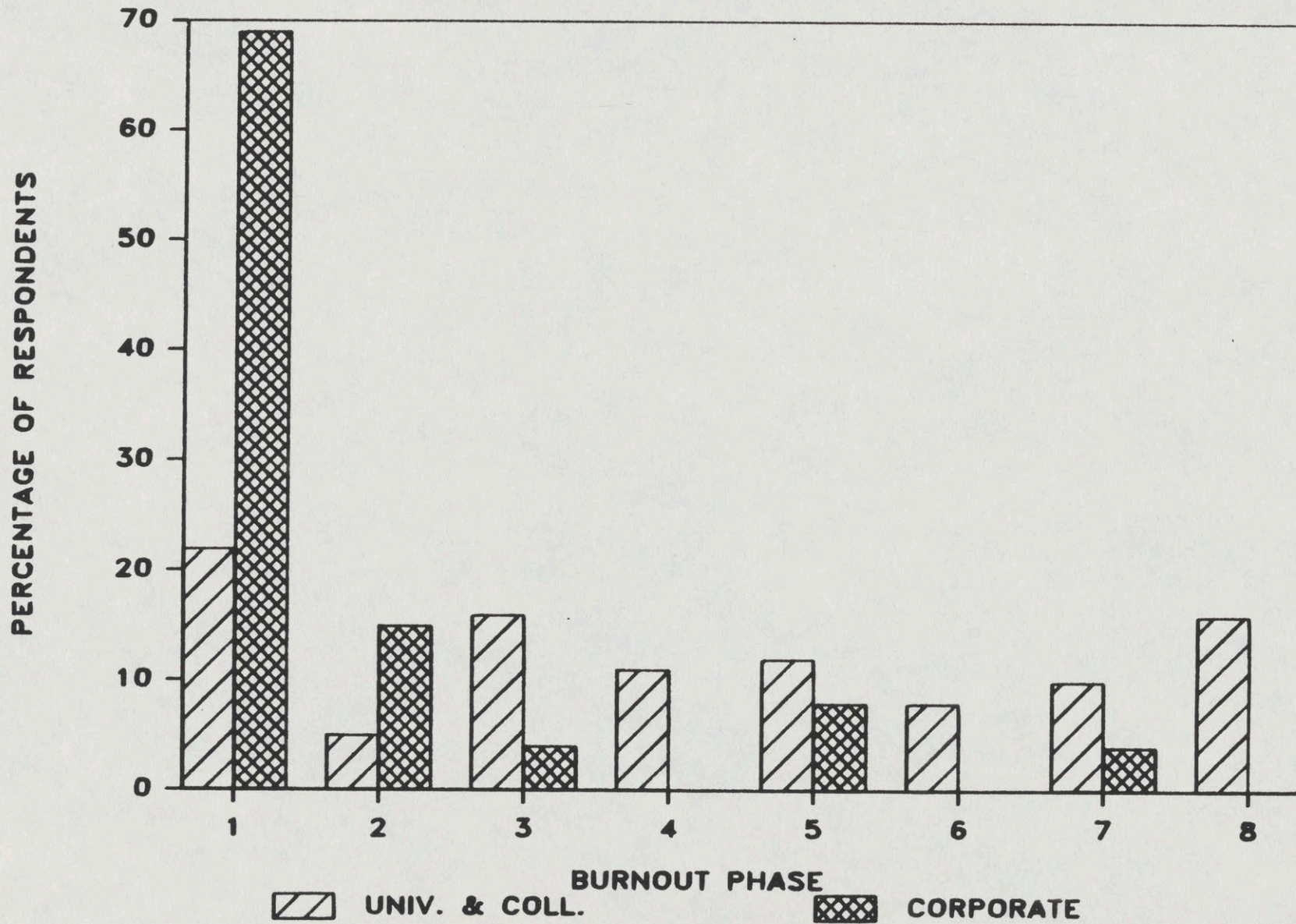


FIGURE 4

MALE/FEMALE BURNOUT PHASES

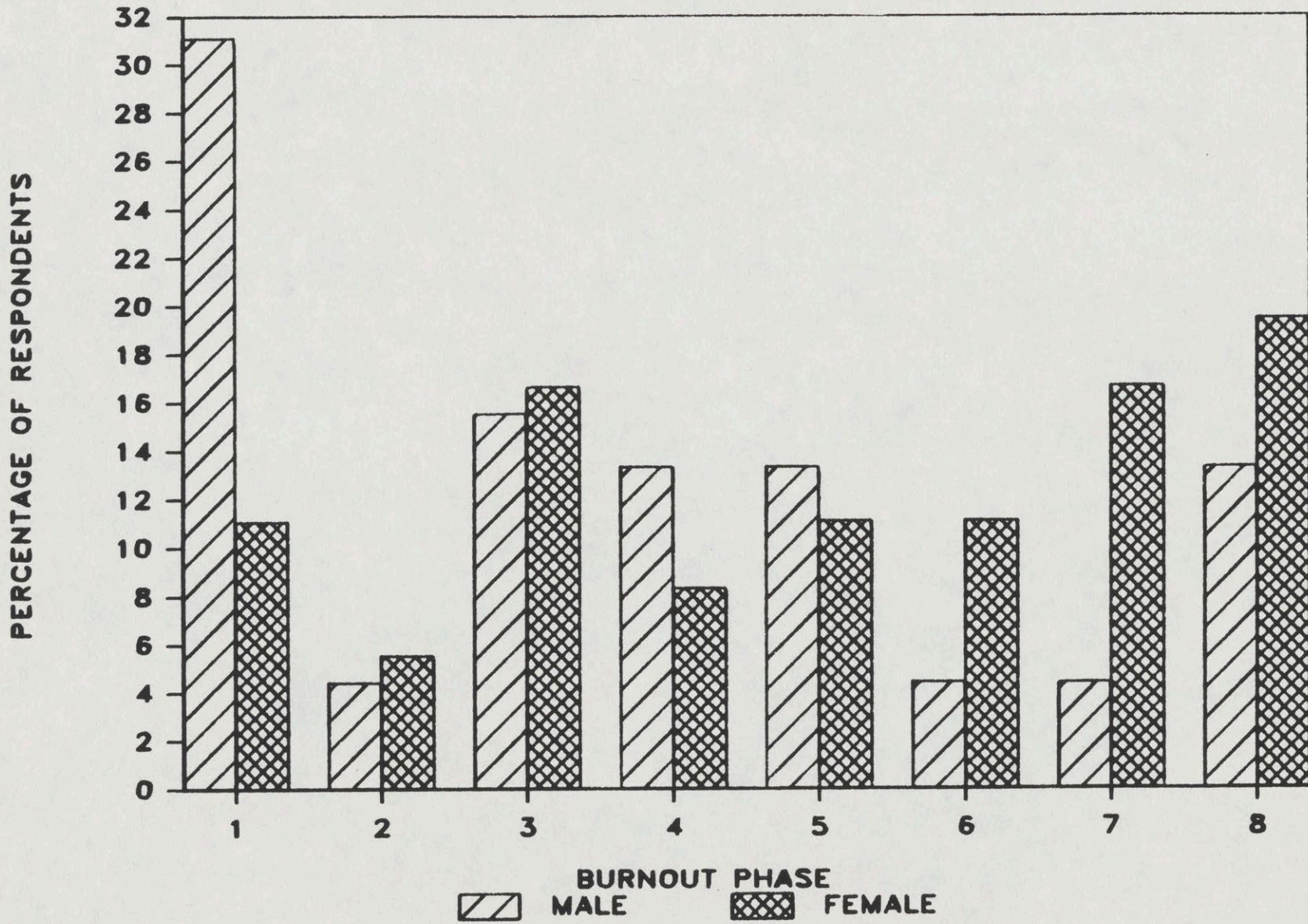


FIGURE 5

1988 Survey of University and College Ombudsmen

Conducted by
M. Katherine Uetz
Gail H. Friedman, Ed.D.

