



Model of psychological prevention of emotional burnout among military personnel

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◆ **Abstract.** In the context of the prolonged armed aggression of Russia against Ukraine, the issue of preserving the mental and psychological health of military personnel is acquiring strategic importance. Chronic combat stress is one of the main factors in the development of emotional burnout syndrome, which directly reduces the combat effectiveness of units and the human potential of the armed forces. Despite the growing interest of researchers in this topic, the literature still lacks a comprehensive model for the prevention of emotional burnout among defence forces personnel that would integrate organisational, interpersonal, and individual levels into a unified system with clearly defined measures and expected outcomes. The aim of the study was to develop a model of psychological prevention of emotional burnout syndrome in military personnel. The theoretical foundations of the study were based on the analysis and synthesis of scientific sources from recent years. A systems approach was applied, allowing prevention to be considered as a multi-level structure. An original model of psychological prevention of emotional burnout among military personnel was developed, consisting of four levels of prevention. The defining element of the model is the meta-level, which acts as the system-forming core and ensures the conceptual integrity of the entire model. The second level is the macro-level (organisational environment), which is based on the “demands-resources” model and involves the implementation of two types of comprehensive preventive measures: organisation-focused measures (audit of stress factors, provision of resources, leadership development, stress resilience) and individual-focused measures (job crafting, designing one’s own work, development of professional agency). The micro-level (direct person-job fit) is based on the concept of six domains and includes measures aimed at harmonising the areas of workload, control, reward, community, fairness, and values. The individual-personal level encompasses physiological recovery, the development of adaptive coping strategies, and psychoeducation. The outcomes of effective prevention include the preservation of mental health, increased engagement and motivation, strengthening of unit combat capability, and reduced staff turnover. The developed model can serve as a methodological basis for building a system of psychological prevention of emotional burnout in military units and may also be used by psychologists, commanders, and human resource specialists for planning and implementing preventive measures

◆ **Keywords:** mental health; stress; resources; stress resilience; well-being; combat conditions; leadership

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♦ Introduction

The mental health of military personnel acquires particular significance during service in areas where combat tasks are carried out. Emotional burnout, as both a syndrome and a dynamic phenomenon, poses a threat to the execution of combat tasks due to its negative impact on the health of service members, as well as on the performance of key functions within military units. The problem of emotional burnout may arise unexpectedly, affecting individuals from soldiers to generals, due to the latent nature of its development. Thus, the issue of preventing emotional burnout is of critical importance in the military environment for maintaining combat capability, increasing engagement and motivation, and preserving the mental health of the defence forces. Yu. Palovskyi (2021) outlines the methodological foundations for preventing burnout among business leaders, based on two broad approaches: the person-oriented and the organisation-oriented. First, the organisation-oriented approach was examined, in which the cause of burnout is an imbalance between work and the individual. Emotional burnout syndrome is viewed not merely as an individual syndrome, but as a characteristic of work groups and the organisational environment. This phenomenon is caused by chronic stressors related to work and, above all, to interpersonal communication.

Researchers V. Bosko & V. Lefterov (2023) identify the main individual and organisational measures for preventing emotional burnout; however, they do not specifically divide these into two categories but examine them collectively. It is noted that the studies propose techniques, the essence of which lies in developing strategies for selective perception, recognising the positive aspects of a situation and minimising the unpleasant ones, learning to use humour as a buffer between a stressful situation and the individual, developing assertiveness and Type B behaviour (not displaying hostility, a desire for constant competition, haste, etc.), and developing self-regulation skills, which include reflective assessment, training sessions and other group-based forms of psychological work. N. Orlianska (2024), in her study of professional burnout among engineers, emphasises a training programme as a key strategy for preventing the phenomenon, where the development of emotional resilience and self-regulation among military personnel is identified as the key factor in preventing burnout, a theme that runs through the training programme. Chronic stress in the form of combat stress often leads to emotional burnout among military personnel; therefore, the prevention of combat stress will reduce the risks of emotional burnout. I. Prykhodko *et al.* (2024) emphasise the need to develop and implement a system for the prevention and management of combat stress and emotional burnout among military personnel. Such a programme should include psychological support measures carried out in three stages: the preparatory stage (prior to the execution of combat tasks), the stage of direct task execution in the combat zone, and the final stage (after the completion of tasks, upon return to permanent deployment locations).

