

Key Skills

AiM
Learning Solutions



Developing Your Resilience



European School of Administration
Ecole européenne d'administration

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DEVELOPING YOUR RESILIENCE

I. What is resilience?

For individuals, groups, organisations or communities, resilience is the ability to mobilise resources to anticipate, tolerate and overcome difficult experiences or events. It is also the ability to develop oneself through one's experiences (Derek Mowbray, 2010).

In order to explain resilience and to differentiate it from stress, one can use the comparison to a runner:

Resistance to stress would correspond to the situation of a runner who persists and makes efforts despite physical or mental fatigue.

Resilience would refer more to the situation of a runner, who after having fallen down or stopping to catch his breath, is able to get up again and continue the race.

Being resilient is not only being able to continue one's efforts. It is being able to regain movement after a difficult moment, an accident along the way or a traumatic event.

The essence of resilience can be summarised well in the quote of Sir Winston Churchill:

"Success consists of going from failure to failure without loss of enthusiasm."

Sir Winston Churchill

The topic of resilience confronts us with the question of loss of balance and its transformation and is often perceived as difficult or dramatic but can also be true sources of satisfaction when one is in a position to mobilise resources to overcome them. We invite you now to develop these resources.

In this eBook, which is also a training manual proposed by the European School of Administration (http://europa.eu/eusa/index_en.htm), you will find practical information that can help you to:

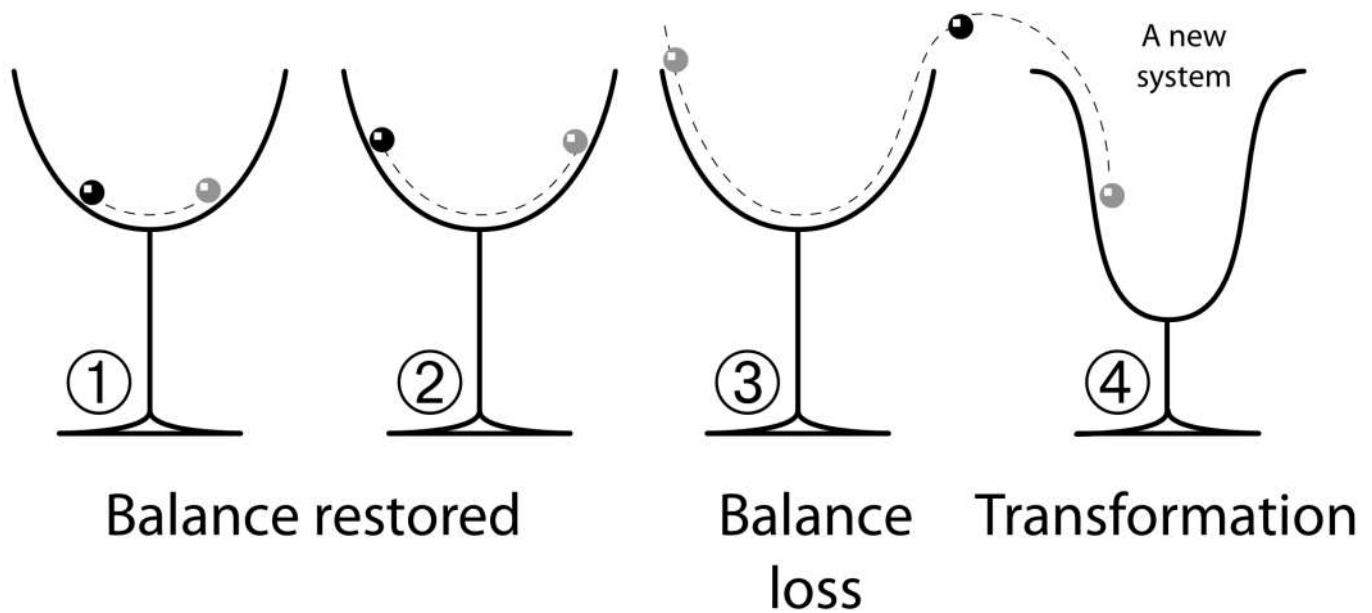
- understand the process of resilience;
- evaluate your resilience;
- develop it by exploring tools stemming from various domains such as tools of meaning as well as physical, mental, emotional and relational balance;
- develop the resilience of your team.

I.1 Balance, breakdown and transformation: resilience at work

In our professional life, we need to constantly adapt ourselves to intensive workloads and to changing priorities. Such a context puts our routines and equilibrium to the real test.

We experience permanent rebalancing on a daily basis. Our ability to adapt and to withstand stress helps us, in certain circumstances, to continue to function psychologically as well as physically (① and ②).

If the pressure is too strong a breakdown or loss of balance ensues③.



This loss of balance ③ creates a transformation ④ that can be worrisome, difficult or painful.

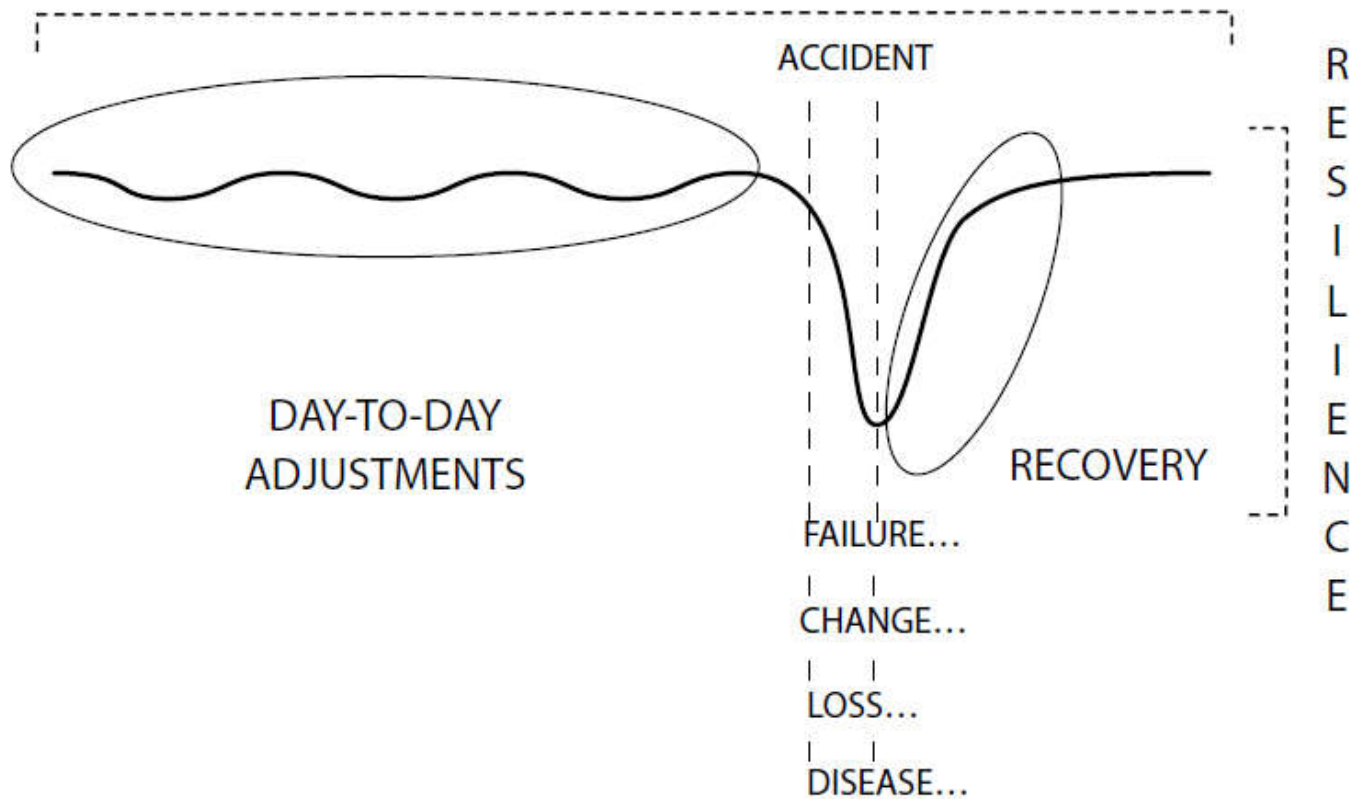
It can, at times, give rise to a new situation, which is even more advantageous, or even to a better state of equilibrium.



This loss of balance can be the result of different things. Here are some examples from the professional and private life:

- failure: the negotiation that I have been working on for several months was not successful;
- a change: the institution in which I work is undergoing a major restructuring;
- a loss: the head of unit, for whom I work, has left the unit;
- illness: a serious drawback immobilises me for several months and I cannot function like I did before.

ADAPTATION



Thus, resilience is more than just adaptation. It presupposes “an accident”, which strongly tests a person’s ability to adapt.

To develop one’s resilience is to improve one’s resources on a daily basis in order to face situations that go beyond our habits and our states of equilibrium.

[Links with my work?](#)

Take the time to assimilate the whole concept of resilience while thinking about personal examples of loss of balance.

Can you reconstruct a failure, a change, a loss or a an illness,... that strongly threw you off track?

The concept of resilience comes from the realm of physics and matter. From the Latin verb *resilio*, ire, the etymology literally means “to jump backwards”, from which we get the expressions “to rebound or resist” (a shock, a change).

For those readers interested in the psychological origins of resilience, please check out Boris Cyrulnik, who studied the ability of diverse groups to rebound after traumatic events (FR):

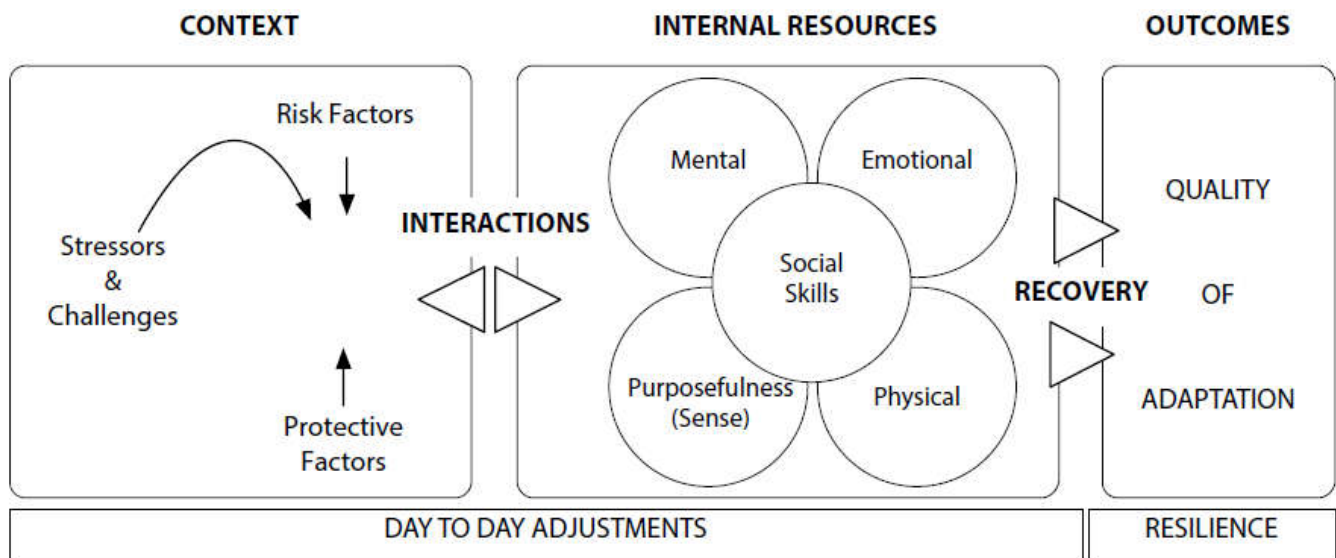


1.2 Resilience as a process

Resilience is not a state that we would have expected as a result of a challenging event. It is rather a process.

For Oscar Chapital Colchado (2011): “Resilience is the ability of an individual to generate biological, psychological and social factors to resist, adapt oneself and to strengthen oneself, when faced with a risk situation, thereby creating an individual, social and mental success.”

To illustrate this process, here is a model inspired by Kathryn McEwen’s *Building Resilience at Work*.



The stressors or challenges can create a disturbance in our balance.

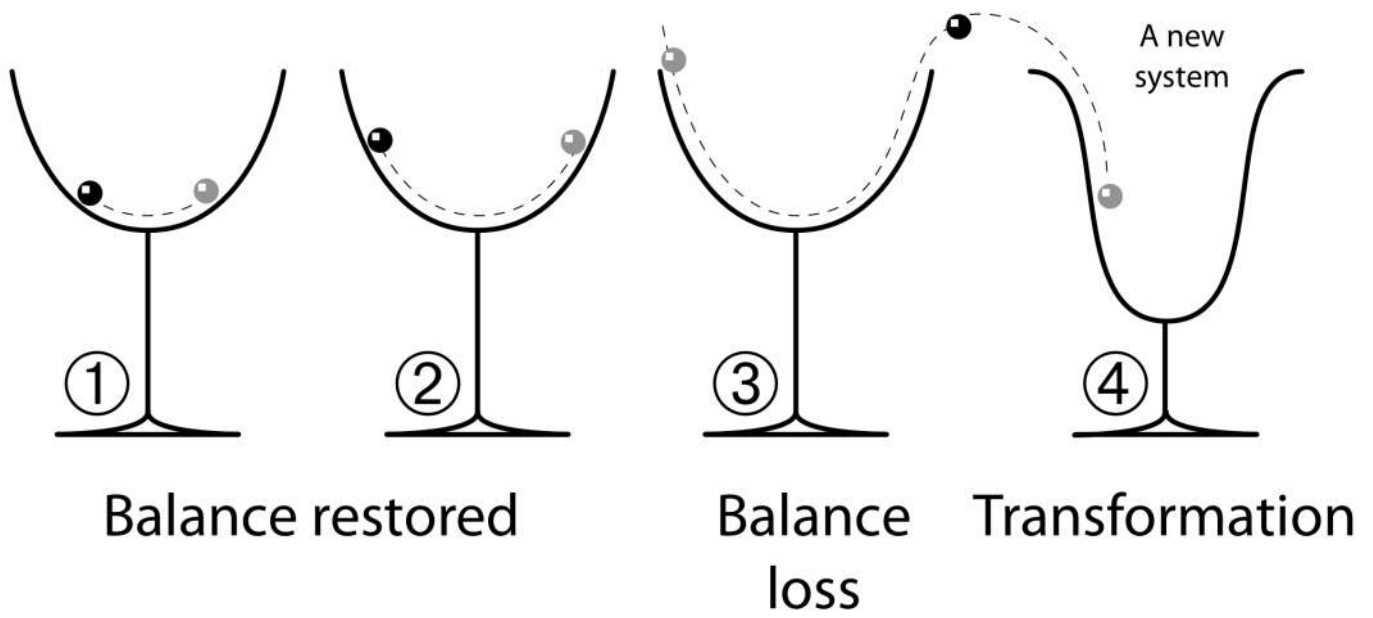
These stressors can affect us if we find ourselves in a particular context. This context is characterised by risk factors (for example, a head of unit changes jobs or a significant geographical distance between the colleagues).

In our professional context, we find protective factors that can lessen the effects (for example, a very good atmosphere in the team or trusting relationships as well as open communication).

We use these internal resources to interact with this context. Traditionally speaking, we identify five principal resources:

- our mental resources help us to better perceive and better understand the world;
- our emotions guide us and help us to understand others;
- our physical health gives us the energy we need;
- our social skills help us to find the necessary support;
- our purposefulness allows us to find and maintain the right direction or path. It gives us courage.

All of this can describe what we call day-to-day adjustments which easily restore our adaptation to a situation.



The marble is balanced but stays in the glass. The form of the glass changes.

If the disturbance is very strong, the adaptation is downgraded and a process of recovery or resilience is needed. The outcome of the process of resilience may result in a new balance, i.e. a transformation.



Exercise: A personal example of the process of resilience



Reset Exercise

Think of an episode in your life where your balance was strongly shaken up.

Describe the perceived stressor:

What were the protective factors pre-existing in your particular context?

Which internal resources did you activate? Which attitude? Which action? Which thoughts?

Now observing the balance in which you find yourself, what is your level of satisfaction?

An example (only to illustrate the process) :

Two years ago I was not successful at an EU competition = stressor.

The risk factor is that I am not Belgian and I did not have the right to unemployment benefits in Belgium.

The protective factor is that my parents support me both morally and financially.