Purpose of Survey

The purpose of this survey is to measure levels of burn-out associated with stress from career responsibilities of Ombudsmen at institutions of higher education.

1. Institutional Title: _____
2. Gender: Male Female
3. Ethnic Background: Caucasian Black American Indian
 Asian Hispanic Other _____
4. Age: Under 25 25-35 35-45 45-55 55-65 Over 65
5. Length of time in position: _____ years
6. Highest degree: BA/BS MA/MS JD PhD/EdD Other _____
7. Geographic location of institution: East West North
 South Mid-West Other than U.S.A. _____
8. Immediate past position: _____
9. Current Salary (full-time basis): Less than \$10,000
 \$10,000-\$20,000 \$20,000-\$30,000 \$30,000-\$40,000
 \$40,000-\$50,000 More than \$50,000
10. Population served: Students Faculty Staff
11. What type of staff assistance (other professional and support staff) do you have? _____
12. Does your office use volunteers? Yes No
13. How many students are enrolled on your campus? _____
14. To whom do you report? _____
15. Which of the following best describes your role? Neutral
Mediator Client Advocate Combination of These Two
 Other _____
16. How many cases does your office handle annually? _____
17. What is your estimate of your effectiveness as Ombudsman? _____
(Rate 1 (low) through 10 (high)).
18. Do you now use any of the following regularly to reduce your stress?
Check those which apply:

_____ Sports/Exercise Activity	_____ Coffee
_____ Smoke	_____ Alcohol
_____ Prescribed Medication	_____ Positive Thinking
_____ Meditation/Yoga	_____ Prayer
_____ Long Walks	_____ Support Group/Network
_____ Counseling/Therapy	_____ None of These
_____ Other (please describe) _____	
19. Have you ever considered a career change due to feeling burn-out?
 Yes No If yes, where do you go after being an Ombudsman?

Instructions: To what extent do you share the feelings expressed in the statements below? Please indicate based on this scale:

To what DEGREE is each of the statements LIKE or UNLIKE you?

Very much UNLIKE me 1 2 3 4 5 6 7 Very much LIKE me

Enter one number in the blank to the LEFT of each statement. Make certain you use LOW numbers to describe statements which are unlike you, and HIGH numbers to describe statements like you.

-
- _____ 20. I feel emotionally drained from my work.
_____ 21. I feel used up at the end of the workday.
_____ 22. I feel similar to my clients in many ways.
_____ 23. I feel personally involved with my clients' problems.
_____ 24. I feel fatigued when I get up in the morning and have to face another day on the job.
_____ 25. I feel uncomfortable about the way I have treated some clients.
_____ 26. I can easily understand how my clients feel about things.
_____ 27. I feel I treat some clients as if they were impersonal "objects."
_____ 28. Working with people all day is really a strain for me.
_____ 29. I deal very effectively with the problems of my clients.
_____ 30. I feel burned out from my work.
_____ 31. I feel I'm positively influencing my clients' lives through my work.
_____ 32. I've become more callous toward clients' lives through my work.
_____ 33. I worry that this job is hardening me emotionally.
_____ 34. I feel very energetic.
_____ 35. I feel frustrated by my job.
_____ 36. I feel I'm working too hard on my job.
_____ 37. I don't really care what happens to some clients.
_____ 38. Working directly with people puts too much stress on me.
_____ 39. I can easily create a relaxed atmosphere with my clients.
_____ 40. I have accomplished many worthwhile things in this job.
_____ 41. I feel like I'm at the end of my rope.
_____ 42. In my work, I deal with emotional problems very calmly.
_____ 43. I feel my clients blame me for some of their problems.
_____ 44. I feel exhilarated after working closely with my clients.