E. Demerouti (2024) described in a review a broad study on interventions aimed at reducing or eliminating burnout and its symptoms. Evidence suggests that interventions to reduce burnout symptoms are more commonly implemented at the individual level rather than the organisational level. Interventions at the individual level, such as staff training and cognitive-behavioural programmes, effectively reduce burnout. Furthermore, changes in organisational culture and working practices, often related to workload and work behaviour, appear to mitigate stressors and factors contributing to burnout, whilst simultaneously increasing employees' autonomy and social support. Combined interventions addressing both individual and organisational aspects are found to be more effective than those focusing solely on either individual or organisational levels. In addition, C. Leclercq & I. Hansez (2024) view emotional burnout as a complex process comprising four stages: Stage 0 – emphasises key aspects such as commitment and enthusiasm, coupled with a high sense of professional idealism; Stage 1 – a weakening of the ideal; Stage 2 – defensive avoidance; Stage 3 – confirmed burnout. The authors integrated both individual and organisation-oriented interventions, ranging from early strategies at the organisational level (primary prevention) to clinical consultations aimed at addressing the erosion of professional ideals (secondary prevention), as well as psychoeducational sessions aimed at promoting staff well-being. The authors G. Carles *et al.* (2025) argue that the prevention of emotional burnout is best viewed as a shared responsibility of managers, team members and the organisation. The authors also note that the most effective tool for preventing burnout is a combination of strategies focused on positive emotions and problem-solving, in addition to emotional intelligence, lifestyle and clinical supervision.

Despite growing academic interest in this topic, the scientific literature still lacks a single comprehensive prevention model that would treat the organisational and individual levels as a unified system. Most existing approaches focus on both individual strategies and organisational measures, yet a general prevention model is absent. The aim of the article was to develop a model for preventing emotional burnout among military personnel in combat conditions based on contemporary scientific research. To achieve this aim, the following objectives were set: (1) a theoretical analysis of contemporary scientific approaches to the prevention of emotional burnout was conducted; (2) the factors and symptoms of emotional burnout among military personnel at various levels were systematised; (3) a model for the prevention of emotional burnout among military personnel was developed, specifying measures at each level of prevention and the expected outcomes. The scientific novelty of the study lay in the development of the author's model for the prevention of emotional burnout.

♦ Materials and Methods

The timeframe of this study covered the year 2025. This article examined research on the prevention of emotional

burnout through the analysis of contemporary scientific sources. The sources were drawn from the scientific databases Web of Science, Scopus, Google Scholar, as well as the National Repository of Academic Texts. The model of emotional burnout prevention was based on the analysis, synthesis, systematisation, comparison, and generalisation of current scientific literature. This review was grounded in over 30 years of research experience in the field of organisational psychology. This made it possible to identify a broad range of studies, integrating regularly updated and accessible articles in this field. The search was not limited by publication date; however, most of the studies were published after 2000. Search terms were entered in Ukrainian in Google Scholar and the National Repository of Academic Texts: “prevention”, “burnout prevention”, “burnout interventions”, and “prevention of emotional burnout”. These were used in various combinations to ensure a comprehensive search, as well as in English in the Scopus, Web of Science, and Google Scholar databases: “prevention”, “prevention of emotional burnout”, and “interventions”.

The selection of sources for the review was carried out in stages. At the first stage, the titles and abstracts of publications were analysed in order to identify studies related to the prevention of emotional burnout. At the next stage, full-text analysis of the selected works was conducted to verify their compliance with the established inclusion criteria: empirical studies, review papers, and theoretical works focused on measures, strategies, or interventions aimed at preventing burnout were included. The exclusion criteria involved filtering out publications with limited access (those not available in open access or via institutional subscription), as well as works not aligned with the professional context of the study (in particular, those related to parental or school settings). This made it possible to focus the analysis exclusively on the issue of preventing emotional burnout among military personnel, as understood by the World Health Organization. Relevant scientific publications and doctoral research were included in the analysis. The following theoretical approaches were used to develop the model: the systems approach, which allowed prevention to be considered as a multi-level structure encompassing meta-, macro-, micro-, and individual levels; the Job Demands-Resources (JD-R) model, used to analyse the balance between combat demands (stressors) and organisational resources (support, autonomy); the six areas of worklife model by M. Leiter & C. Maslach (2003), applied to identify zones of mismatch between the service member and the environment; and the meta-approach proposed by J. Shay *et al.* (2003), used to substantiate the role of cohesion, leadership, and training. The applied methodology also included a comparative analysis of the effectiveness of individual-focused measures (e.g., self-regulation, coping strategies) and organisation-focused measures (e.g., leadership development, workload audits). The experimental basis for the generalisation was provided by the results of contemporary Ukrainian research in the field of military psychology, ensuring the contextual relevance of the model to the conditions of large-scale armed aggression.