I activated different resources:

- physical: I paid careful attention to follow a regular lifestyle. I walk daily for 1.5 hours;
- emotional: I gave myself the “permission” to feel the fear concerning the idea of not being successful and anger with respect to the investments in study that I made;
- determination/meaning: I thought about how to give meaning to this failure and the impact this would have on my career and my life;
- social: I deliberately asked for help from 2 persons in my surroundings in whom I have confidence. With others, I did not address the topic;
- mental/intellectual: I relativise things and put down different plans of action on paper and specified what was negotiable and what was not.

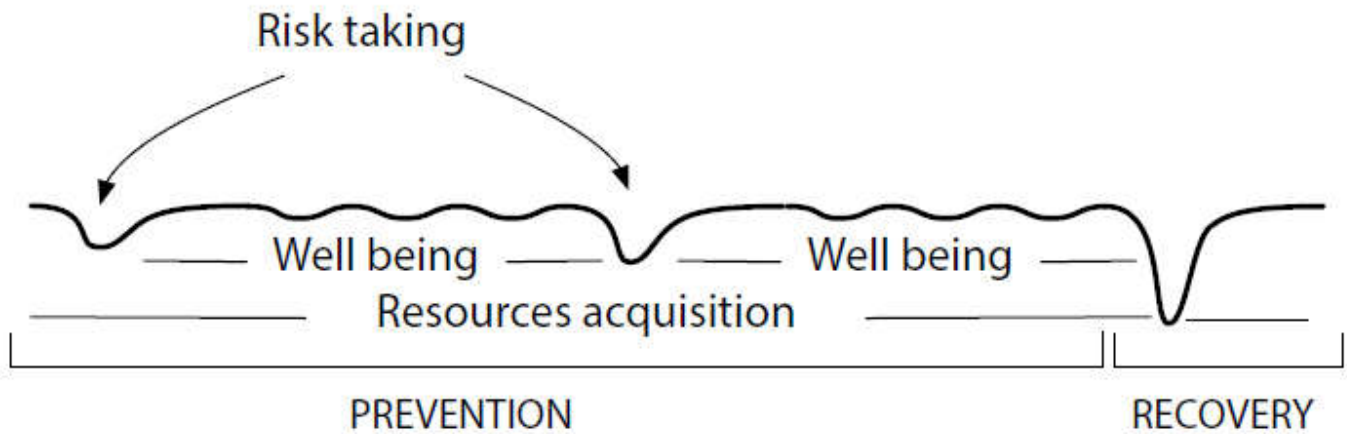
Two years later, I took stock of the situation and observed the outcome: I know myself better; I know my strengths and emotional reactions. I know I can count on my network. I believe in my ability to bounce back and I learned to relativise. This is a nice example of resilience.

Our resilience is promoted by paying attention to all the components of the model, i.e. the components coming from our exterior contacts as well as our internal resources.

The seven pillars of resilience are:

- paying attention to stressors;
- choosing the right challenges (intelligent risks);
- reducing risk factors or at least keeping them in mind;
- finding or strengthening protective factors;
- keeping track of our resources and acquiring new ones;
- finding help in case of an incident (talking to someone, using the help available);
- evaluating our state of adaptation once a new state of balance has been found.

There are two ways to develop one's resilience: through prevention, before the incident happens and through recovery, by reinforcing our defence mechanisms. This will be treated more in chapters 3 to 9.



Going deeper...

- Boris Cyrulnik, *How your inner strength can set you free from the past*, Tarcher, (<http://psychcentral.com/lib/resilience-how-your-inner-strength-can-set-you-free-from-the-past-2/>) (February 17, 2011)
- The model of resilience as a process was inspired by the book of Kathryn McEwen, *Building Resilience at Work*, Australian Academic Press, (Jul 1, 2011)
- Aaron Antonovsky studied the conditions under which individuals stay in good health after having encountered stressful situations. His book introduces the topic of Sense of Coherence (SoC), *Unraveling the mystery of health: How people manage stress and stay well*. The Jossey-Bass social and behavioral science series and the Jossey-Bass health series, San Francisco, CA, US. (1987), 218 pp
- Mowbray, D., *Resilience and strengthening resilience in individuals*, Management Advisory Service, MAS, UK
- A brochure which identifies how resilience can work for you (EN) (<https://www.desjardinslifeinsurance.com/en/life-events/Documents/Workplace%20resiliency.pdf>)
- Video that explains the difference between pathogenesis and salutogenesis and the benefits of salutogenesis (<https://www.youtube.com/watch?v=RWkTdqmULVo>), for your health (EN)
- Resilience according to Wikipedia (EN) (<https://en.wikipedia.org/wiki/Resilience>)

NOTES



1. WHAT IS RESILIENCE?
2. EVALUATING MY RESILIENCE
3. TOOLS ABOUT MEANING
4. TOOLS FOR MENTAL BALANCE
5. TOOLS OF PHYSICAL BALANCE
6. TOOLS FOR EMOTIONAL BALANCE
7. TOOLS FOR RELATIONAL BALANCE
8. MINDFULNESS
9. DEVELOPING THE RESILIENCE OF YOUR TEAM
10. PREVENTING BURNOUT



DEVELOPING YOUR RESILIENCE

2. Evaluating my resilience

Chapter 1 helped us to understand the concept of the process of resilience. We explored the process of reaction to events that have just broken down our balance.

Yet, as human beings, we are all different. Each one of us interprets the degree of severity of the “stressors” in their own personal way. Some are not sensitive to the same losses of balance as others. Likewise, a specific event can seem traumatising to someone at some time in his life. This same traumatic event can also seem lighter at another moment in time. This depends on the context and our internal resources.

Thus, it is interesting to rely on our resilience. What are my ways of bouncing back? What are my spontaneous reactions? Which strategy do I have a tendency to adopt in the case of imbalance? What do I generally do or not do when confronted with a failure, a change, a loss or an illness?

Chapter 2 explores two tools of asking questions that tend to evaluate our resilience: coping strategies that are not necessarily the only ones, but which help you to state your preferred tendencies and invite you to explore those that are less familiar to you.



2.1 My coping strategies

One of the ways to measure your resilience is to observe your typical tendencies when reacting to a stressful situation. We understand the adjective “stressful” as the gap between the stimulation of a situation and the resources that an individual perceives to have.

The “Ways of Coping Checklist (WCC)” of Lazarus & Folkman is a questionnaire that explores coping strategies that we use to respond to stressful situations. The authors clearly state that it is not a question of personality trait (where we always react in the same way), but rather a process.

They make a distinction between strategies focusing on the problem and those focusing on the emotion. These strategies can consist of an activity as well as a thought process.

The strategy focusing on the problem = all of the efforts undertaken to confront a situation.

For example:

- looking for information;
- looking for ways of action;
- looking for action plans;
- effective actions.

The strategy focusing on emotion = all of the attempts made to control emotional tension generated by the situation.

For example:

- avoidance;
- positive re-evaluation;
- emotional expression;
- self-accusation.

Other authors have identified this classification by sub-dividing it. Here is the classification offered by Steptoe (1991):

REACTION BASED ON THE PROBLEM		
	Confrontational mode	Disengagement mode
Behavioural	Examples: <ul style="list-style-type: none"> • attempts at control; • problem solving; • looking for information; • direct confrontation. 	Examples: <ul style="list-style-type: none"> • avoidance; • escape; • passive reaction.
Cognitive	Examples: <ul style="list-style-type: none"> • redefining the situation; • positive re-interpretation. 	Examples: <ul style="list-style-type: none"> • idealising the problem; • self blame.
REACTION BASED ON EMOTIONS		
	Confrontational mode	Disengagement mode

REACTION BASED ON THE PROBLEM		
Behavioural	Examples: <ul style="list-style-type: none"> • looking for social support; • looking for information. 	Examples: <ul style="list-style-type: none"> • displacement; • distraction; • avoiding information.
Cognitive	Example: <ul style="list-style-type: none"> • expression of emotions. 	Examples: <ul style="list-style-type: none"> • inhibition of emotions; • repression of emotions; • refusal.

 Exercise: Coping strategies

1. Think about a stressful situation that you experienced in the past 6 months (maximum of 6 months).
2. Tick the level of stress you felt for this particular situation:


 Reset Exercise

Low	Medium	Strong
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Indicate for each of the following strategies, whether or not you used them to cope with the problem you described. To do this, simply circle the number from 0 to 4 to the right of the corresponding strategy.

- 0 = not at all
 1 = somewhat
 2 = on the average
 3 = fairly often
 4 = very often



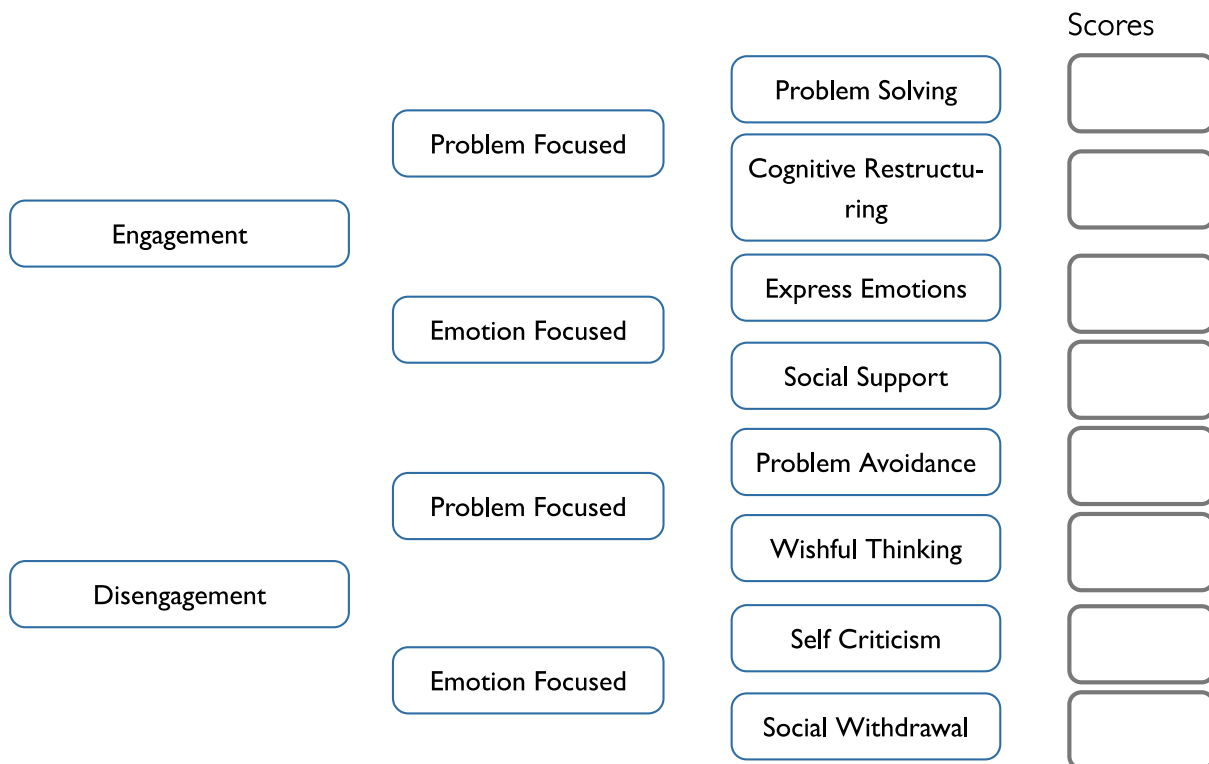
 Reset Exercise

	Statements	
1	I just concentrated on what I had to do next: the next step.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2	I tried to get a new angle on the situation.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

	Statements	
3	I found ways to release tension.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4	I accepted sympathy and understanding from someone.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5	I slept more than usual.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6	I hoped the problem would take care of itself.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7	I told myself that if I wasn't so careless, things like this wouldn't happen.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8	I tried to keep my feelings to myself.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
1	I changed something so that things would turn out all right.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2	I looked for the silver lining; I tried to look on the bright side of things.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3	I did some things to help me get out of my usual habits.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4	I found someone who was a good listener.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5	I continued as if nothing had happened.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6	I hoped a miracle would happen.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7	I realised that I brought the problem on myself.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8	I spent more time alone.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
1	I stood my ground and fought for what I wanted.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2	I told myself things that helped me feel better.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3	I let my emotions run wild.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4	I talked to someone about how I was feeling.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5	I tried to forget the whole thing.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6	I wished that I never had let myself get involved in that situation.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7	I blamed myself.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

	Statements	
8	I avoided my family and my friends.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
1	I made a plan of action and followed it.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2	I looked at things in a different light and tried to make the best of what was available.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3	I expressed my feelings to reduce stress.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4	I just spent more time with people I liked.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5	I did not let it get to me; I refused to think about it too much.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6	I wished the situation would go away or somehow be over with very quickly.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7	I criticised myself for what had happened.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8	I avoided being with people.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
1	I tackled the problem head on.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
2	I asked myself what was really important and discovered that things weren't so bad after all.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
3	I let my feelings out somehow.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
4	I talked to someone to whom I was really close.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
5	I decided that it was really someone else's problem and not mine.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
6	I wished that the situation had never arisen.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
7	Because what happened was my fault, I really chewed myself out.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4
8	I didn't talk to other people about the problem.	<input checked="" type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4

Display results



- The dimension Problem Solving makes reference to active behavioural efforts taken to change a stressful situation. The higher the score, the more the subject has tried to resolve the problem by confronting it. The lower the score, the less the subject was engaged to transform the situation.
- The dimension Cognitive Restructuring relies on information concerning the stakes of the situation. The higher the score, the more the subject showed a tendency to re-assess the stressful situation and draw the positive and beneficial aspects from it. The lower the score, the more the situation is perceived as a threat.
- The dimension Expressing Emotions encompasses various stages: connecting to one's emotional feeling, identifying the type of emotion, giving a name to the emotion, expressing it to someone. The higher the score, the more frequently the individual actively expresses his emotion.
- The dimension Social Support indicates to which extent the subject experienced the need to turn towards others in order to face a situation. The higher the score, the more important the search for help, comfort, advice, moral or material support from others. The lower the score, the less others are sought out.
- The dimension Problem Avoidance indicates to which extent the subject tried to forget the event and distract himself. An elevated score definitely corresponds to a behaviour of facing the situation head on and the desire that things should happen differently.
- The dimension Wishful Thinking aims at detaching oneself from a stressful situation, but also aims at putting oneself in an emotional state of calmness that allows, in a second step, to take action.
- The dimension Self-Criticism is an indicator of feelings of guilt and remorse. The higher the score, the more the subject blames himself for his attitude while he manages his problem and/or attributes to the problem in the early stages. On the contrary, a low score corresponds to an absence of questioning oneself.
- The dimension Social Withdrawal tends to take away (for a brief moment) contact with others in order to emotionally rebuild oneself without risking exposure too much.

The results of the questionnaire are not necessarily representative of spontaneous tendencies that individuals have to favour one strategy over another. In fact, the scores are linked to an example of a particular stressful situation. Nonetheless, the scores can be analysed in light of what the individual thinks he would like to adopt often as a behaviour or not.

None of these strategies can be considered à priori as good or bad. All of them should be examined according to the context.

In the context of the European Institutions, the strategies of engagement tend to be better perceived than strategies of disengagement (perceived as weak). In the same manner, strategies based on the problem have better press than those based on emotion.



Links with my work?

Take some time to analyse the strategies that you use less frequently at work:

- What are they?
- Why do you rarely choose them?
- What are some situations or strategies that could serve to promote your resilience?
- What are their advantages?

2.2 My spontaneous reaction to change

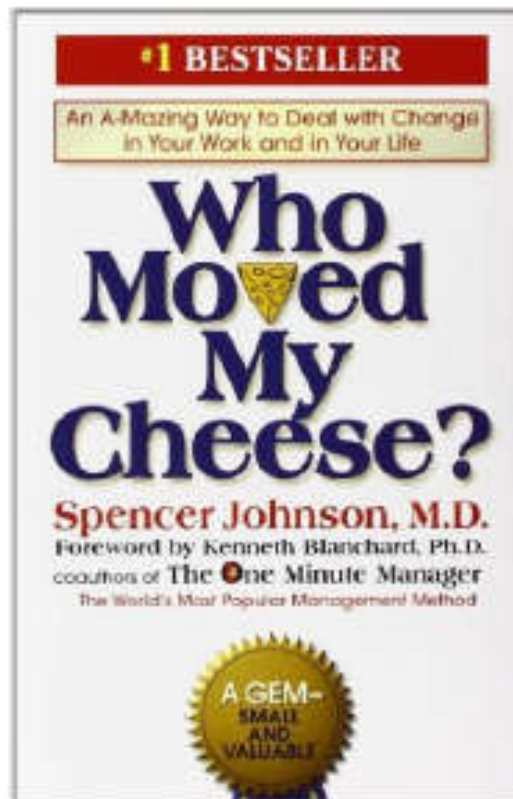
Managing change is one of the most passionate chapters of resilience. In reality, our life is but an infinite number of changes. The ball takes it time to move in the glass. However, we do not necessarily perceive it this way.