Other Comments: _____

Thanks for participating in this survey.

"Adapted and reproduced by special permission of the Publisher, Consulting Psychologists Press, Inc., Palo Alto, CA 94306, from The Maslach Burnout Inventory, Christina Maslach and Susan Jackson, © 1981. Further reproduction is prohibited without the Publisher's consent."

APPENDIX 2
1988 Ombudsman Survey Comments

General Comments:

- Effective as Ombudsman, as differentiated from effectiveness of the office.
- The position at this University is for 1 year only, so Ombudsman can't get co-opted by Administration - Low Burnout, High Energy.
- The skills learned by being an Ombudsman are transferable to the Public or Private Sector. This job makes you a great generalist, but does not provide a stepping stone to any one direct career. Once an Ombud...always an Ombud...the skills are personally and professionally beneficial.
- Faculty members are rotated through the position so they will maintain an awareness of the faculty role. The previous Ombudsman returned to academic department and co-worker may seek an administrative position.
- The Ombudsman role offers some sense of accomplishment!!
- I don't know where to go after being an Ombudsman - that's why I haven't gone anywhere yet! I enjoy the job, but not the employment conditions.
- If anything is missing from this survey, it is a measure of job responsibilities, e.g., teaching, committees, other than complaint handling. Alternatively, and more succinctly, hours per week on the job.

Comments on Burnout Section:

- The answers to most of these questions could easily vary according to individual cases, caseload, time of year, etc. I've found it difficult to generalize.
- Emotionally drained - depends on whether or not I'm taking care of myself. Job frustration depends on time of year. There have been times when I have been "burned out" where I didn't want to hear another problem. However, right now the position is manageable, and I've changed some of my habits (ie., no smoking, no caffeine, no sugar).
- Other variables like age are crucial on energy levels.
- I had to average things here. There are some notable exceptions to each of these statements.
- I enjoy student contacts - student work has always been a challenge, and continues to be rewarding!

- Office has a great deal of independence on campus (work directly under President = infinite ability to go over people's heads and get heard.)
- I feel our office is very unique. I'm a student where we help 1,000s each year with housing, legal, tax, and consumer problems. This office has had so many great things happen where we have made a difference in someone's life. I am very pleased with what we have been able to do. Many times we just try to get people into the right area or see the right person, but we handle lots of important cases. We have had over a hundred volunteers this past year, and it was a great experience for all of them.
- Dealing with politics and the bureauracy is the most exhausting and depressing. Helping people is positive and making a difference in their lives. However, Ombudsman work is most undervalued and very stressful due to no institutional support.
- Making a positive difference in just a few client's lives is in itself rewarding. Ombuds get very few strokes, so when I make a difference - even in a small way, it makes the job work doing!
- Working with clients from all over campus in all areas - faculty, staff, students - makes an interesting work load and variety of activities.
- Home and parenting responsibilities are far more fatiguing than work responsibilities, in general, but my attitude shifts from day to day.
- The best thing about being an Ombudsman is the people you work with. There is no better feeling than when a wrong is made right or an understanding through clarity is reached.
- Being half-time is both an advantage and a disadvantage. I'm not sure, but I suspect I would feel more drained if I didn't have other sources of work satisfaction (teaching, working with graduate students, writing). Of course, some of the stress I experience is due to trying to juggle two jobs. My future at the university is not tied to everybody liking the way I work as Ombuds, so there are distinct advantages to being a tenured faculty member. I find my background in social psychology useful in this job.
- Burnout is a "cop-out"! Too often used as a license to reduce energy productivity.
- Like all people, days vary. Some are expecially tiring. I find dealing with emotional disorders or mental health problems especially difficult. Other work assignments balance the negative aspects of Ombuds job.
- I sometimes feel that the place is falling apart, but then remind myself that 10% of the folks are causing 90% of the crisis.