◆ Results and Discussion

The search for a substantive understanding of the category of “prevention” in the context of emotional burnout among military personnel began with an examination of the work of Dr J. Shay (1995). The author emphasises that the most effective approach to psychological prevention is the reduction of all forms of loss. Psychological and physical combat losses tend to increase and decrease simultaneously. At the same time, the greater the number of bodily injuries, the higher the likelihood of mental disorders. This was documented during the Second World War and the Yom Kippur War. Thus, a reduction in overall losses will also lead to a reduction in psychological losses. According to the reasoning of J. Shay *et al.* (2003), the most effective form of psychological prevention is the limitation of the duration and intensity of combat exposure, which indirectly contributes to reducing both physical and psychological losses. Such an approach makes it possible to broaden the traditional understanding of “prevention” by incorporating not only individual psychological or organisational measures, but also systemic factors of combat activity. Taking these provisions into account, the proposed model of psychological prevention of emotional burnout among military personnel is grounded in the meta-approach of J. Shay *et al.* (2003) as its conceptual foundation. The model is structured according to a four-level framework and includes the meta-, macro-, micro-, and individual levels (Table 1). J. Shay (1995) emphasises that the key mechanisms of psychological prevention lie within the sphere of managerial decision-making and largely depend on the activities of military and civilian leaders at the strategic level, as well as representatives of executive authorities and legislative institutions. This approach broadens the understanding of prevention, moving it beyond purely individual measures and placing emphasis on the systemic level of organising military activity. In the proposed model, three core categories – cohesion, leadership, and training – are identified as key determinants of the psychological prevention of emotional burnout among military personnel (Table 1). They form the meta-level of the model and perform an integrative function, ensuring the coherence of preventive measures across all levels. Within the model, the first category of prevention, “cohesion”, is interpreted as a systemic characteristic of a military unit that ensures stability, mutual support, and a high level of trust among its members. According to the concept of J. Shay *et al.* (2003), which is based, among other things, on the practical experience of Albert Glass (Army Medical Corps, Second World War), effective prevention of mental disorders involves shared participation in combat training, engagement in combat operations, return from the theatre of operations, and collective reflection on these experiences. This approach highlights that cohesion is not a spontaneous phenomenon but is formed through deliberate organisational policy. In this regard, J. Shay *et al.* (2003) emphasise the need for institutionalising these practices through appropriate policies and standards for managing military units.

Table 1. Model for the prevention of emotional burnout among military personnel

Level	Factors and symptoms		Organisational measures	Individual measures
Meta-level	Leadership • Cohesion • Education/Training (ensuring conditions for the effective implementation of prevention at all levels)			
⇓				
Level I: Macro-level (organisational-systemic)	Factors: ✦ extreme conditions of service and combat activity; ✦ shortage of resources (material, technical, human, time-related); ✦ authoritarian management style; ✦ lack of feedback; difficult socio-economic conditions. Symptoms: ✦ reduced combat effectiveness of units; ✦ mental distancing; ✦ decreased task performance efficiency; ✦ staff turnover; ✦ absenteeism.	✦ analysis of stress factors; ✦ assessment of unit workload; ✦ implementation of regular screening for emotional burnout; ✦ identification of at-risk units; ✦ development of leadership and team management; ✦ training of commanders in early detection of burnout; ✦ provision of resources, logistical support, optimisation of rotations, leave, and service schedules; ✦ review of reward systems; ✦ development and implementation of medical and psychological support programmes.	✦ individual strategies; ✦ proactive self-management of one's own activities; ✦ development of professional agency; ✦ participation in decision-making (within military competence).	
Accumulated stress ↓				
Level II: Micro-level (interpersonal)	Factors: ✦ socio-demographic; ✦ excessive workload; ✦ limited control (low autonomy); ✦ lack of recognition; ✦ interpersonal conflicts; ✦ violation of principles of fairness; ✦ value and meaning conflicts. Symptoms: ✦ depersonalisation/cynicism; ✦ mental distancing; ✦ reduced sense of achievement; ✦ conflicts within the unit.	✦ assessment of the level of emotional burnout; ✦ optimisation of control and workload; ✦ implementation of medical and psychological support programmes for personnel; ✦ socio-psychological support; ✦ training of commanders; ✦ ethical principles of leadership and management, trust within the team, conflict resolution, supervision; ✦ resilience training; ✦ fairness and recognition; ✦ transparent evaluation systems; ✦ constructive feedback.	✦ communicative coping; ✦ organisation of interpersonal relations: reflection, exchange of experience, seeking social support; ✦ value and meaning reflection; ✦ alignment of personal values with the mission; ✦ reconsideration of one's role; ✦ boundary setting; ✦ segmentation of "professional self" and "personal self"; ✦ protection of psychological boundaries.	
Accumulated stress ↓				
Level III: Individual	Factors: ✦ nervous system exhaustion; ✦ Type A personality – perfectionism; ✦ maladaptive coping strategies; ✦ neuroticism (Big Five). Symptoms: ✦ physical and emotional exhaustion; ✦ cognitive impairments, irritability; ✦ psychosomatic manifestations: insomnia, pain, weakened immunity; ✦ destructive behaviour.	✦ implementation of medical and psychological support programmes for personnel; ✦ monitoring of service routines; ✦ psychoeducation; ✦ self-regulation; ✦ recognition of symptoms; ✦ psychological hygiene; ✦ medical and psychological support; ✦ decompression rooms, debriefing; ✦ group work (AAR – After action review); ✦ counselling; ✦ rehabilitation.	✦ physiological self-regulation; ✦ sleep and nutrition, physical activity (cardio, strength training, yoga, swimming, etc.); ✦ relaxation techniques; ✦ self-management, adaptive coping strategies.	
↓ Results of effective prevention ↓				
Expected outcomes				
Preservation of mental health Restoration of resources, resilience		Engagement and motivation	Unit combat capability	Prevention of staff turnover