Change is often synonymous with difficulty or loss. It is accompanied by uncertainty and the perception of not being in control. We know what we have and we do not know what we do not have. We are conscious of what we lose, but less aware of what we have to win.

The author who brilliantly illustrated the reaction of individuals to change was Dr Spencer Johnson with the best seller « *Who moved my cheese?* ». His four characters: Sniff, Scurry, Hem and Haw run through a maze looking for their happiness: cheese.

It would only take you one or two hours to read the book, but if you prefer a visual version, why not watch this this video (<https://www.youtube.com/watch?v=Txy6DwbwZ9g>.) (EN).

The story is about the instinctive reactions of each character to the disappearance of the cheese at Station C and how Haw goes beyond his emotional barriers and fears and takes the first step and begins to move. Haw goes through several phases and writes his discoveries on the wall:



Who moved my cheese? Dr Spencer Johnson

The handwriting on the wall

Change is inevitable
They keep moving the cheese...

Anticipate change

Get ready for the cheese to move

Watch out for change

Smell the cheese often so you know when it is getting old

Adapt to changes quickly

The sooner you let go of old cheese, the sooner you can enjoy the new cheese

Change

Move with the cheese

Take advantage of the cheese

Savour the adventure and enjoy the taste of the new cheese!

Be ready to change quickly and profit from the new

They keep moving the cheese



Links with my work?

What are your spontaneous reactions?

Do you resemble Sniff who uses intuition? Or maybe Scurry who reacts immediately? Or Haw who remains immobile or Hem who acts according to complex reflections and emotions?

Going deeper...

- The measurement of coping with stress (<http://public.kenan-flagler.unc.edu/faculty/edwardsj/EdwardsBaglioni1993.pdf>): construct validity of the Ways of Coping Checklist and the Cybernetic Coping Scale by Jeffrey R. Edwards and A. J. Baglioni Jr. from the Graduate School of Business Administration, University of Virginia (EN)
- Seligman, Martin E.P., *Building Resilience*, Harvard Business Review, 2011
- Dr Spencer Johnson, *Who moved my cheese?*, Vermillion, 1998
- Some practical ways to deal with change (<http://www.wikihow.com/Deal-with-Change>): Wikihow (EN)



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DEVELOPING YOUR RESILIENCE

3. Tools about meaning

Having defined and evaluated the process of resilience, we will explore, one by one, various tools to use at work to reinforce your personal resilience and help you to better confront events in your life.

Even if our internal baggage and the inheritance of our childhood count, the good news is that it is possible to develop our resilience! This is the first positive message of this chapter: you are the master of your own resilience!

All of the tools that we will develop are intrinsically linked. However, we will structure them in the following chapters according to the table by Kathryn McEwen.

Let's start with the tools for meaning and determination illustrated by a quote from F. Nietzsche:

"The person who has a reason to live can overcome practically anything."

Friedrich Nietzsche

3.1 Learning to live according to my values

What is a value? Are values universal? Do we change our values throughout the course of our life? Are we aware of our values? Do we share the same values?

The European Union is founded on such values as respect for the human dignity, freedom, democracy, equality, the rule of law and the respect of human rights (including the rights of people from minority groups). These values are shared by all of the Member States.

What about our personal values? Our values can be known unconsciously. They can also reveal themselves to us in the negative form, i.e. when we perceive that they are no longer respected. However, they can also be revealed in the positive form when we want to share them and transmit them to those who are dear to us.

Our values make us more resilient because they reinforce our determination to do what is most important to us. They motivate us and inspire our vision of the world. Moreover, they guide our choices and our decisions and also give us orientation, e.g. "I chose to work for the European Institutions", "This DG seems interesting to me" or "This area of work makes sense to me", etc.



Links with my work?

When was the last time you thought about your values?

Would you be able to list your values?

Do you talk about values at work? with your colleagues?

Do you have a code of values in your unit?

 Exercise: Bull's eye



1. Identify your values for each of the 4 domains.

 Reset Exercise

Work / Education:

Leisure / Recreation:

Personal Growth / Health:

Relationships:

2. Try to estimate the extent to which you live by your values.

For each value, move the slider to the level corresponding to your estimate. Move the cursor closer to 7, the more you live according to this value.

 Reset Exercise

Work/Education:

| 2 3 4 5 6 7

Leisure/Recreation:

| 2 3 4 5 6 7

Personal Growth/Health:

| 2 3 4 5 6 7

Relationships:

| 2 3 4 5 6 7

3. Identify the barriers and obstacles. Then identify what is preventing you from being consistent with your values.

4. My action plan for each domain.



Reset Exercise

	BARRIERS	ACTION PLAN
1. Work / Education:		
2. Leisure / Recreation:		
3. Relationships:		
4. Personal Growth / Health:		

3.2 Making sense of what I experience

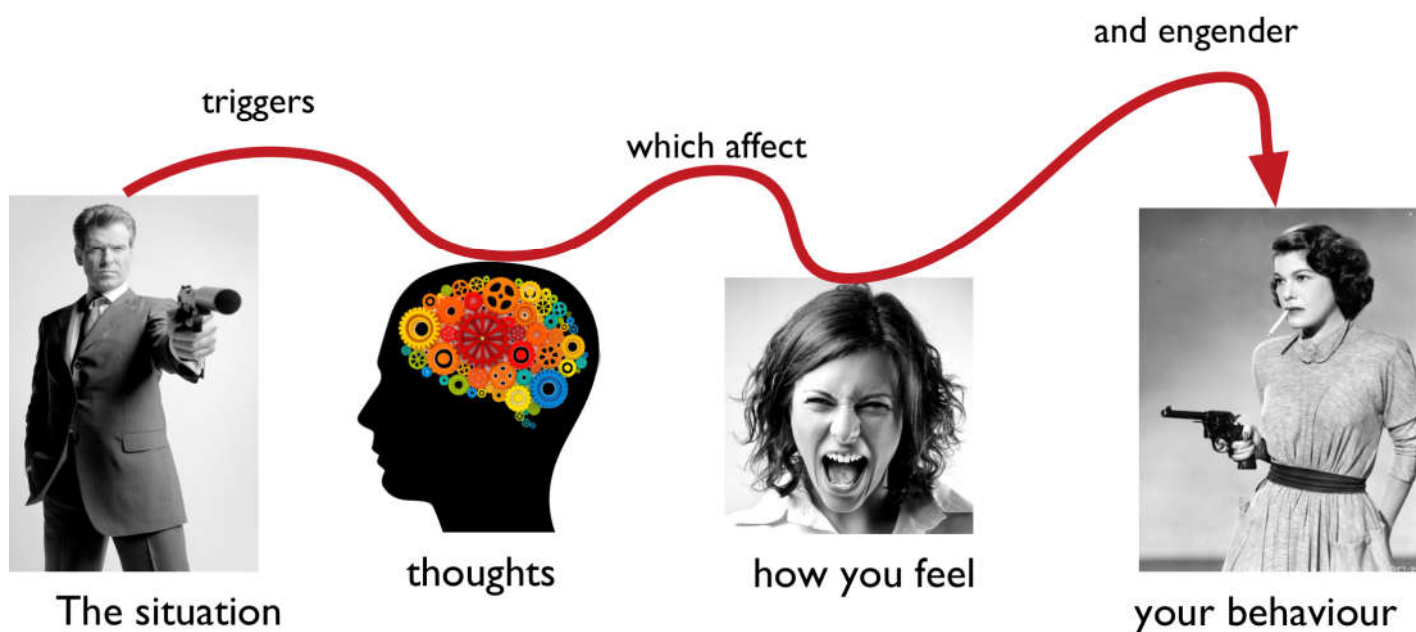
Where should we devote our energy? To change things? To modify our way of perceiving the events that occur in our lives?

These two strategies need to be explored in parallel. They are part of the process of resilience.

Having said this, when we are not in a position to choose the situation in which we find ourselves, it is more interesting and practical to concentrate on our way of seeing things. This is what we propose to you in this section on “Making sense of what I experience”.

Our internal dialogue is what we say to ourselves or what we have in our head before, during and after a particular situation.

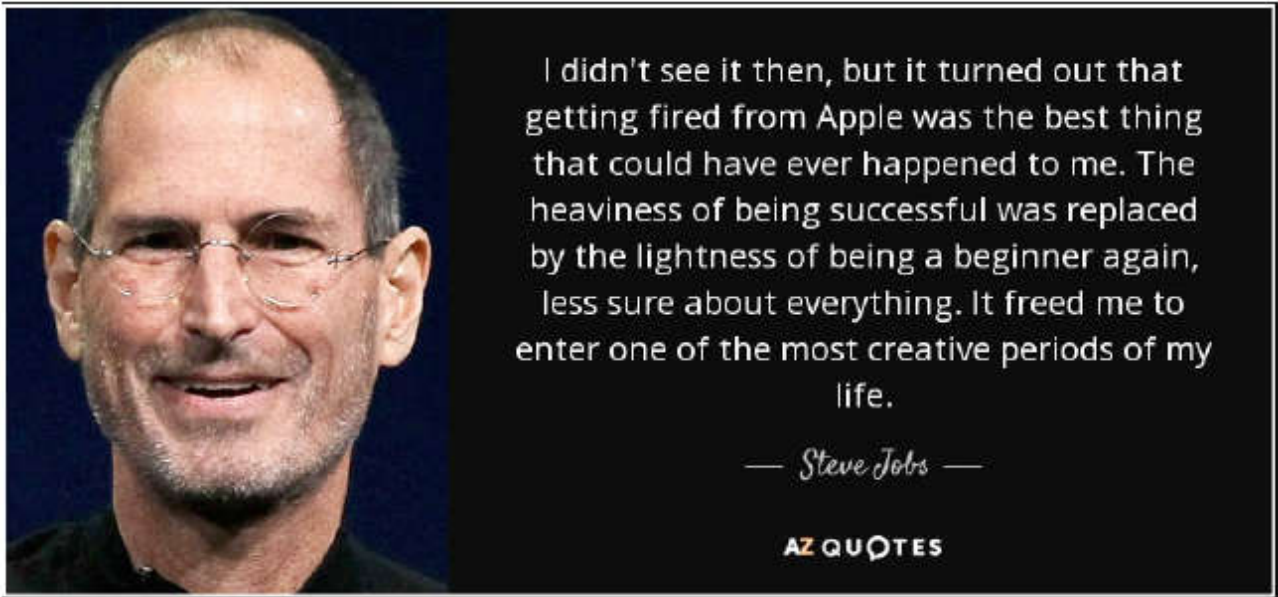
The following model suggests that it is our process of thinking for a given situation that influences the type and strength of our feelings. This gives us the opportunity to have more control over our feelings (to not keep them back or to let them take control but to change them as we desire and even explore them openly and honestly in a firm way).



By altering our internal dialogue, we can change our behaviour and thus the outcome.

If making sense of what we experience allows us to better control the situation, this also allows us to live better. We need to emphasize that it is a question of a voluntary and determined step. The situation would not have any meaning without our own personal reflection.

Numerous examples related to the search of this meaning exist. One of the most well known ones is that of Steve Jobs concerning getting fired at Apple.



Links with my work?

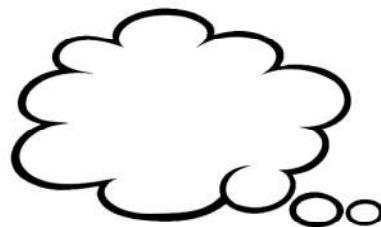
When faced with a difficult event at work, ask yourself: how do I see this situation?

Talk about your thoughts with yourself (take the time to become aware of this).

If there is some meaning to what happens to me, what would this be?

What can I learn about myself?

And about the others?



Going deeper...

- An article inspired by the work of Schwartz on values (<http://valuesandframes.org/handbook/2-how-values-work/>) (EN)
- The values of the European Union (https://europa.eu/european-union/about-eu/eu-in-brief_en) (EN)
- An article about a young woman confronted by a traumatising kidnapping (http://www.pbs.org/wgbh/nova/next/body/mental-resilience/?utm_source=facebook&utm_medium=pbsofficial&utm_campaign=nova_next) in Somalia who finds meaning in this experience (EN)
- An article which helps you to define your values (https://www.mindtools.com/pages/article/newTED_85.htm) (EN)



1. WHAT IS RESILIENCE?
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8. MINDFULNESS
9. DEVELOPING THE RESILIENCE OF YOUR TEAM
10. PREVENTING BURNOUT



4. Tools for mental balance

Our brain is rich in resources. The abilities of our neurons is infinite. Let's make use of them to increase our mental resilience and our well-being at work! Here are some suggestions to digest in our professional life as well as in our private life.

4.1 To relativise and still stay resilient

To relativise, put into perspective, looking at something from a distance... numerous synonyms to evoke daily techniques when confronting difficult situations. This mental exercise is not practised at the moment of losing balance but rather after the incident.

This active mental step works better when we ourselves are the initiator and the author. The useful effect of this is not the same when it has to do with some advice (without a doubt well intentioned) given by someone else. Thus, we initiate it when we are ready to think about it. The pieces of advice from those around us do not necessarily come at the right moment. They are at times premature.

Neuro-Linguistic Programming(NLP) gathers together several mental techniques which help to relativise.

Here are two techniques which you can practise at work:

- the tool of dissociation;
- the tool of mental re-programming.

Dissociation

It is to dissociate yourself from the situation by taking some distance and to see yourself from an external point of view as if you were someone else. Tell the story in the 3rd person singular.

Thus, the situation is relativised and you avoid assimilation to the situation.



Links with my work?

Reconstruct a recent situation that set off some discomfort in you.

If you were to describe your situation in the third person singular, what would you say?

What does this resemble from the point of view from the other person?

Mental re-programming

This is a real tool of relativisation. It is about describing a situation in balanced, factual and relative terms. We avoid generalisations, amalgams and presuppositions.

Thus, when the situation is told in this manner, it has a more relative impact.

For example, instead of saying:

“It is always the same thing in the meetings. I never get to to say what I want to say at the right time. I miss the opportunity to say something and, as a result, I never give my opinion. My level of credibility is decreased.”

you could say: “This morning, in the meeting, I was not able to give my point of view at the time I thought was appropriate. This bothers me because it is not the first time this has happened. I have the impression that my credibility is affected by this.”



Links with my work?

Reconstruct a recent situation which set off some discomfort.

Describe the situation without using :

- absolute terms like: “always, never or every time”;
- verbs like: “It is necessary..., I should...”;
- imprecise terms such as: “approximately, often...”.

What impact do you see by doing this?

4.2 Watching out for constant perfectionism

The tyranny of perfectionism is that we experience it personally and professionally and we inflict it upon others. It makes us blind and stops us from appreciating what is good or even very good. It sets the bar so high that it blocks us in our momentum.

Our professional environment is marked by constraints of all kinds: constraints of time, resources, budget, etc. These constraints put us under pressure and are a handicap in our ability to bounce back.

A tool of mental resilience consists of staying in control and not resorting to perfection as an option by default.



Links with my work?

Analyse the tasks for which you are responsible and ask yourself the questions:

- is the investment I make in this in proportion to the outcome?
- can I be satisfied with the outcome(s)?

What impact do you see?

sometimes
good enough
is
fabulous!