- Some stress comes from fact that though I am very effective in helping clients negotiate the system, the system itself resists change!
- Apparent contradictions are not necessarily the case. I can feel drained at one moment and have plenty of energy at another. I don't often get emotionally involved with a client necessarily, but get involved with a problem. Working too hard in relation to what I see others do.
- Clients are not the source of most feeling of frustration related to the job. Much more of my burnout comes from a knowledge that the position is so poorly compensated in comparison with other U. Admin/Prof Staff positions - and has historically been undervalued vis-a-vis the expertise/effort required to be successful as an Ombudsman. Entry-level assistants and coordinators with BS degrees are starting at a higher salary! The excuse has always been that the job has nothing to compare itself to at this institution.
- One-half time student position; much of the stress I experience is a result of combining my work with a full-time graduate load.
- Other stresses besides work-related ones may enter into one's feeling about the job.
- One year ago I was at a very stressed out point in job - it affected my health and job performance - this year I have greater personal control and have greater balance in my approach.
- Do people become "burned out" from doing something they enjoy and think is valuable to others?
- Ethics and pragmatism should be the primary attributes of an ombudsman, above sympathy, empathy and an ability to "relate" to people. I believe these to be my qualifications and insofar as I stick to the, I don't get bad feelings about either problems or my success with them. I work reasonably and industriously with a problem until it is solved or beyond my aid. Then I unanxiously wash my hands of it. I call this the higher shallowness.
- Note I work a flexibly scheduled 3 day week with other part-time employment. I think I have more "recovery" time than full-time ombudsmen. You may find the full-time/part-time issue important for long time office holders. Also, there has been a decline in the overall intensity-level over the years, with little difference in the outcome of cases. One develops an emotional "economy".
- I wish I had the authority my clients think I have. Too many people refer students to me as a way of getting rid of the student when the student is at fault and, therefore, I can do nothing for them.

References

- Edelwich, Jerry with Archie Brodsky. Burnout - Stages of Disillusionment in the Helping Professions, Human Sciences Press, New York, NY, 1980, Pages 34-43.
- Freudenberger, H. J. Staff Burn-out. Journal of Social Issues, 1974, 30 (1), Pages 159-165; The staff burn-out syndrome in alternative institutions. Psychotherapy: Theory, Research and Practice, 1975, 12 (1), Pages 73-82. (Reprinted by the Drug Abuse Council, Washington, D.C., 1975.)
- Golembiewski, Robert T., Robert Munzenrider, and Diane Carter. "Phases of Progressive Burnout and Their Work Site Covariants: Critical Issues in OD Research and Praxis," The Journal of Applied Behavioral Science, Volume 19, Number 4, Pages 461-481, 1983.
- Maslach, Christina. Burnout - The Cost of Caring. Prentice Hall Press, 1986, 192 pages.
- Maslach, Christina and Susan E. Jackson. Maslach Burnout Inventory Manual, Second Edition. Consulting Psychologists Press, Inc., Palo Alto, CA. 1986, 34 pages.
- Nagy, Stephen. "Burnout and Selected Variables as Components of Occupational Stress," Psychological Reports, 1985, Vol. 56, Pages 195-200.
- Shinn, Marybeth, Margaret Rosario, Hanne Morch, and Dennis E. Chestnut (New York University). "Coping With Job Stress and Burnout in the Human Services," Journal of Personality and Social Psychology, 1984, Vol. 46, No. 4, Pages 864-876.
- Streepy, Joan. Direct-Service Providers and Burnout," Social Case Work, 62 (JE 1981), Pages 352-361.
- Ziegenfuss, James T., Jr., Lee Robbins, and Mary Rowe. "Corporate Ombudsmen: An Exploratory National Survey of Purposes & Activities" prepared for the Fourth Annual Corporate Ombudsman Association Meeting, May, 1988. Preliminary Report, 106 pages.