Source: compiled by the authors

The second category of prevention is "leadership", understood as competent, ethical, and adequately supported command. A system-forming factor of such leadership is a culture of truthfulness, which can only emerge when the organisational environment encourages rather than suppresses open communication. Furthermore, J. Shay *et al.* (2003) identify careerism as a primary source of unethical behaviour within the armed forces, undermining trust between the officer corps and enlisted personnel and reducing unit combat effectiveness. The third category, "training", involves systematic, gradual, and realistic combat preparation, which should ensure not only

the development of individual tactical skills but also the enhancement of team cohesion, requiring sufficient time resources. Achieving an "elite level" of combat capability is a function of comprehensive resource provision rather than an exclusive attribute of special units.

O. Kokun *et al.* (2017) define the concept of "psychological prevention of emotional burnout among military personnel" in psychological science as a comprehensive system of organisational, socio-economic, psychological, and medical measures aimed at preserving, strengthening, and restoring the mental health of service members. The objectives of prevention, as characterised by

O. Khairulin (2015), involve creating such conditions of military service and implementing such psychological measures that prevent excessive strain, stress, and trauma, while also increasing psychological tolerance to them. Researchers K. Ahola *et al.* (2017) classify prevention, depending on its purpose, into primary, secondary, and tertiary levels. Primary prevention is aimed at all military personnel and targets risk factors associated with burnout. At this level, issues related to stress are often addressed at the organisational level. I. Prykhodko *et al.* (2026) note that at this stage, measures may be carried out both by the service members themselves and by their commanders and unit psychologists. Secondary prevention is aimed at preventing emotional burnout in high-risk groups.

A fundamental contribution to understanding the nature and organisation of the prevention of emotional burnout syndrome (EBS) is the work of C. Maslach & J. Goldberg (1998), in which prevention is conceptualised as a system of targeted strategies aimed at preventing the onset and reducing the manifestations of burnout. The authors identify key methodological criteria necessary for developing effective preventive approaches. The first criterion is a clear conceptual definition of EBS. The need for precise differentiation of this phenomenon and its individual components is emphasised in order to guide the development of any strategy to address it. The second criterion is the presence of a model that defines relevant outcomes (such as job performance or mental health) and how they relate to burnout. The third criterion is the use of valid and reliable methods for assessing burnout levels. The availability of appropriate measurement tools is a necessary condition for determining the effectiveness of implemented preventive strategies, as well as for monitoring changes in personnel well-being over time.

Historically, the prevention of EBS has been viewed primarily through the lens of an individual-focused approach. Organisations typically offer employees training in time management, relaxation techniques, resilience development, or the use of individual coping strategies. However, research by M. Leiter & C. Maslach (2003) has demonstrated that this approach is incomplete and insufficient. Emotional burnout concerns not only the individual but also the work environment as a whole. Employees have significantly less control over workplace stressors; therefore, individual strategies tend to produce only temporary effects and are unable to halt the progression of cynicism and reduced effectiveness. Contemporary research suggests moving away from traditional approaches that focus solely on individual personality traits and are relatively ineffective. Instead, W. Schaufeli (2017) recommends the widely recognised Job Demands-Resources (JD-R) model, whose authors conceptualise burnout prevention not merely as stress reduction, but as achieving a balance between the work environment and the individual in order to enhance motivation and engagement.

Based on the organisational approach, the following key components of the EBS prevention model have been

identified within the JD-R framework: maintaining a balance between demands and resources, and applying a dual-level intervention approach comprising both organisation-focused and individual-focused measures. According to W. Schaufeli (2017), within the JD-R model every occupation is characterised by two categories: job demands and job resources, which trigger different psychological processes. “Job demands” refer to physical, psychological, or social factors that require sustained effort and lead to exhaustion (such as overload, emotional strain, or role conflict). These factors initiate a health-impairment process that contributes to burnout. In the model, this block of “job demands” is represented by factors that may give rise to emotional burnout syndrome. In contrast, “job resources” refer to factors and measures that help achieve goals, reduce the impact of demands, and stimulate personal growth (such as autonomy, colleague support, and feedback). These resources generate motivation, leading to professional engagement. Accordingly, “job resources” in the model are represented through organisational and individual measures. The availability of sufficient resources serves as a “buffer”, since merely reducing job demands decreases exhaustion but does not increase motivation. Thus, effective prevention lies in increasing resources through the implementation of both organisational and individual measures, which simultaneously prevents burnout and promotes engagement.