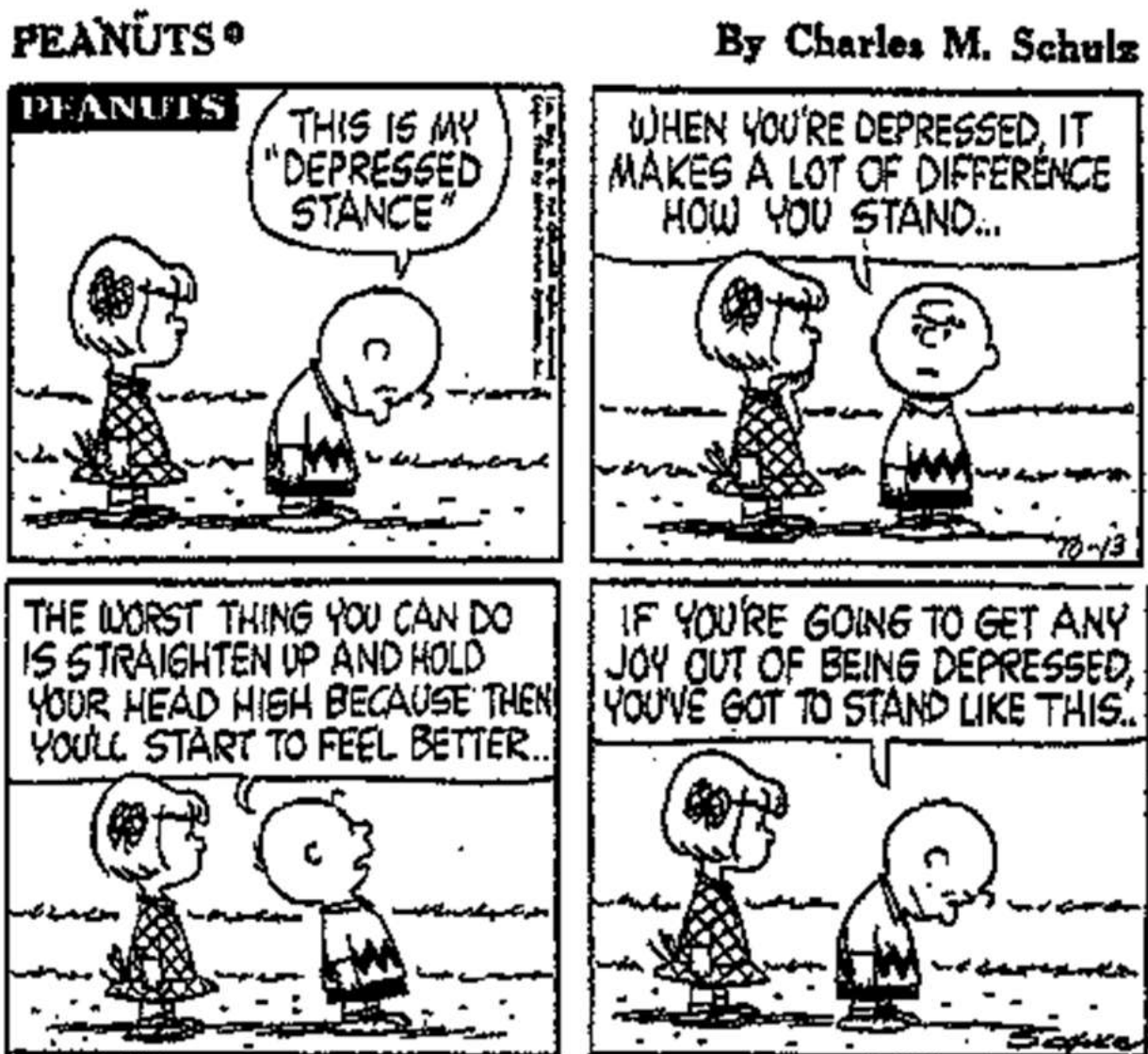
4.3 Keeping your sense of humour vis-à-vis yourself and others

We need to distinguish this from cynicism, mockery, humiliation and vengeance. Using humour is the motor of mental (and emotional) resilience which allows us to overcome incidents and accidents in our lives.

Being capable of self-derision is to show psychological flexibility and to be able to accept one's limits, be less rigid and more free.

To keep your sense of humour with your colleagues and co-workers requires a minimum of practice. With respect to humour, there are numerous examples of cultural bias. Whether it is about the local culture, professional or the organisational culture, what is totally accepted in one place may not necessarily be accepted in others.

You need to be careful with this tool. We recommend that you use it sparingly and begin to practise it on yourself first before sharing it with your colleagues.



The opposite of keeping your sense of humour is also dangerous. Being intolerant with respect to yourself and others damages the quality of your relationships and hinders us in moving forward.



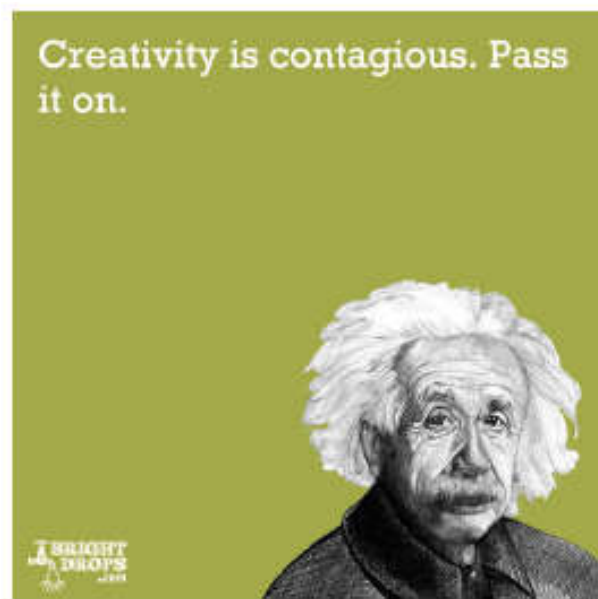
Links with my work?

Ask yourself the following questions:

- Do you take the time to laugh at yourself at work?
- Are you able to show mercy when you make mistakes?
- Is it permissible to laugh among your colleagues?
- What are your feelings?

4.4 Showing creativity and inventiveness

Mental energy by excellence, creativity and inventiveness are just as effective ways to go past situations that appear to be without any possible means of escape. Scientific discoveries have numerous examples that inspire us.



Practising creativity is not always easy, especially when we experience challenges and/or loss. Julie Bursting gives us four lessons on creativity (https://www.youtube.com/watch?v=sYOPf_pfqCI) in the following Ted Talk (EN).

Whatever technique you use for problem solving, strategic vision or as a tool for team building, creativity can take on many more forms than you imagined. *The sky is the limit.*

The technique of random words is an example of mental creativity that uses divergent thinking.

29 WAYS TO STAY CREATIVE

1  **MAKE LISTS**

2  **CARRY A NOTEBOOK EVERYWHERE**

3  **TRY FREE WRITING**

4  **GET AWAY FROM THE COMPUTER**

6  **TAKE BREAKS**

7  **SING IN THE SHOWER**

8  **DRINK COFFEE**

5  **QUIT BEATING YOURSELF UP**

9  **LISTEN TO NEW MUSIC**

10  **BE OPEN**

11  **SURROUND YOURSELF WITH CREATIVE PEOPLE**

12  **GET FEEDBACK**

13  **COLLABORATE**

14  **DON'T GIVE UP DON'T GIVE UP DON'T GIVE UP DON'T GIVE UP DON'T GIVE UP DON'T GIVE UP DON'T GIVE UP DON'T**

15  **PRACTICE, PRACTICE, PRACTICE**

16  **ALLOW YOURSELF TO MAKE MISTAKES**

17  **GO SOMEWHERE NEW**

18  **COUNT YOUR BLESSINGS**

19  **GET LOTS OF REST**

20  **TAKE RISKS**

21  **BREAK THE RULES**

22  **DON'T FORCE IT**

23  **READ A PAGE OF THE DICTIONARY**

24  **CREATE A FRAMEWORK**

25  **STOP TRYING TO BE SOMEONE ELSE'S PERFECT**

26  **GOT AN IDEA? WRITE IT DOWN**

27  **CLEAN YOUR WORK PLACE**

28  **HAVE FUN**

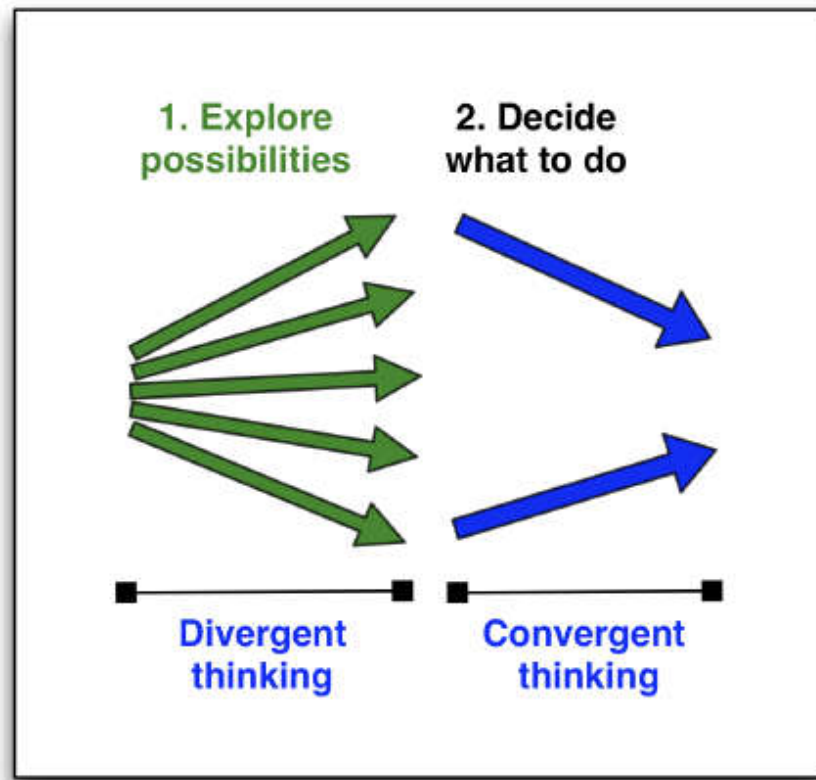
29  **FINISH SOMETHING**



Exercise: The technique of random words

Often used for problem solving, the technique of random words is a tool of divergent thinking.

To resolve a problem, we have the tendency to focus on the characteristics of the problem as it is presented. The probability of finding innovative solutions is thus reduced. We speak of convergent thinking.



The technique of random thinking is broken down as follows:

1. Choose the problem you would like to solve;
2. Describe it;
3. Randomly choose a word in the dictionary or from a group of words;
4. List the characteristics of this word;
5. Associate each characteristic back to the initial problem and observe the original ideas that ensue.

Here is an example :

1. I cannot seem to balance my professional life and my private life.
2. I realise that I am so tired in the evening when I return from work and I do not have any energy to undertake anything. I vegetate in the armchair in front of the television. This demoralises me because I am not satisfied with myself. My thoughts become negative and I have the impression of being part of a vicious circle.
3. I randomly choose a word in the dictionary: endive
4. The characteristics of this word are:
 - white;

- can be eaten raw or cooked;
- bitter;
- curved form.

5. The mental associations are:

- instead of sitting in front of the television, I am going to put a blank (white) page in front of me and let my imagination run wild on what I would like to do;
- I am going to find a variety of solutions depending on the days of the week, not just one solution all of the time;
- I am going to welcome the bitterness and dissatisfaction of the situation and have confidence in what I feel is going to help me to change;
- ...

4.5 Practising positive thinking and showing gratitude

Do you see the glass half empty or half full?

We are not the same when it comes to this reflex. The successes and failures of our life experiences push us to favour one attitude or another. To judge the pertinence or the legitimacy of one approach over another is not our objective here.

On the other hand, we hope to give you the desire to discover what positive thinking can bring you. It is an extremely personal tool that can help you overcome difficult incidents and bounce back.

Why extremely personal? Because this mental resilience tool does only work if we apply it to ourselves. When it comes from someone else, even if the person has good intentions, it risks being perceived as a minimisation of the difficulty with a condescending remark.

The momentum and scope of a positive thought is better adapted to the gravity of the situation if the person practices it himself.

Here are the steps:

- Attention
Attention is defined by William James as taking possession of our spirit.
One can also see it as a focal point of our conscience.
- Selective attention
“The *cocktail party* (https://en.wikipedia.org/wiki/Cocktail_party_effect) (EN) is designed using imagery to show the possibility of focusing one’s auditive attention on verbal flux (discourse or conversation) in a noisy environment, for example, during a reception or a cocktail party.”
- Bias towards a negative confirmation
It is a particular form of attention that pushes us to favour negative aspects.
We have the tendency to often use this bias for biological survival reasons or because of cultural preference.
- Control our attention: positive aspects
We can voluntarily change our thoughts when we realise that we are putting an accent on the negative. We can deliberately choose to be attentive to something that is more positive. *Control what we do with our attention.*

The video of Alice Sommer Herz (<https://www.youtube.com/watch?v=8oxO3M6rAPw>) (EN) illustrates this mechanism very well. This admirable woman experienced several dramatic events in her life. She developed an attitude towards life: she sees the adversities but chooses to look at the beauty.



Exercise: Positive thinking

Here is an exercise that is easy to do:

Describe a current situation that presents some unsatisfactory aspects...

If you were to find a positive element, no matter how small it is, that could emerge from this situation that you are reacting to, what would it be?

A positive thought does not claim to erase a negative one. It defines its boundaries.

Practising positive thinking with others leads to expression of gratitude - positively rethinking what has happened to us and expressing it as such.

To express signs of gratitude is a skill taught to heads of teams as a tool of motivation. However, you do not need to be a manager to express it daily in a non-calculated and natural way.



Links with my work?

Ask yourself the following questions:

- How often do you express signs of gratitude to your colleagues?
- How do you do it?
- What effect does it have on you?
- And on the person to whom you are addressing it?

Going deeper...

- An article which explains how to remember good moments by relativising the difficulties (<http://depts.washington.edu/cqel/PDFs/Coaching/Choosing%20your%20attention%20activity%20-%20POSITIVE%20GO-TO%20STAPLES.pdf>) (EN)
- James, W., *The Principles of Psychology*, Vol. I, Chap. II, "Attention", pp. 403-404
- A video on gratitude (<https://vimeo.com/22100389>) (EN)
- This video (EN) invites us to have a different viewpoint on the stress (http://www.ted.com/talks/kelly_mcgonigal_how_to_make_stress_your_friend?) we experience
- A video where employees give testimonies of their gratitude (<https://www.ayoye.com/nouvelles/cetait-dernier-jour-travail-ce-ses-employes-fait-fait-eclate-en-sanglots>) to their boss who is leaving the company (EN)

10 Tips

to Boost Resilience

Communicate regularly and effectively.

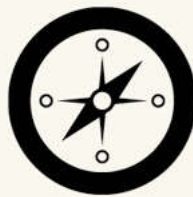


Maintain **positive** and **personal** connections.

Avoid seeing a crisis as unconquerable.



Be accepting of change.



Move **toward your goals**.

Take **positive, decisive** actions.



Look for opportunities for self-discovery.

Keep things in perspective.



Nurture a **positive view of yourself**.

Look to a **hopeful future.**





NOTES 



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DEVELOPING YOUR RESILIENCE

5. Tools of physical balance

Endurance, resistance, energy, our body is a resource, but also a means. It is a real barometer of our well-being and serves not only as a support but also as an alarm signal.

The interactions between our body, our thoughts and our emotions are constant. We have to keep them in mind and work on synergy.

When there is a crisis that throws us off balance, it is first of all our body that restores this equilibrium or we find a new equilibrium.

This chapter reviews simple tools to put into practice at work and in our personal life. We see to it that we practise these tools as a method of prevention, like general lifestyle, as well as in recovery, when the loss of balance occurs and we need to react.

Make our body an ally!

"Mens sana in corpore sano."

Juvénal

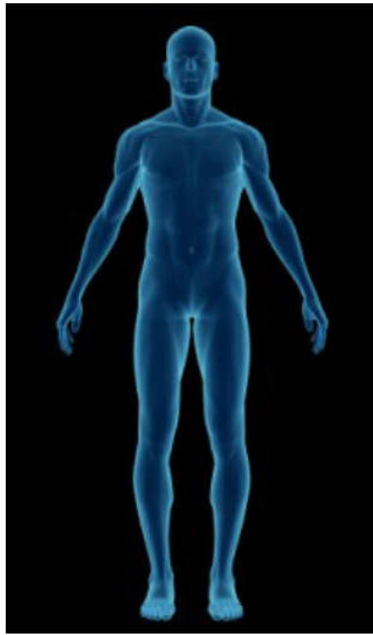
5.1 Listening to our bodies

Each one of us has a personal relationship with our bodies. For some of us, it is the digestive system that is sensitive; for others their sleep is disturbed. For others stress expresses itself through skin reactions whereas others have muscular or respiratory issues. Spot and get to know your somatic reactions. Transform yourself into a detective and, without becoming a hypochondriac, observe the changes and the imbalances.

A simple and accessible way to listen to your body is to do "a body scan" as practised in yoga. By way of breathing, you connect your body in its entirety and become aware of the temperature, feelings, discomforts, stiffness and tension.



Exercise: Body scanning



Sit comfortably in your chair at work, put your hands on your thighs with your palms up. Keep your eyes open or closed. It is up to you.

Breathe in deeply through the nose and pay attention to your head, your skull, your face, your forehead, your jaws, your temples,...

Breathing calmly and deeply, continue to scan across the entire body, going down to your legs, heels, soles of your feet, ... all the way to your toes.