The two-level approach to prevention is implemented at both the organisational and individual levels. A. Bakker & E. Demerouti (2017) note that the organisational level shapes the work environment through changes in management practices, the reduction of bureaucracy, and the provision of resources (such as flexible schedules, opportunities for training, adequate rest, and leave). At the same time, the individual level emphasises that employees are not passive recipients of working conditions. This level includes the concept of “job crafting” (designing one’s own work), which refers to proactive behaviour whereby individuals independently optimise their environment: seeking additional resources (e.g. requesting feedback or assistance), taking on new and engaging challenges, or attempting to reduce workplace obstacles. Training in job crafting is considered an effective tool for preventing EBS. The development of professional agency and proactive self-management is reflected through this process of job crafting.

Drawing on the findings of N. Orlianska (2024) in the field of military psychology, as well as the author’s own empirical research, key factors determining the development of emotional burnout syndrome at the macro-level (i.e. the organisational environment) were identified. These include extreme conditions of service and combat activity, resource deficits (material, technical, human, and time-related), excessive control (authoritarian management style), lack of leadership support and feedback, and difficult socio-economic conditions. These factors contribute to the emergence of characteristic symptoms of emotional burnout, such as mental distancing (loss of

motivation and interest in work), an overall decline in performance and productivity, and reduced effectiveness in task execution. Furthermore, Yu. Palovskyi (2021) argues that an “unhealthy” environment leads to an increase in errors, conflicts, absenteeism (absence from work due to sickness or unauthorised leave), and high staff turnover. In the work of O. Khairulin (2015), it is emphasised that at the macro level, psychological prevention is initiated by senior management, team leaders and heads of administrative bodies. Given that organisational factors have a more pronounced influence on the onset of burnout than individual factors, it is the management that bears direct responsibility for creating a safe and psychologically supportive professional environment. At the macro level, a set of preventive measures is implemented, covering both organisation-focused and individual-focused measures.

According to the studies of O. Khairulin (2015) and Yu. Palovskyi (2021), organisation-focused measures include: auditing and monitoring stressors (regular assessment of the risk of emotional burnout within units, for example through questionnaires); commanders identifying high-risk units, evaluating workload levels, personnel satisfaction, and the adequacy of available resources; organisational innovations and resource provision, including workload optimisation, improvement of material and technical support, ensuring access to necessary tools and financial resources, and revising reward systems (institutional and financial) in accordance with workload demands; and the development of leadership capacity among managers through the implementation of a human-centred, supportive management style. Leaders should be trained in methods for the early detection of emotional burnout among subordinates, the provision of effective feedback, and the creation of a climate of trust. Research indicates that leadership support is one of the most powerful protective factors. Individual-focused measures at the macro-level include proactivity (job crafting), the development of professional agency, and participation in decision-making (within the limits of military competence).

Despite the fact that this is the macro-level, military personnel can also influence their environment through conscious proactive behaviour. These strategies are initiated by the service members themselves. Proactivity (job crafting) refers to the deliberate modification by military personnel of the characteristics of their own professional activity, that is, the “design of one’s own work”. In this context, particular importance is attached to the development of professional agency as an integral psychological characteristic of the individual. Professional agency is understood as the ability of a person to act as an active agent of their own activity, to exercise conscious self-regulation, make responsible decisions, reflect on their experience, and purposefully transform the conditions of professional interaction. It includes such components as autonomy in decision-making, responsibility for outcomes, capacity for self-development, reflexivity, and readiness to initiate changes within the professional

environment. In implementing proactive strategies, military personnel may independently seek and mobilise additional resources (for example, consulting more experienced colleagues or initiating feedback), participate in decision-making related to unit activities, and initiate the revision or redistribution of tasks in order to reduce the impact of stress-inducing factors.

O. Mykolaichuk (2025) determines that at the micro-level the prevention of emotional burnout is limited to the direct correspondence between the individual and their work, as well as their immediate environment. The micro-level serves as a link between the global objectives of the organisation and the inner world of the individual. While the macro-level considers the system as a whole, the micro-level focuses on the daily, direct interaction of military personnel with their professional environment (colleagues, commanders, tasks), as well as the influence of their immediate social circle (family). According to research, the micro-environment encompasses socio-demographic characteristics, marital status, the presence of family and children, living conditions, and the influence of close surroundings, including comrades and family relationships. The micro-level is grounded in the theoretical model of M. Leiter & C. Maslach (2003), which conceptualises emotional burnout as the result of chronic mismatch between the individual and their work. This mismatch develops across six key domains, described in detail by V. Khalanskyi (2023): workload, control, reward, community, fairness, and values. Workload is one of the most extensively studied domains and reflects situations in which job demands exceed human capacity. Mismatch arises due to excessive quantitative workload, the requirement to suppress genuine emotions at work (emotional labour), and the performance of tasks that do not align with an individual’s abilities. As a result, chronic resource depletion occurs, preventing adequate recovery and directly contributing to the core symptom of burnout – emotional exhaustion.