Continue to breathe throughout the exercise and just notice simply what is there, without any expectations to change anything.

Numerous videos on body scanning exist on the Internet. Here is an example (<https://www.youtube.com/watch?v=zNr7CIII5qA>) (EN) or another (<https://www.youtube.com/watch?v=figoOOXxn5s>) (EN). You can get some inspiration here or do it yourself by tuning in to your own rhythm.

Active, vital, alert or wide awake



Functioning at high levels, but not at peak; able to concentrate



Awake, but relaxed; responsive but not fully alert



Somewhat foggy; let down



Foggy; losing interest in remaining awake; slowed down



Sleepy, woozy, fighting sleep; prefer to lie down



No longer fighting sleep, sleep onset soon; having dream-like thoughts.



Score :

5.3 Getting physical exercise that makes us feel better

No matter if it is for your life in general or in the context of your professional work, maintaining a healthy relationship with your body is an invaluable investment. This ebook focuses mainly on your professional life. Thus, we will not explore all opportunities to do some physical activity outside your office hours.

In this section we will concentrate our efforts on the way in which you can mobilise your body at work. The ebook on [personal effectiveness \(http://aim-associes.com/eusa/ebook/peff-en/book.html\)](http://aim-associes.com/eusa/ebook/peff-en/book.html) will also treat the topic of physical activity from a complementary point of view.

Have you ever seen the comparisons between an ECG ([https:// www.google.be/search?q=brain+after+20+min+of+walk+Dr+Chuck+Hillman+University+of+Illinois&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiU0NrfuNvLAhUCPRQKHbBDCxMQsAQIHg&biw=1395&bih=730#imgrc=-HIKUdzC2OK3DM%3A](https://www.google.be/search?q=brain+after+20+min+of+walk+Dr+Chuck+Hillman+University+of+Illinois&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiU0NrfuNvLAhUCPRQKHbBDCxMQsAQIHg&biw=1395&bih=730#imgrc=-HIKUdzC2OK3DM%3A)) of someone who is sitting with someone who walked for 20 minutes? Dr Chuck Hillman of the University of Illinois published some clichés on this. It is impressive: cerebral activity is more expansive and generalised in the person who is walking. This is normal, you would say, because you need to activate movement zones of the brain to move.

What about reflecting, thinking, solving problems, assimilating, listening, speaking and writing? Do we do it better when we move than when we remain seated in front of our computer?

Several arguments speak in favour of a more mobile type of work than the type of work we normally do in our offices. Here is a non-exhaustive list of these arguments:

- for your head: fewer headaches, migraines;
- for your eyes: less dryness of the eyes as well as many diseases/problems with the eyes;
- for our heart: decrease of aerial pathologies;
- for our hands: decline in the occurrence of carpal tunnel syndrome;
- for our back: decrease in problems with the cervical and lombardic vertebrae;
- for our ability to pay attention and concentrate: the laws of attention indicate to us that:
 - our ability to carry out a task increases progressively at the outset of the task when we need more time to get serious about a task;
 - our ability to carry out a task decreases progressively = we have to make sure we have a change of activity or take breaks;

We get less tired when we make sure that we vary our rhythm, and even better, we get up and move. (When I was writing this ebook, I noticed that I got up often from my chair, did something else and then devoted time to the task).

Certain managerial tendencies also promote movement. Those who would like to discover more about this should check out *Management by Wandering Around* (MBWA). It is about management of proximity with teams where the manager moves to see his colleagues rather than staying in his office.

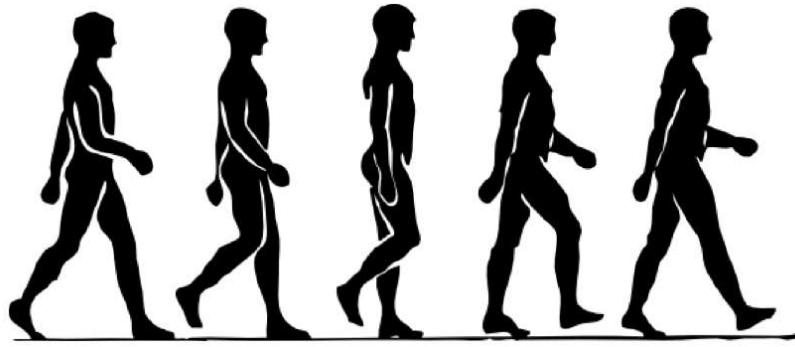
Several initiatives at the European Institutions like the “Pillars of well-being” or the “Fit at work” programme of the Commission are also initiatives to combine the balance of body and mind. You will discover here that there is so much more one can do than just riding your bicycle to work and climbing the stairs instead of taking the elevator.



Links with my work?

Do you already have a pedometer on your wrist or on your phone? You can download several applications for free on your Android.

Spread the word and start a movement at work!



 Exercise: Mindful walking

Mindful walking is easy to learn and practical in its design and efficiency. This tool revitalises the body, the mind and emotions, by inviting them all to work together.

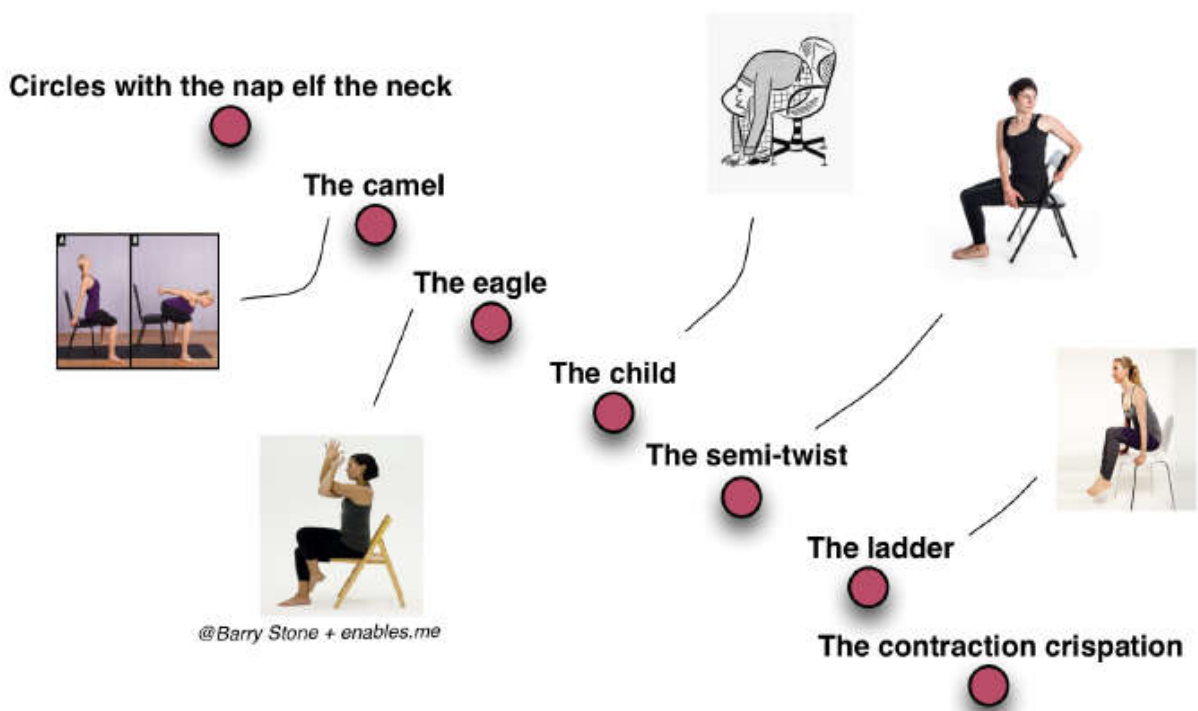
Rather than walking in an automatic way, it is about walking while doing belly breathing and being mindful of the contact your feet have with the ground and fixing your gaze on a point in the distance.

Breathe in deeply while walking and calmly count to 3. Exhale calmly also counting to 3.

Continue and then, little by little, increase the count to 4, then 5, and even to 6 without speeding up your counting.

Do this regularly during the day for several minutes each time.

 Exercise: 7 minutes on the chair



Here is a series of yoga exercises that you can do in your office chair. Take care to use a chair without wheels and that, ideally, has armrests.

It will take you about +/- 7 min. to complete the entire series. We recommend that you follow the order of the illustrations provided in this ebook. Do not hold your breath.

Each pose has a name which will help you to memorise the series.

Circles with the nape of the neck:

Inhale calmly. Starting from the left, slowly rotate your head. Lean your head backwards, all the while maintaining a comfortable position. Once you get to the right side, lean your head forward and exhale. Repeat for a minute.

The camel:

Sit in the middle of your chair. Place your hands on the back of the chair. Inhale and lean your head backwards and open up the shoulders and expand your chest. During exhalation, lean forward while locking together your thumbs. Repeat for 1 minute.

The eagle:

While trying to wrap your foot around your leg which is on the floor, cross your legs. Cross your arms in the direction which is opposite to how you crossed your legs (right leg to the left and left arm to the right). Inhale calmly. During inhalation, gently raise your arms. While exhaling, bring them back down. Repeat this calmly a couple of times. Then, change and cross your legs and arms in the opposite direction and start again to lift up your arms when you inhale and lower them when you exhale.

The child:

Release your muscles and let your body drop forward completely. Let your head press down with all its weight. Inhale and exhale calmly.

The semi-twist:

Place your left hand on the side of the back of the chair. Inhale deeply. During inhalation, turn your chest as well as your head to the left. Move your eyes to as far left as possible. Breathe calmly. Return to the centre.

Repeat the same pose on the right side of the chair.

The ladder:

Place your hands on each side of the chair or on the armrests. Inhale deeply. Gently lift your buttocks while still keeping the same angle of your legs. Breathe. Move back down calmly.

The contraction:

Inhale. Simultaneously tense all the muscles of your body, your face all the way to your ears. Release the tension completely. Inhale and repeat for a minute.



Exercise: Stretching



B.1 Neck stretch



B.4 Shoulder rolls



B.7 Upper and lower back stretch



B.10 Foot pump



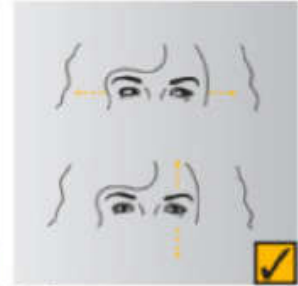
B.2 Head turn



B.5 Wrist and elbow stretch



B.8 Back arching



B.11 Eye exercise



B.3 Chin tuck



B.6 Wrist stretch



B.9 Pectoral stretch



B.12 Visual rest



Stretch the nape of your neck by leaning your head to the right and then to the left.	Roll your shoulders back and forth.	Stretch your arms above you and completely feel the sides of your chest.	Stretch your ankles.
Turn your head to the left and then to the right.	Stretch your forearm.	Arch your chest backwards, place your hands on your kidneys in order to protect your back.	Look to the right and left and then up and down.
Lean your head forward by stretching the nape of your neck.	Stretch your wrists.	Stretch your chest by moving your arms folded together to the back.	Focus your attention on a point in the distance then on a point close to you.



Exercise: Self-massage

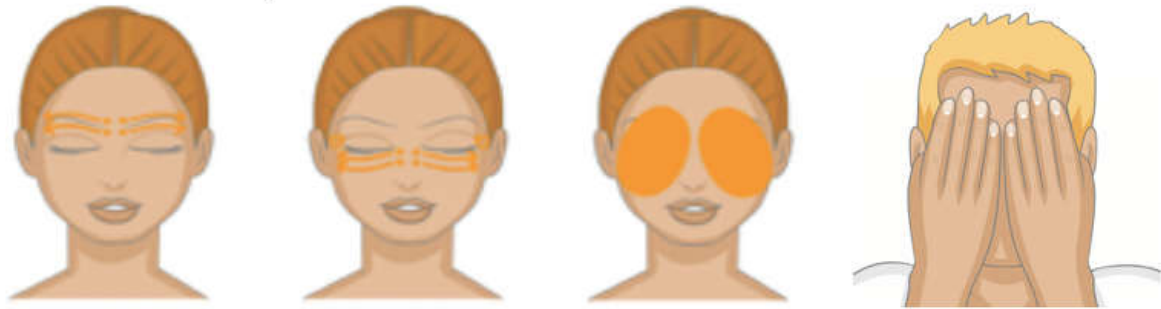
Here are some suggestions for self-massage by tapping with your fists or your fingers. The tapping stimulates the flow of energy along the meridians.

Tap along the arm by descending down the inner part of your arm and ascending by the outer part of your arm. Do the opposite with your legs, i.e. descend by tapping on the outer part of your leg and ascend along the inner part of your leg.

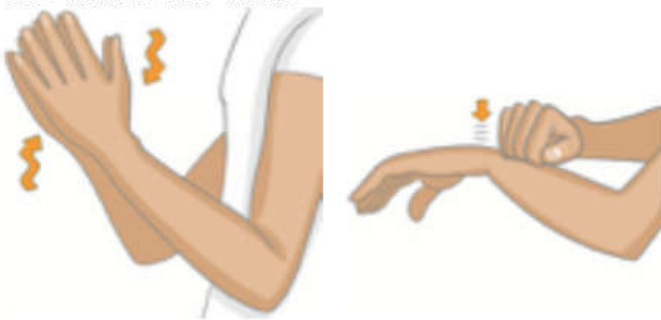
The head



The face and the eyes



The hands and arms



The shoulders



The legs



5.4 Paying attention to the quality of my food

Research on the benefits of a balanced diet are numerous. Healthy eating is an excellent tool for prevention and recovery after an incident in your life. Once again it is about a lifestyle. Once again, this goes beyond the scope of professional life.

However it is important to retain some easy recommendations to put into practice such as:

- drink at least 1.5 litres of water (still) on a daily basis: fill up your bottle at your water fountain or bring a bottle of water;
- avoid excessive amounts of caffeine and caffeinated tea as the metabolic effects do not kick in until several hours after consumption. Why not transform your coffee break into a herbal tea break;
- avoid sweet snacks during the breaks;
- take care to eat 5 portions of fruits and vegetables on a daily basis: think about eating a seasonal fruit that does not stick to one's fingers like grapes, mandarins, apples or bananas...);
- avoid an excess of carbohydrates and fats. Eat something else than the usual sandwich at lunch;
- spread out your nutritional allowance throughout the day according to your metabolism: a little snack in the morning and a little one in the afternoon can give you a boost of energy;
- try to avoid eating at the same place where you work: in order to avoid crumbs in your keyboard but also to move and digest better;
- take an adequate amount of time to eat calmly (mindfulness eating): see eating as a pleasure rather than just feeding yourself; chew your food slowly and become aware of what you are eating;
- prohibit alcoholic drinks at work.



Links with my work?

What is the minimal amount of change you could undertake to make your food more healthy and still tasty?

Think about this for several minutes.

Why not make a commitment about this with your team members and coach/encourage one another?

5.5 Practise hobbies which nourish me

We believe that this section, even though it is more relevant for one's personal life, is still necessary here. Making time for hobbies is a simple and quick way to reinforce your well-being and your psychological and physical health.

Whatever may be the sportive, creative, artistic, spiritual, charitable, manual or intellectual stimulating activities you prefer, be in indoors or in nature, alone or with your family/friends, be it something serious or funny... it is up to you to find what builds you up.

Concerning hobbies, you have the right to:

- practise them as an amateur
- change your mind
- to try, stop or begin something new
- have fun
- to push yourself
- ...

in short, let your desires run wild!



Links with my work?

Find the following:

- academies
- concert halls
- librairies
- recreation centres
- sports clubs
- places of worship
- game libraries
- media centres
- museums
- parks and forests
- internet sites
- ...

nearest to you and get further information.

Going deeper...

- Twelve simple tips to improve your sleeping habits (<http://healthysleep.med.harvard.edu/healthy/getting/overcoming/tips>) (EN)
- An explanation of "Management by Wandering Around" (https://www.mindtools.com/pages/article/newTMM_72.htm) (EN)
- An article on the benefits of changing from the seated position and the standing position (<https://open.buffer.com/healthiest-way-to-work-standing-sitting/>) (EN)
- An article on the benefits of movement on your arterial capability (<http://www.express.co.uk/life-style/health/508433/Health-benefits-of-office-saunter>) (EN)



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6. Tools for emotional balance

For centuries emotions have been ignored to the benefit of *pure reasoning* (E. Kant).

Today the intellectual quotient or I.Q. is not the dominating measurement. Instead one talks of E.Q. or emotional intelligence. Managers are trained to take care of the emotional climate of their teams. In the same manner, articles and books have flourished to study this vast domain that is still strongly unknown.

“The intellectual quotient contributes to 20% of the factors that determine success in life, which leaves 80% of other forces regrouped under the term emotional intelligence.”

Daniel Goleman

Does this mean that to talk about one's emotions at work is easy and encouraged? Certainly not in all cases. The built-in checks and taboos resist it and the stereotypes continue. Even if Bernard Rimé, a doctor and professor of psychology at UCL, says that our emotions are shared socially and verbally, we will see in this chapter that the emotional cycle developed from a dynamic that is essentially personal and coloured by the cultural heritage of each one of us.

“Emotional intelligence, a technique to better live with one's emotions, asks us to change our relationship with emotions in order to build a path of life that is more harmonious, rich and full of meaning...”

Ilios Kotsou

As a motor of resilience, especially if acting on a stressor proves to be difficult ([see My coping strategies](#)), emotional intelligence is a tool of balance that is interesting to discover.

6.1 Listening to my emotion

From the Latin *ex-movere* = “movement towards the exterior” or “to put into motion”, an emotion is a physiological and psychological reaction of an organism to adapt itself to the environment.

An emotion is innate and cannot be perceived except in pathological cases. It puts our system on a sense of alert to be able to react to what is happening. Multiple systems are mobilised: nervous, cardiac, hormonal, digestive as well as facial and personal.

On the one hand, an emotion is useful and effective for an individual because it allows him to react (I'm afraid; my entire sympathetic system is mobilised to react.) and from a relational point of view it informs the other person what is happening in me. This emotional readability is moreover something that we would like to get rid of because we are worried at times what the other person may perceive from our emotional state.

It is therefore normal to feel emotions. Not wanting to feel them would be dangerous for our survival: our senses would not inform us of our physiological reactions.

The first stage of the emotional cycle is thus to pay attention to our emotional feelings and to develop them. This awareness happens often through an identification by the body.

Here is an article about 701 participants who have indicated where emotions are visible in their body (<http://www.pnas.org/content/111/2/646.full>) (EN).



Exercise: My interior weather

Stop for a moment what you are doing right now and observe yourself.

Ask yourself the following question: What is my internal weather?

Are there clouds, rain, snow or sunshine? What is the temperature? The level of humidity? Is there any wind? How is visibility?

Using the metaphor of weather allows us to understand the inevitable, variable and useful character of our emotional feelings:

- Can we escape weather? No.
- Does that mean we cannot do anything? Also no.
- Does rain serve a purpose? Yes.
- Is it permanent? No.

When we search the word “emotion” on Youtube, we find an uncountable number of videos of every genre touching on emotion ranging from the football stadium to cinema films to beautiful humanitarian initiatives. The video of Paul Potts in the televised show *Britain's Got Talent 2007* is an illustration of the power of emotions (<https://www.youtube.com/watch?v=Ik08yxu57NA>) (EN), with music being an excellent emotional form of media.

6.2 Identifying the emotions

The spectrum of emotional feelings is extensive. Paul Ekman, an American psychologist who was a pioneer in the study of emotions, conceived a list of basic emotions based on transcultural research on a tribe in Papua New Guinea. He observed that isolated persons who are part of a primitive culture can identify the expressions of emotions of individuals from photographs of cultures that were unknown to them. They could also attribute facial expressions to descriptions of situations.

He concluded that certain basic emotions are “biological”, and universal for all human beings.

Thus, he identified the following list in 1972:

sadness

happiness

anger

fear

disgust

surprise

Our emotional feeling is evidently richer than these 6 basic emotions. We talk then about secondary or mixed emotions (deception is a mixture of sadness and anger) or even learned emotions (for example, pride).

To illustrate the richness of these emotions, here are some extracts of a recent animated film (<https://www.youtube.com/watch?v=8CnlpYnAZSE>) (EN) of Pixar *Inside Out* (2015). It focuses on the emotions felt by a little girl as well as by her parents.

Once we have identified the nature of the emotion, it is crucial to characterise the intensity of the emotion. A slight irritation needs a different reaction than rage for example.

Our relatively weak ability to spot/recognise the emotions we are feeling, combined with a poor range of vocabulary to describe them (6.3), does not allow for any subtlety. Each and every one of us needs to develop them.



Exercise: Identifying the 6 basic emotions

Observe the faces below and identify the emotions on the faces of the 6 people.

Can you name the six basic emotions?

		
Happiness	Disgust	Anger
		
Sadness	Surprise	Fear

Exercise: Evaluating the intensity of the emotion I am feeling

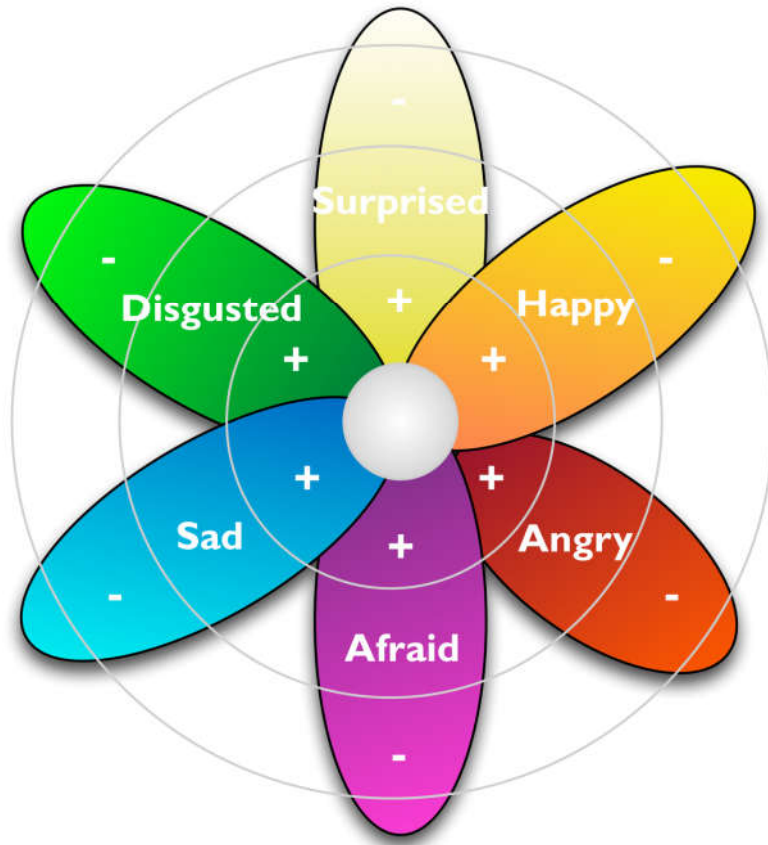
It would be interesting to distinguish not only the nature but also the intensity of the emotion you are feeling. In doing so, you will be able to obtain a qualified and better adapted response.

With respect to the identified emotion during the internal weather exercise, make note of the intensity of the emotion you are feeling.

On a scale from 1 to 6, what would be the intensity of the emotion you are feeling? The less the intensity of the emotion you feel, the lighter the colour on the wheel. The greater the intensity of the emotion you feel, the darker the colour on the wheel. What nuances do you observe?

By repeating this exercise, you will discover your most frequent degree of intensity of the emotion you are feeling.

According to the *Wheel of Emotions* by Robert Plutchik.



Reset Exercise

Surprised :

1 2 3 4 5 6

Happy :

1 2 3 4 5 6

Anger :

1 2 3 4 5 6

Afraid :

1 2 3 4 5 6

Sad :

1 2 3 4 5 6

Disgusted :

1 2 3 4 5 6



Links with my work?

Among the 6 basic emotions, which ones do I think I feel the most?

Is it the same case at work as it is in my private life?

On the other hand, which of them do I feel the least?

At work? In private life?

6.3 Expressing what I feel

Is the office a place where one can express his emotions?

What are the risks of expressing my emotions?

What are the risks of not expressing my emotions?

We do not need to answer these questions right now. Each work environment is different just as each one of us is different. It is up to you to evaluate if it is appropriate to express your feelings at work and, if it is not the case, to see where it might be possible to do so.

Beyond our personal preferences, we also observe that certain work environments naturally accept the expression of certain emotions and do not accept others. Thus, the expression of sadness is more frequent in a hospital than in a bank.

Once you have decided to express yourself, we invite you to reflect on two questions:

- To whom am I going to express my emotions?
- When and how often am I going to do it?

In effect, the quality of my expression will depend in part on the quality of the reaction of the other person. Thus, if I differentiate between a slight apprehension and a total paralysis to the idea of speaking in a meeting, for example, it would improve my chances of being supported in an appropriate way.



Links with my work?

Do we speak about emotions in our team?

Is the subject taboo?

Have you already talked about your emotions to your manager?

In your opinion, what would be his reaction?

6.4 Understanding the message sent by the emotion

Why at all do we speak about emotional feelings? What does it serve?

Our emotions are messengers. They give us information about what our need is or what we have not found. Thus, we speak of a pleasant emotion when the need is fulfilled and an unpleasant emotion when the need is not recognised.

Needs are of diverse types. Numerous authors have studied the needs of the human being and have classified them according to different categories. (Maslow, Herzberg, McClelland).

At work, you can, for example, have needs:

- of stimulation: “I am in a rut”;
- of recognition: “I am not listened to or valued”;
- of autonomy: “I feel stuck here”;
- of meaning: “What is the meaning of my work?”.

The emotion felt gives you an indication of the underlying need. Once you have identified your needs, you are better equipped to respond.

Some Basic Feelings We All Have



Feelings when needs are fulfilled

- Amazed
- Comfortable
- Confident
- Eager
- Energetic
- Fulfilled
- Glad
- Hopeful
- Inspired
- Intrigued
- Joyous
- Moved
- Optimistic
- Proud
- Relieved
- Stimulated
- Surprised
- Thankful
- Touched
- Trustful

Feelings when needs are not fulfilled

- Angry
- Annoyed
- Concerned
- Confused
- Disappointed
- Discouraged
- Distressed
- Embarrassed
- Frustrated
- Helpless
- Hopeless
- Impatient
- Irritated
- Lonely
- Nervous
- Overwhelmed
- Puzzled
- Reluctant
- Sad
- Uncomfortable

Some Basic Needs We All Have



Autonomy

- Choosing dreams/goals/values
- Choosing plans for fulfilling one's dreams, goals, values

Celebration

- Celebrating the creation of life and dreams fulfilled
- Celebrating losses: loved ones, dreams, etc. (mourning)

Integrity

- Authenticity • Creativity
- Meaning • Self-worth

Interdependence

- Acceptance • Appreciation
- Closeness • Community
- Consideration
- Contribution to the enrichment of life
- Emotional Safety • Empathy

Physical Nurturance

- Air • Food
- Movement, exercise
- Protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals
- Rest • Sexual expression
- Shelter • Touch • Water

Play

- Fun • Laughter

Spiritual Communion

- Beauty • Harmony
- Inspiration • Order • Peace
- Honesty (the empowering honesty that enables us to learn from our limitations)
- Love • Reassurance
- Respect • Support
- Trust • Understanding



Exercise: Identifying what is behind your emotion

Here is a table which recaptures the different phases in order to understand the message sent by the emotion. A fictitious example is provided.

A Trigger is the fact, the behaviour, the event, the word/the sentence, the non-verbal reaction... that triggers a particular emotion.

An Emotion is, as seen above, a feeling that can be either a basic emotion or a combination of basic emotions.

A Reaction is the automatic response that I had and expressed in a spontaneous and immediate way. It is a reaction which is not controlled nor thought about carefully and is provoked by a trigger.

A Reaction is the automatic response that I had and expressed in a spontaneous and immediate way. It is a reaction which is not controlled nor thought about carefully and is provoked by a trigger.

The Strategy is a more thought-out behaviour about what I could have done differently with respect to the Reaction in order to satisfy my need.



Reset Exercise

Trigger	Emotion	Automatic response	Need	Strategy
I was not invited to participate in the meeting.	Frustration = a mixture of anger and sadness.	I speak in a violent tone to my colleague (who is not involved in the meeting).	I need to have my competency recognised.	My strategy: 1. I explore the reasons why I was not invited to the meeting 2. I ask for permission to send my preparatory work 3. with my signature.
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Complete the table with three emotions you recently felt. Look for the trigger, the automatic response and the underlying need.



Links with my work?

Carrying out this exercise of emotional reflection may seem difficult and laborious for you.

With a bit of practice, you will find that you will only need a few seconds. The more you do it, the better you will know your emotional reactions and understand the reasons behind them better.



6.5 Managing my emotional state

Now we have come full circle.

Being emotionally resilient means to accept the existence of your emotions and their informative value.

You will bounce back better after a difficult situation if you practise the cycle of emotional intelligence:

1. listening
2. identifying
3. expressing
4. understanding and...
5. managing

Thus, a resilient person will avoid letting his dysfunctional emotions overwhelm him without undertaking something and without taking a conscious decision about it or just drop it altogether.

The last stage consists of managing your emotional state. What does this mean?

Here is a non-exhaustive list of strategies that reveal different types of actions. You will see the strategies listed or explained elsewhere in this ebook or in the suggestions found in the section *Going deeper...*

Physical strategies

Walking, breathing, sports, crying, relaxation, writing,...

Emotional strategies

Empathy, full awareness, EFT, non-violent communication, humour, joy, therapy, gratitude, music STOP moment, Reiki, ...

Mental strategies

Positive thinking, mental re-programming, putting something into perspective, NLP, visualisation, cognitive restructuring, relativisation,...

Social strategies

Speaking with a friend, talking about it to a specialist, support from colleagues, social events, ...

Strategies to find meaning

Looking for meaning in what was experienced, spiritual resources, faith, ...

Problem-solving

Actions to solve a problem, looking for resources, interventions, ...



Links with my work?



Reset Exercise

Out of all these strategies, which ones do you generally favour?

Which ones do you neglect?

CHARLES TRENET





Y'A D'LA JOIE


Going deeper...

- A study where the emotional feelings are detected by the body (EN), Lauri Nummenmaa, Enrico Glereana, Riitta Harib, I, and Jari K. Hietanend, *Bodily maps of emotions*, 2013
- An article by Dr. Travis Bradberry on 9 things emotionally intelligent people do not do (<http://www.talentsmart.com/articles/article.php?title=9-Things-Emotionally-Intelligent-People-Won%E2%80%99t-Do&ID=408089544>) (EN).
- From the same author, 10 things successful people do to keep calm (http://www.huffingtonpost.com/2014/02/12/successful-people-calm_n_4769119.html) (EN), you will see a summary of a lot of information presented in this ebook
- One of the authors on emotional intelligence we mentioned here is Mr Paul Ekman (https://en.wikipedia.org/wiki/Paul_Ekman) (EN)
- A test to found out your EQ (<http://www.arealme.com/eq/en>) (EN) (developed by Daniel Goleman)
- On the Emotional Freedom Technique (EFT 1) (<http://www.eftunivers.com>) (EN) and (EFT 2) (<http://eft.mercola.com>) (EN)
- Video on joy on the train (<https://www.youtube.com/watch?v=NnHj7qtChPo&app=desktop>) in London (EN)
- Video on positive emotions (https://www.youtube.com/watch?v=Ds_9Df6dK7c) by Dr. Barbara Frederickson, UNC at Chapel Hill (EN)

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7. Tools for relational balance

The resilience tools developed thus far have revealed primarily your individual and personal resources. It is now time to discover tools for relational balance. As Aristotle once said:

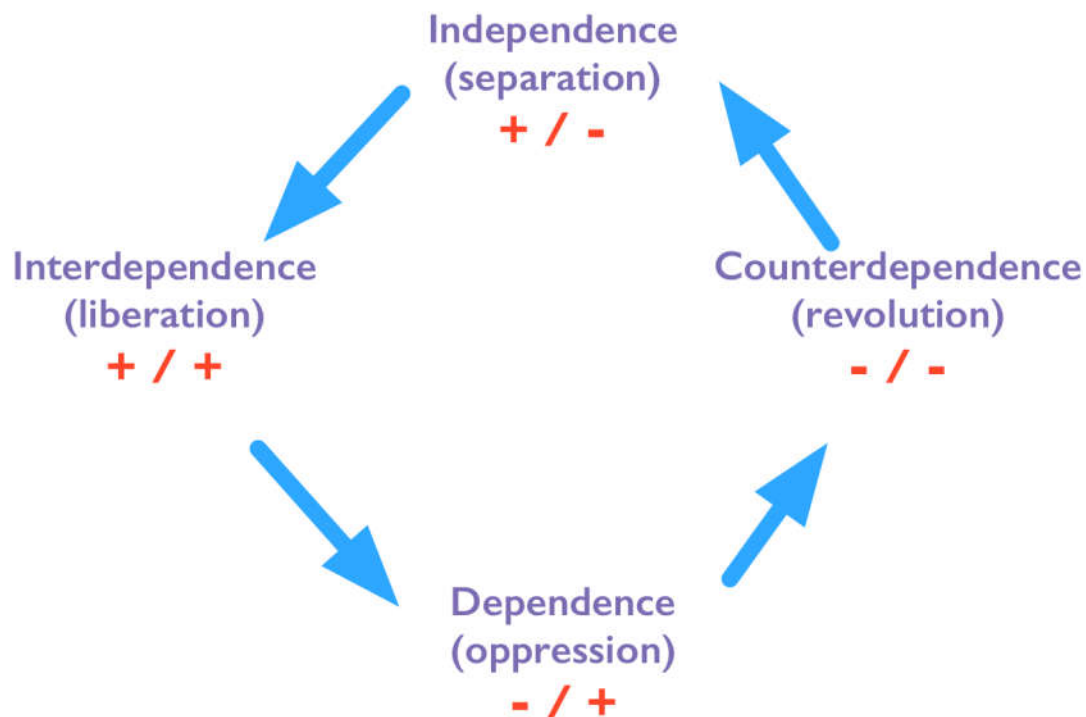
"Man is a social animal."