Control reflects the level of autonomy of military personnel, including their ability to influence decision-making, exercise a voice, make choices, and the degree of flexibility available to them. Research indicates that greater autonomy and control in the workplace are associated with a lower likelihood of burnout. Reward, as described by V. Wilcox (1994) and M. Leiter & C. Maslach (2003), encompasses not only financial incentives but also social and intrinsic rewards. Mismatch occurs when military personnel do not receive adequate compensation (such as combat-related pay), when their efforts are ignored by others (lack of social recognition), or when they lose a sense of internal pride in the quality of their work.

Community reflects the overall quality of social interaction, including levels of support, trust, and the ability to function as a team. Individuals perform best when they feel a sense of belonging with colleagues whom they respect. V. Wilcox (1994) notes that the most destructive element in this domain is chronic and unresolved interpersonal conflict at work, which generates persistent feelings of

frustration, hostility, and envy. Fairness in the workplace communicates respect to military personnel and affirms their sense of self-worth. Mismatch manifests through unequal distribution of workload or pay, favouritism in evaluation and promotion, or the absence of a voice in resolving disputes. Injustice operates in a dual manner: it causes emotional exhaustion while simultaneously fostering a deep sense of cynicism and detachment from work.

Values: this domain represents the “core” of the relationship between a service member and their work, as it encompasses ideals and meaning. Value conflict arises in several situations: when an individual is required to act contrary to their ethical and moral principles (for example, to deceive); when there is a discrepancy between the official high mission of a military organisation and its actual practices; or when a service member’s career aspirations do not align with the organisation’s value priorities. E. Nagoski & A. Nagoski (2021) note that values play a central mediating role between all other domains and emotional burnout. According to Schwartz’s theory, conflict arises when fundamental values (such as benevolence, universalism, self-direction, security, achievement, stimulation, hedonism, tradition, and conformity) cannot be realised within the military environment.

O. Mykolaichuk (2025) focuses on the micro-level, where stressors of mismatch accumulate (which an individual may tolerate over a prolonged period), resulting in a process of “gradual erosion”. This imbalance is reflected in specific symptoms (according to the Burnout Assessment Tool (BAT) and the Maslach Burnout Inventory (MBI)): depersonalisation/cynicism – in response to emotional exhaustion and interpersonal conflicts, the service member begins to employ a dysfunctional defensive strategy of psychological detachment; individuals showing signs of burnout start to treat others (subordinates, colleagues, cadets) not as people but as objects or “problems”, demonstrating indifference, emotional coldness, formalism, and detachment in communication; reduction of professional accomplishment – due to lack of control, perceived injustice, or absence of reward, the individual develops a persistent sense of incompetence, futility of effort, and perceived failure. Role conflicts and role ambivalence also emerge. At the micro-level, leadership (particularly company and battalion commanders) should implement targeted interventions aimed at harmonising the six domains of worklife for their subordinates. At this level, organisation-focused measures can be systematised as follows: optimisation of control and workload (delegation of authority, granting greater autonomy in choosing work methods, and involving personnel in decision-making processes); socio-psychological support (humanisation of leadership style, shifting from a directive to a supportive approach). Yu. Palovskyi (2021) and N. Orlianska (2024) emphasise that leaders should foster trust within the unit and act as arbiters in conflict resolution in order to restore the “community” domain; ensuring fairness and recognition (implementation of transparent performance evaluation systems,

and regular, constructive feedback, including praise, to satisfy the need for recognition and prevent the reduction of professional accomplishment).

Individual-focused measures are also crucial at the micro-level. These include communicative coping and the organisation of interpersonal relations: reflection, exchange of experience, and seeking social support. Service members should consciously cultivate their support networks – rather than isolating themselves, they should engage with comrades, share experiences, and seek advice and assistance. Yu. Zhogno (2009) demonstrated that such measures help to resolve conflicts and provide emotional support. Value-based reflection is also important, involving the alignment of personal values with the mission of the unit. In cases of value conflict, the service member may either reinterpret their role (finding new meaning in routine activities) or, if the conflict is irreconcilable, decide to change their place of service in order to preserve personal integrity. Boundary-setting (segmentation) is equally essential, involving a clear distinction between the “professional self” and the “personal self”. Researchers I. Diamant & M. Hakhmigari (2025) particularly emphasise the importance of not transferring work-related interpersonal conflicts into the home environment and of maintaining one’s psychological boundaries.

The third level is referred to as the individual-personality level. Here, the influence of factors is reflected at the level of the body and personal beliefs. O. Mykolaichuk (2025) includes age, gender, professional experience, typological characteristics of the nervous system, and personality traits among the individual factors. The traits of the “Big Five” model play a particular role: extraversion (sociability, activity); conscientiousness (competence, perseverance); agreeableness (friendliness, good-naturedness, altruism); neuroticism (insecurity, anxiety, vulnerability); openness to experience (breadth of interests, creativity); low levels of resilience and self-esteem. At this level, burnout manifests as asthenia, sleep disturbances, shortness of breath, and weight loss or gain, as analysed in detail by researchers E. Urbon *et al.* (2025). Thus, prevention should include methods of physical therapy, relaxation and physiological recovery.

The individual level is the most profound and personalised. Whilst at the macro- and micro-levels factors are merely shaped by the external environment, at this level stress is accumulated in the body and psyche of a specific individual. This level reflects how individual characteristics (genetics, features of nervous activity, cognitive attitudes) interact with stress, and how the body attempts to adapt to exhaustion. The theoretical foundation here is the theory of the general adaptation syndrome (the body’s stress response), psychosomatics, and the multidimensional model of stress coping. N. Orlianska (2024) notes in her research that individual vulnerability to burnout is closely linked to: behavioural type: for example, “Type A” personalities (high achievement orientation, willingness to expend excessive energy, low frustration tolerance) are at the

highest risk of rapid burnout; physiological mechanisms: burnout is accompanied by changes at all levels of human life (from molecular to behavioural) and manifests itself in malfunctions of the nervous, cardiovascular and immune systems, as well as sleep disturbances; coping strategies (mechanisms for overcoming difficulties): the way in which a person is accustomed to overcoming difficulties – constructively (planning, seeking support) or destructively (avoidance, use of stimulants).

Signs of imbalance and key symptoms at the individual-personal level. When one's own adaptive resources are exhausted, clear clinical signs appear at the physical and individual level (based on the symptom complexes of the BAT and MBI questionnaires): extreme physical and emotional exhaustion: a feeling of "emptiness", chronic fatigue, inability to recover even after a weekend or holiday; cognitive and emotional disturbances: reduced concentration, memory problems, irritability, inability to control outbursts of anger; psychosomatic complaints: sleep disturbances (insomnia), digestive disorders, muscle pain, headaches, weakened immunity; destructive behaviour: increased use of "stimulants" (coffee, tobacco, alcohol, sedatives) as a misguided attempt to cope with stress.

Organisation-focused measures at the individual level. Although this is the individual level, research highlights that the organisation (management, medical services, psychologists) must create conditions to safeguard the physical health of personnel (Morgan & Goldston, 1987). These measures are grouped in the model as: comprehensive health programmes: implementation of programmes to monitor adherence to work and rest schedules, ensuring adequate nutrition and sleep, implementation of medical and psychological programmes for the medical and psychological support of personnel; monitoring of duty schedules; self-regulation; psychoeducation and "stress inoculation": training staff (stress inoculation) in self-regulation methods, recognising the early symptoms of burnout and the basics of mental hygiene, debriefing, and post-event group analysis; medical and psychological support: organisation of psychological relief rooms (corners), regular medical check-ups, psychological counselling and, where necessary, rehabilitation (tertiary prevention) for those who already have psychosomatic disorders.

Individual-focused measures (self-help) at the individual level constitute the direct responsibility of the service member. For prevention at the physical level, it is necessary to apply specific recovery practices (self-management and self-regulation). These include: physiological self-regulation (restoration of the body): sleep and nutrition (maintaining a proper sleep routine and a balanced diet to support cognitive functioning); physical activity (cardio training such as running or swimming reduces cortisol levels and increases endorphins; strength training and yoga help relieve "muscle tension" and stabilise emotional states); relaxation techniques (breathing exercises (e.g., "square breathing"), progressive muscle relaxation, and meditation (mindfulness), which activate

the parasympathetic nervous system and reduce nervous tension); and training in self-management and adaptive coping strategies.

A comparative analysis of existing approaches to the prevention of emotional burnout shows that each of them addresses only part of the problem. C. Maslach & J. Goldberg (1998) define the criteria for effective prevention but do not propose a comprehensive intervention system. C. Leclercq & I. Hansez (2024) divide measures into organisational and individual, yet do not demonstrate how these levels interact with one another. A. Bakker & E. Demerouti (2017) describe the organisational level in detail within the JD-R model, but the individual and interpersonal levels remain overlooked. M. Leiter & C. Maslach (2003), in their six-domain concept, focus on the micro-level – the interaction between the individual and the work – but do not link this to organisational and individual factors. O. Khairulin (2015) and O. Mykolai-chuk (2025) describe primary, secondary and tertiary prevention, which reflects the temporal dimension but does not reveal the links between the levels.