Aristote

The ability to work in teams is a key skill within the European Institutions. Thus, the relationships you cultivate with your families, friends, colleagues are excellent trump cards for resilience. They help you to survive, to go beyond accidents that may happen in life and to bounce back.

In the four levels of autonomy described by Katherine Symor the level of liberation is where the individual recognises that he has a need for others and others need him. It is thus a chosen and voluntary step.

The cycle of dependence - Katherine Symor



In this chapter we will see some key ways to develop your relational resilience. Do not hesitate to scroll through the ebook [Working in Teams](http://aim-associes.com/eusa/ebook/wit-en/book.html) (<http://aim-associes.com/eusa/ebook/wit-en/book.html>) as well as the ebook [Oral Communication](http://aim-associes.com/eusa/ebook/oral-en/book.html) (<http://aim-associes.com/eusa/ebook/oral-en/book.html>) to discover additional information and exercises.



7.1 Learning to ask, receive and give help

One of the most often used coping strategies (Chap. 2 (<http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter02>)) is that of social support. Approaching someone else when your balance is disrupted is a frequent step used and totally accepted in the private realm.

Is it the same thing with colleagues? Does it seem legitimate to you to ask and receive help from your peers, your boss and your colleagues?

Why seek out others? Because they can help you see the situation from a different point of view than your own, they have knowledge that you do not have, their support gives you strength, perhaps they can intervene by doing something you are not able to do and, finally just because it is often easier not to face it alone.

To prove this, it suffices when you observe numerous support groups or associations for assistance for different types of victims. Not being alone in front of a difficulty is already of great comfort.

Thus, developing your relational resilience consists of approaching someone with a request that is fairly clear, expecting an action from that person or just wanting to be heard. It is, therefore, all about learning to ask, receive and give help.

The process of mutual aid encompasses multiple skills that we can list here:

- realising when you cannot master the situation alone and need help;
- asking for help without feeling downgraded or weak in doing so;
- formulating your request in a way that encourages a reaction from the other person;
- being specific about the type of help you are requesting;
- knowing to whom you should ask for help (identifying the right person, whether or not it is a professional);
- identifying when the need for assistance is satisfied and informing the other person;
- thanking the other person for the help received;
- refusing, in an assertive way, some proposed assistance even when it does not seem pertinent to you;
- offering your assistance in return;
- showing empathy;
- showing trust;
- being able to do active listening;
- introducing a principle of reciprocity in the relationship;
- surrounding yourself with kind persons;
- avoiding rubbing shoulders with toxic persons;
- ...



Links with my work?



Reset Exercise

Among the skills listed above, which ones seem natural to you?

On the other hand, which ones seem difficult for you?

Here is an example of asking for help:

Jean-Marc, 25 years old, was not chosen for a position, which he arduously coveted.

“I completely ruined the interview!” he thought, “I will never have another chance like this one.” He stops and then says to himself, “If I continue to think like this, I will be miserable.” He calls home and expresses his frustration and disappointment to his father. “You really wanted this job,” says his father, “it is difficult, but let go of it. You have so many talents. Sometimes you just need to wait to get the ideal job for you.”

Jean-Marc feels a bit better. He calls his friend Omar. “Do you want to watch the match here tonight? I did not get the position I wanted and I need to think of something else for a while. Your funny jokes will certainly help me!”

“Okay,” says Omar laughingly, “I will be there at 19:30.”

7.2 Having and maintaining a professional network

Are you part of some professional network? Do you have a profile on Yammer? LinkedIn? Facebook? Whether you are introverted or extraverted, according to MBTI (Myers Briggs Type Indicator), you are certainly part of several groups and other professional and/or personal networks.



Exercise: What does the word *network* mean to you?

Identify what the word network calls to mind for you. In the list presented here, tick the 5 words which best describe what you think of when you hear this word.

If you wish, you may add one or two words to this list.



Reset Exercise

Gossip	<input type="checkbox"/>	Connected	<input type="checkbox"/>
To be linked up	<input type="checkbox"/>	Café	<input type="checkbox"/>
Career	<input type="checkbox"/>	Chain	<input type="checkbox"/>
To communicate	<input type="checkbox"/>	Complication	<input type="checkbox"/>
Confusion	<input type="checkbox"/>	Corporation	<input type="checkbox"/>
Secret	<input type="checkbox"/>	Implication	<input type="checkbox"/>
Gears	<input type="checkbox"/>	Interweaving	<input type="checkbox"/>
Net	<input type="checkbox"/>	Function	<input type="checkbox"/>
Group	<input type="checkbox"/>	Information	<input type="checkbox"/>
Maze	<input type="checkbox"/>	Link	<input type="checkbox"/>
Member	<input type="checkbox"/>	Means	<input type="checkbox"/>
Objective	<input type="checkbox"/>	Secret club	<input type="checkbox"/>
Person	<input type="checkbox"/>	Trap	<input type="checkbox"/>
Valve	<input type="checkbox"/>	Possibility	<input type="checkbox"/>
Power	<input type="checkbox"/>	Profession	<input type="checkbox"/>
Racket	<input type="checkbox"/>	Relationship	<input type="checkbox"/>
Society	<input type="checkbox"/>	Transmission	<input type="checkbox"/>
Spider web	<input type="checkbox"/>	Path	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

What do you observe about the words you selected? What is particular about them? Do they have a positive connotation?

Take the time to reflect what your employer expects from you in terms of networking.

Nowadays it is a *positive* thing to have a large network. In the United States candidates for jobs are encouraged to indicate the size of their networks on their CVs. On such professional networks like LinkedIn, the number of contacts is visible as well as the number of contacts of your network. Asking for this number of contacts is not the norm in Europe, but the tendency is there nonetheless. Technological tools encourage it.

The European Institutions do not escape this rule. Having a network of contacts that exceeds your team, your DG and your institution is one of the factors for success.



Exercise: Size of your network

What is the extent of your network? How many people make up your network?

Do people whom you know and you can contact easily make up your network?

Whom can you contact within your own agency, office, DG or in another European Institution?

Try to estimate the number of people you can easily contact to ask them something:



Reset Exercise

In your unit:	<input type="text"/>
In your DG:	<input type="text"/>
In your institution:	<input type="text"/>
In the other European Institutions:	<input type="text"/>
Outside of the European Institutions:	<input type="text"/>
<input type="text"/>	<input type="text"/>

What tendencies do you observe?

Do you think these numbers reflect your experience? Your age? Your personality?

The word *networking* is commonly used in the professional context. *It has to do with building up a network of personal and professional relationships and knowing how to benefit from them.*

The European Institutions are primarily composed of expatriated staff. This reality has consequences in terms of networks. Professional and personal networks have a tendency to be more and more interconnected than those networks of local employers. It is not rare to observe that personal relationships develop among colleagues at the European Institutions.



Links with my work?



Reset Exercise

What can a network of contacts bring you and how can they facilitate your work?

How can you develop your network of contacts while still being yourself?

Are there obstacles to networking? Which ones?

How can you find a balance between the size and the quality of your network and relationships?



Going deeper...

- A video about not grieving in silence (<https://www.youtube.com/watch?v=6zIFGI5tPQQ>) (EN).
- A video on Jeremy Abbott's fall (https://www.youtube.com/watch?v=EMk_e-LLIsU) at the Olympic Games in Sochi in 2014 where his audience encouraged him so much to get up again (EN)
- A video on tips and tricks for the professional networks on timid people (<https://www.youtube.com/watch?v=LmuweKtc3d8>) (EN)
- A video proposing 4 questions to ask when you meet someone (<https://www.youtube.com/watch?v=ljSPfGsaC3g>) who could be part of your network (EN)
- A video suggesting how to enter into contact with people who cross your path (<https://www.youtube.com/watch?v=NAWN8U3q7eQ>) (EN)

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DEVELOPING YOUR RESILIENCE

8. Mindfulness

Mindfulness is on the tip of everyone's tongue. It is growing in popularity in government agencies, hospitals, schools, corporate business and much more. Is it a fad? Is it an ancient practice that has been used for thousands of years? Does it really help?

We examine these questions here and introduce you to the essentials of mindfulness. At the end of the chapter we provide you with some resources to go deeper.

8.1 What is mindfulness?

Mindfulness is a practice which brings together all aspects of one's being: physical, mental, emotional and relational.

The essence of mindfulness is paying attention to the present moment and living life as if it really matters, i.e. to notice, to allow and to observe what is happening in the here and now.



- To notice.
- To allow.
- To observe what is happening in the here and now.

Jon Kabat-Zinn, Professor of Medicine Emeritus and founding director of the Stress Reduction Clinic and the Center for Mindfulness in Medicine, Healthcare and Society at the University of Massachusetts Medical School offers the following definition of mindfulness:



"Mindfulness is paying attention, on purpose, in the present, and non-judgmentally, to the unfolding of experience moment by moment."

It is all about moving from the “doing-mode” into the “being-mode”. Often we are so overwhelmed by everything that we have to accomplish on our to-do lists. Smartphones and apps provide us with the possibility to be “on call” 24/7 and pack more activities into our lives. We drive ourselves to push more and add more to our already busy schedules.

"Most of our lives we are absorbed in doing: in getting things done, in going rapidly from one thing to the next, or in multitasking – attempting to juggle a bunch of different things at the very same time"

Jon Kabat-Zinn, *Mindfulness for Beginners*.

In order to understand this principle, we use the metaphor of the automatic pilot in the car. When you are in automatic pilot the kilometres pass by without you being aware of it.

Technological advances and electronic devices propel us, if we allow it, at a speed that has nothing to do with our natural rhythms. We take on more and we get stressed and our bodies react to this stress. We have reactions, thoughts, habits of which we are not necessarily aware. Without awareness and a calm, clear mind, it is not possible to understand them nor

change them. Mindfulness can be the answer.

Mindfulness helps to fight against this automatic pilot in a way that the individual retakes control over himself thus experiencing less anxiety about the future and less rumination about the past.

Thich Nhat Hanh, a devoted mindfulness practitioner, monk and philosopher, summarises mindfulness simply by saying it is: "to breathe in and to know that you are breathing in and to breathe out and know that you are breathing out".

In a nutshell:

Mindfulness is	Mindfulness is not
<ul style="list-style-type: none">• activating your senses.• sharpening your awareness.• responding (not reacting) to a situation with choice.• living in the moment.	<ul style="list-style-type: none">• having a blank mind.• becoming emotionless.• withdrawing from life or reality.• escaping pain or suffering.



Exercise: Mindful check-up: How mindful are you right now?

Do you tend to:

- be present in the here and now?
- accept your feelings without judgment?
- enjoy things as they happen?

OR

- analyze and judge every thought, emotion, action?
- feel bad how you feel?
- focus on the past; worry about the future?



Reset Exercise

How mindful are you? Be specific

What do you think prevents you from being mindful?

8.2 Mindfulness tools

A myriad of mindfulness exercises exists. In this chapter and in the wellbeing workshop we focus on four tools:

1. The three-minute breathing space
2. The body scan
3. Mindful eating
4. Mindful walking

1. The three-minute breathing space

At the outset of your mindfulness practice it is crucial that you set your intention, i.e. a goal that you would like to achieve. It is important to know what you expect from mindfulness. It could be as simple as paying attention to your breath. Your intention could also be to focus more on the activity in which you are currently engaging. As you are a unique person, you will have your unique intention.

Once you have done this, we can turn to the three-minute breathing space, which focuses on our breath, a constant given in life and maybe something we tend to take for granted.

Three simple steps, each lasting about a minute in length, make up this practice:

1. *Becoming aware:* Close your eyes or have your gaze focused on the floor. The first step invites you to attend to your whole experience and observe it, but without changing a single thing you are noticing.
2. *Gathering and focusing attention:* The second step narrows your attention to a direct focus on the breath in your body. The in-breath and the out-breath. You do not change the pace nor the intensity of the breath. Just be aware.
3. *Expanding attention:* The third step widens attention again to include the body as a whole and any sensations, e.g. tightness or tingling, that may be present.

When you are finished with this brief exercise, open your eyes and let go of this exercise.

You can do the three-minute breathing space anytime during the day – in the morning, when you arrive at work, before a meeting or presentation or before you go home for the day. It is better to do it regularly as this practice requires some repetition to notice and reap the long-term benefits of feeling more calm, aware and focused. However, try not to push yourself too much. Be kind to yourself. 5 to 10 minutes a day can really make a difference.



Stepping out of automatic pilot and becoming aware.



Focusing attention on your breath.



Letting your awareness expand to the entire body.



Exercise: Your intention and the three-minute breathing space



Reset Exercise

How was it to set your intention? Did your mind also wander as you tried to focus on your particular intention? Briefly describe.

Describe how you felt during the three-minute body scan. (overall, sensations, emotions...)

2. *The body scan*

Another popular exercise is the body scan. It is a process by which the focus of attention is brought step by step to the various parts of the body in order to increase awareness of the body and any sensations that may exist.

The purpose of the body scan is not necessarily to relax nor feel good. However, you may relax and feel very good during or after this practice. The purpose is rather to go through the scan with a beginner's mind, observe and be curious about the sensations without judgment.

The sensations may be pleasant, unpleasant or neutral. As in the case of all mindfulness tools some people enjoy this exercise; others may dislike it. Try to do it with curiosity.

One possible sequence of steps of the body scan is the following:



Step 1: Sit in a comfortable chair with your posture in an upright, dignified manner with your feet firmly on the floor and your hands on your thighs with the palms facing upward or downward.

Close your eyes or lower your gaze to the floor, whatever is more comfortable for you.

This may be done lying on your back if you want to practice this at home.

Step 2: Begin by bringing awareness to your breath, your anchor in mindfulness whether in the body scan or whenever you feel the need to slow down, and be mindful. Notice the rhythm as you breathe in and out. Do not change the way you are breathing; just be aware of this breath.

Step 3: Then move your attention to the body, i.e. how it feels at this moment, the feel of your clothing against your skin, the temperature of your body and the environment around you. Check if you have any tension in your body.

Step 4: With the guidance of a meditation, a facilitator or alone, once you feel comfortable to do it on your own, go through the parts of your body from the tips of your toes to the top of your head, part for part.

See if you have any tingling, soreness or other feelings in your body as you go through the body scan. Note any areas of the body where you do not sense any type of sensation.



A possible sequence for the body scan is:

- *The left foot:* toes, sole, heel, top of foot, ankle, calf, shin, knees and thigh
- *The right foot:* as above
- *Lower back, abdomen, lungs, heart area, mid back, upper back, shoulders, back of the neck, front of the neck, back of the head, top of the head*
- Facial area: forehead, temples, eyes, eyebrows, nose, jaw, mouth, chin

Try to stay present as you go through each area of the body and stay long enough with each part in order to observe and be aware of what is happening.

Step 5: Bring your attention back to the breath and continue with several in and out breaths.

Step 6: When you are ready, open your eyes and gently move your arms and legs and slowly bring your consciousness back to your environment.

A body scan is an invitation to be awake and more attentive. However, some people may fall asleep or dose off briefly during the body scan (especially in the beginning of their practice). Do not judge this or yourself. Know that your body probably needs some extra rest.

In the body scan, as in all tools of mindfulness, there is no right or wrong way. Try not to criticize yourself during the process. Just acknowledge what you noticed and experienced.

“If you are going to criticize yourself every time your mind wanders out of the present moment, well, you’re going to be criticizing yourself a lot”

Jon Kabat-Zinn, *Mindfulness for Beginners*

⇒ Dealing with the wandering mind during the body scan

When the mind wanders, which is about 47% of the time, we can make use of the SOLAR acronym to bring our mind gently back to the present moment.