The model synthesises all these approaches into a single framework. It combines the meta-level, macro-level, micro-level and individual-personal level. At each level, stressors, symptoms and two directions of intervention – organisational and individual – are identified. At the same time, the outcome of prevention is common to all levels: the preservation of mental health, increased engagement, strengthened combat effectiveness and reduced staff turnover. This outcome can only be achieved if all levels of the model operate simultaneously and in a coordinated manner. The developed prevention model is theoretical and requires further empirical testing – in particular, testing in real military conditions and verification of its effectiveness using validated instruments for measuring emotional burnout.

◆ Conclusions

The theoretical study demonstrates that the prevention of emotional burnout among military personnel in the context of modern warfare requires a shift from fragmented individual measures to the development of a comprehensive, multi-level prevention system. The developed model for the prevention of emotional burnout among military personnel integrates fundamental factors of the military environment with contemporary approaches to preserving mental health, thereby creating a coherent framework for safeguarding the combat effectiveness of personnel. The main outcome of the study is the structuring of preventive measures across four interrelated levels of influence. At the meta-level, the unit's basic protective factors are identified, such as cohesion, leadership and the intensity of professional training. The macro-level (organisational) focuses on systematically balancing service requirements and available support resources. The micro-level aims to harmonise the individual's interaction with the work environment in the areas of control, reward, fairness and value

orientations. The individual level ensures the development of personal resilience and psychological self-regulation skills.

The scientific novelty of the study lies in the formulation of an integrated strategy that simultaneously combines organisation-focused measures with the strengthening of individual capabilities of military personnel. This approach allows the prevention system to be upgraded from a reactive (responding to symptoms) to a proactive one, where the main emphasis shifts to creating a supportive environment and developing the soldier's agency. It has been established that the effectiveness of prevention directly depends on its phased nature: from supporting professional motivation in the early stages of service to specialised rehabilitation in cases of confirmed exhaustion. The practical significance of the results lies in the possibility of implementing the proposed model within the psychological services of the Armed Forces of Ukraine to prevent losses in combat capability. The systematic application of

the developed levels of prevention will minimise the risks of burnout even in situations of prolonged combat stress. Prospects for further research lie in conducting an empirical test of the effectiveness of the proposed model under real-world conditions of combat operations. In particular, it is relevant to study the influence of different leadership styles on the dynamics of burnout among subordinates, as well as to test specific psychological stress relief techniques adapted to combat service conditions.

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None.

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Модель психологічної профілактики емоційного вигорання військовослужбовців

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♦ **Анотація.** В умовах тривалої збройної агресії Росії проти України проблема збереження психічного та психологічного здоров'я військовослужбовців набуває стратегічного значення. Хронічний бойовий стрес є одним із головних чинників розвитку синдрому емоційного вигорання, що безпосередньо знижує боєздатність підрозділів та людський потенціал збройних сил. Попри зростаючий інтерес науковців до цієї теми, у літературі й досі відсутня комплексна модель профілактики емоційного вигорання військовослужбовців Сил Оборони, яка б інтегрувала організаційний, міжособистісний та індивідуальний рівні в єдину систему з визначенням конкретних заходів та очікуваних результатів. Метою дослідження стала розробка моделі психологічної профілактики синдрому емоційного вигорання військовослужбовців. Теоретичні засади дослідження ґрунтувалися на теоретичному аналізі та синтезі наукових джерел за останні роки. Застосовано системний підхід, що дозволив розглянути профілактику як багаторівневу структуру. Розроблено авторську модель психологічної профілактики емоційного вигорання військовослужбовців, що складається з чотирьох рівнів профілактики. Визначальним у моделі став метарівень, який виступає системоутворювальним ядром та забезпечує концептуальну цілісність усієї моделі. Другим рівнем є макrorівень (організаційне середовище), що ґрунтується на моделі «вимоги-ресурси» та передбачає реалізацію комплексних профілактичних заходів двох типів: організаційно-фокусовані заходи (аудит стрес-факторів, забезпечення ресурсами, розвиток лідерства, стресостійкість) та індивідуально-фокусовані (job crafting (дизайн власної роботи), розвиток професійної суб'єктності). Мікрорівень (безпосередня відповідність людини і роботи) базувався на концепції шести сфер і включав заходи, спрямовані на гармонізацію сфер навантаження, контролю, винагороди, спільноти, справедливості та цінностей. Індивідуально-особистісний рівень охопив фізіологічне відновлення, розвиток адаптивних копінг-стратегій та психоедукацію. Результатами ефективної профілактики стали збереження психічного здоров'я, підвищення залученості та мотивації, зміцнення бойової міцності підрозділу та зниження плинності кадрів. Розроблена модель може слугувати методичною основою для побудови системи психологічної профілактики емоційного вигорання у військових підрозділах, а також може бути використана психологами, командирами та фахівцями з управління персоналом для планування та впровадження профілактичних заходів

♦ **Ключові слова:** психічне здоров'я; стрес; ресурси; стресостійкість; благополуччя; бойові умови; лідерство