Stop.

Observe the thought(s) without judgment.

Let the thought(s) go without actively engaging in them.

And...

Return your attention to your point of focus, e.g. your breath.



⇒ Benefits of a body scan:

It helps you learn what your body does and doesn't need in order to really thrive. It also enables you to understand and have compassion for the stress and anxieties in your life. Sometimes anxiety and stress make pain worse. It's a vicious cycle.

- Body scan meditation helps you work with the physical pain and deal with illness in general (helpful with chronic pain & illness).
- It helps you to reduce anxiety and the stress response. Sometimes used as a supplemental treatment for depression.
- Boosts resilience so that you can bounce back more easily after some stressful situation or trauma.
- It allows you to feel and recognise different things in your body such as pain, aches, itches, tingles, firmness, lightness, heaviness, warmth, cold, and neutrality.
- Improves your focus and productivity and nurtures a positive attitude.



Exercise: Reviewing your experience of the body scan



Reset Exercise

1. What did you experience that was pleasant?

2. What did you experience that was unpleasant?

3. What did you experience that was neutral?



Exercise: Awareness journal

What about keeping an awareness journal for one mindfulness tool such as the body scan for only 3 days?

Start small and keep it simple!



Reset Exercise

Awareness journal	Day 1	Day 2	Day 3
What was the experience?	<input type="text"/>	<input type="text"/>	<input type="text"/>
How did your body feel?	<input type="text"/>	<input type="text"/>	<input type="text"/>
What feelings and emotions did you have?	<input type="text"/>	<input type="text"/>	<input type="text"/>
What are your thoughts right now as you write in this journal?	<input type="text"/>	<input type="text"/>	<input type="text"/>

3. Mindful eating

Mindful eating shares the same benefits as other mindfulness tools. It helps you to slow down, savour your food and enjoy the taste, texture, the colour and smell of food.



Have you ever been too busy to really stop and enjoy your meal? Do you maybe eat at your desk in front of the computer screen as you simultaneously check your Emails? When was the last time you really just stopped and focused on the eating experience and enjoyed your food?

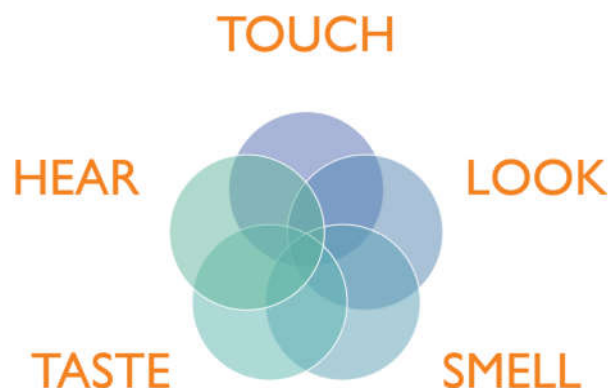
The five senses exercise: mindful eating

This is a simple, yet profound introductory exercise to introduce you to the practice of mindfulness. It helps to focus on what you are doing at a particular moment with all of your senses.

Take a raisin in your hand and experience it as if it were the first and last raisin in your life.

Pay careful attention to:

- the way the raisin looks.
- how it feels.
- how the skin feels and responds when you squeeze the raisin between your fingers.
- the smell.
- the taste.





Exercise: Mindful lunch break

The next time you have lunch, try to do it mindfully.

Here are some tips to get you started:



1. Do not multitask. Just eat, preferably away from your desk, phone and computer.
2. Take a moment to be thankful for the food. Think about the person who prepared the meal. Think about where the food actually came from.
3. Involve all your senses in this exercise. Slow down and really take the time to savour all aspects of the food you are eating. Can you identify all the ingredients? Can you distinguish the different tastes? Is it bitter? Sweet? Sour?
4. Notice how often you chew your food. Take some time and chew each portion slowly to enjoy each and every bite. (Added benefit: your body gets full more quickly and you may then eat less.)
5. Have a beginner's mind. Take it bite as if it were for the first time.
6. Most importantly, enjoy your food and the whole eating experience.



Reset Exercise

How was this experience for you? Write down three things you learned.

4. Mindful walking



"Walk as if you are kissing the earth with your feet."

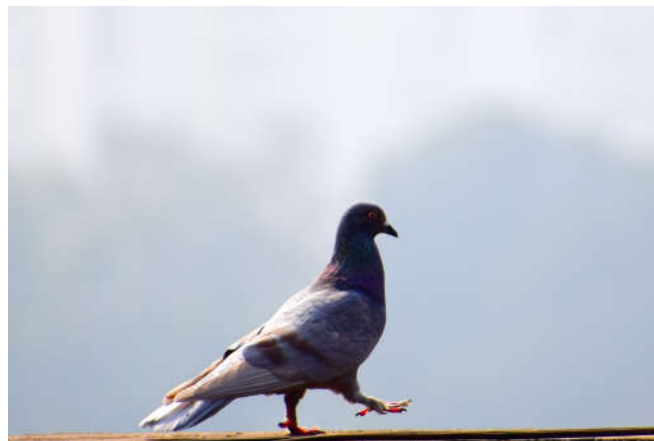
Thich Nhat Hahn

Mindful walking is easy to learn and practical in its design and efficiency. This tool revitalises the body, the mind and emotions, by inviting them all to work together. Moreover, mindful walking enhances body awareness, balance and helps to centre your thoughts and movements.

Rather than walking in an automatic way, it is about walking while doing belly breathing and being mindful of the contact your feet have with the ground and fixing your gaze on a point in the distance. This process helps you maintain focus.

Some people prefer mindful walking to a sitting meditation or body scan as they might be uncomfortable sitting for such a long time.

It is common to associate mindfulness with stillness. However, mindful walking is a type of meditation associated with motion. The aim is still to be mindfully present. The anchor here is the bottom of the feet and the conscious noting of "lifting" and "placing" the feet with each step and feeling the ground or floor beneath the feet.



One possible sequence for mindful walking is:

1. *lift your back foot totally off the ground;*
2. *observe the back foot as it swings forward and lowers;*
3. *observe the back foot as it makes contact with the ground, heel first;*
4. *feel the weight shift onto that foot as the body moves forward.*

When your mind wanders away from mindful walking, simply bring it back again to feeling the feet on the ground and the shift of weight as you use each foot.

As you walk, notice how the body feels. Does it feel heavy or light, stiff or relaxed? Become aware of your posture and the way you are walking (including the position of your arms and head).

Mindful walking can be done at any pace. At the beginning, you may want to start at a pace that is slightly slower than your normal pace. In addition, you do not need to concentrate so intensively on just the walking that you start to exclude everything else around you. It is important to notice everything: the sights, the sounds, the smells, a smile on someone's face, a person in need and a beautiful sunrise or sunset.

When the mind wanders off, just gently bring the attention back to the movement of the body and the sensation of the soles of the feet striking the ground.

Do this regularly during the day for several minutes each time. It can be done anywhere and anytime, e.g. when you walk to work, when you walk to see a colleague or your boss, on your way to a meeting and taking a walk in a nearby park. The possibilities are endless.

⇒ Benefits of mindful walking:

In addition to becoming more present and calm, mindful walking supports clarity of thinking as well as the element of “grounding” that can help to feel better grounded each and every day.

The benefits are even stronger when we practice the grounding practice called “earthing” with bare feet at the sand, grass, dirt or other natural surface. We thereby connect to the negative ions of the earth which then helps us to balance the parasympathetic and sympathetic nervous systems (balance day-night cortisol rhythms), reduce inflammation and can reduce pain. This practice also supports the movement of our lymphatic system to keep the fluids moving.



For more information look at the chapter [Tools of physical balance](http://www.aim-associates.com/eusa/ebook/resi-en/book.html#chapter05). (<http://www.aim-associates.com/eusa/ebook/resi-en/book.html#chapter05>)

8.3 The numerous benefits of mindfulness

Mindfulness helps us to embrace and deal with pleasant, difficult or neutral experiences in a similar way. In practicing mindfulness we learn to observe, befriend and engage in our reality with curiosity and appreciation.

We thus learn that we can choose how we want to feel. We do not have to become the “negative thoughts” we sometimes have in our heads.

In order to be efficient and have more long-term benefits, the practice of mindfulness should be done on a regular basis. Ideally twice or more per day. It is not important to do it for a long time, but rather to do it frequently and without any self-inflicted pressure.

Just as we work on our muscles when we exercise, we should work on the “muscle of mindfulness.”

In order to make this practice a habit, it is better to connect it with a daily activity. For example, when you go up the stairs at your home, when you are walking from your car to your office, when you are in the underground, doing some chore at home etc.

Thus, you do not risk forgetting to do it and you will retake more control of yourself regularly. We do not often reconnect ourselves and fall back into the automatic pilot mode we discussed above.



Mindfulness is a response to life's acceleration and automatic pilot mode: a response to centre oneself on what is happening here and now. In doing so we decrease our tendency to react to life's stressors with negative emotions, negative thoughts and unhealthy habits.

Medical and scientific research shows today the proven health benefits of a regular practice of mindfulness:

- ↓ chronic stress in the mind and body + ↑ ability to deal with stress, emotion regulation and mood
- ↓ level of stress hormones (adrenaline, cortisol) and ↑ balance of hormones
- ↓ anxiety, worry and rumination (thus, more calmness)
- ↓ inflammation in the body
- ↓ anti-social behaviours
- ↓ mind-wandering
- ↓ blood pressure
- ↑ mental performance (concentration, creativity, memory)
- ↑ emotional intelligence + efficiency
- ↑ immune system (↓ absenteeism)
- ↑ pain management

Scientific studies have now shown that mindfulness practice can positively affect neuroplasticity, which is the brain's ability to change and adapt over time no matter how old we are. This adaptation happens regularly, as the brain constantly works to make itself more efficient and effective.

Whenever we complete a new task or find a more effective way to do something, our brain takes note of this, often making changes to facilitate our next attempt at this task. When we practice mindfulness, we therefore send the message to our brain that we are more effective at dealing with everyday tasks when we are aware, observant and non-judgmental.

The amygdala is the brain's "fight or flight" centre and initiates the body's stress responses. On the other hand, the prefrontal cortex of the brain is the centre of the brain with such functions as awareness, concentration and decision-making. MRI scans have shown that with just eight weeks of regular mindfulness meditation (e.g. an eight-week course of Mindfulness-Based Stress Reduction), this part of the brain becomes thicker, thus helping us to have better control over our thoughts, emotions and habits.

Studies on this have been done by Prof. Richard Davidson, Founder and Director of the Center for Healthy Minds at the University of Wisconsin–Madison, where he has been a faculty member since 1984.

8.4 Bringing it all together: take a mindful break

Once again there is no one right or wrong way to practice mindfulness. Find the way and location that best suits you and do it on a regular basis.

Even when things get busy and overwhelming, you can always go back to the best anchor you have: your breath.

Last, but not least, enjoy your mindfulness practice using whatever tool(s) you prefer and remember to take a mindful break from time to time. This self-care practice is easy to do and only takes minutes of your time.



Exercise: Practicing an exercise on mindfulness

Sit comfortably by yourself somewhere where you will not be disturbed for the next 10 minutes.

If you never practised a mindfulness exercise, it would be easier to be guided by someone with a pleasant voice.

Here is a video by Dr Robert E. Dinenberg (EN) that will guide you through this process:



Exercise: Mini-Mindfulness

You can do this exercise at your desk, while walking to see a colleague or even when someone or something stresses and/or frustrates you.

This brief mindfulness exercise can be done anywhere and anytime.

First step out of “automatic pilot” and be consciously aware of whatever you are doing, feeling and thinking.

Become aware of your breathing for a minute or two.

Remain curious, not judgmental.



Exercise: Mindful moment to start the day

Pick an activity that is part of your morning routine, i.e., taking a shower, washing your hair, brushing your teeth, shaving, drinking a cup of tea or coffee, washing the dishes etc.

Focus totally on what you are doing, i.e. the movements, the taste, the touch, the smell, the sight, the sound...

When thoughts and/or feelings arise, just acknowledge them, let them be and bring your attention right back to the activity.

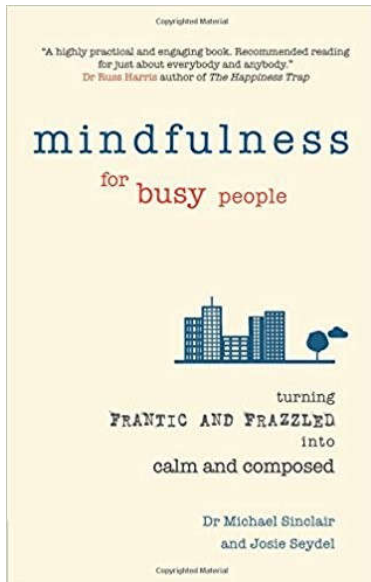
Try to do this for some time on a regular basis and notice how you feel throughout the day..

Going deeper...

- In this video and in the following article, you will find a Definition of mindfulness (<https://greatergood.berkeley.edu/mindfulness/definition>) by Jon Kabat-Zinn using the ideogram of the “peace of the heart” (EN).
- A video on the healing benefits of mindfulness (https://www.youtube.com/watch?v=_If4a-gHg_I) by Jon Kabat-Zinn (EN).
- A video on Mindful Walking (<https://www.youtube.com/watch?v=YsOKte6TeMI>) by Thich Nhat Hanh (EN).
- A TedTalk explaining that it only takes 10 minutes (<https://www.youtube.com/watch?v=qzR62JJCMBQ>) by Andy Puddicombe (EN).
- Happiness is a choice (http://www.huffingtonpost.com/2013/12/09/scientific-proof-thatyou_n_4384433.html)(EN).
- The website of the Mindfulness Association (<http://www.mindfulnessassociation.net/>)(EN).
- Mindfulness-based cognitive therapy MBCT (<http://mbct.com/>) (EN).
- On belly breathing (<http://www.chopra.com/ccl/breathing-for-life-the-mind-body-healing-benefits-of-pranayama>) (EN).

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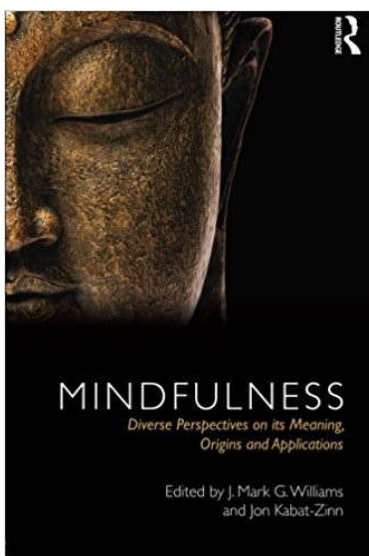


Mindfulness for Busy People will show you how to apply the transformative power of mindfulness to your busy life, helping you to de-stress, find your own unique space of calm, and ready yourself for whatever challenges you face.

Helping you to cultivate and practice mindfulness straight away, you'll discover:

- A no-nonsense, light-hearted, and clear introduction to mindfulness and its benefits
- Unique and clever 'I-haven't-got-time-for-this' exercises that you can do anywhere, anytime
- A fulfilling way to feel less stressed with immediate effect
- A new found confidence, resilience and a greater sense of optimism
- Improved focus, energy, efficiency and creativity

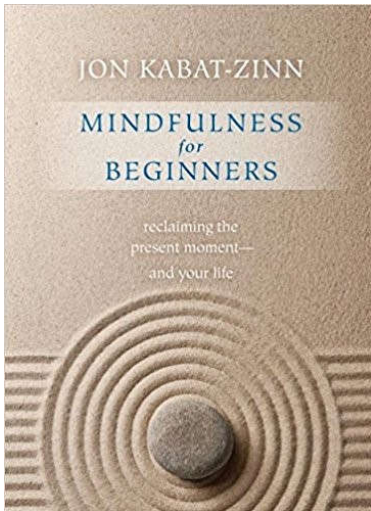
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Mindfulness-based approaches to medicine, psychology, neuroscience, healthcare, education, business leadership, and other major societal institutions have become increasingly common. New paradigms are emerging from a confluence of two powerful and potentially synergistic epistemologies: one arising from the wisdom traditions of Asia and the other arising from post-enlightenment empirical science.

This book presents the work of internationally renowned experts in the fields of Buddhist scholarship and scientific research, as well as looking at the implementation of mindfulness in healthcare and education settings. Contributors consider the use of mindfulness throughout history and look at the actual meaning of mindfulness whilst identifying the most salient areas for potential synergy and for potential disjunction

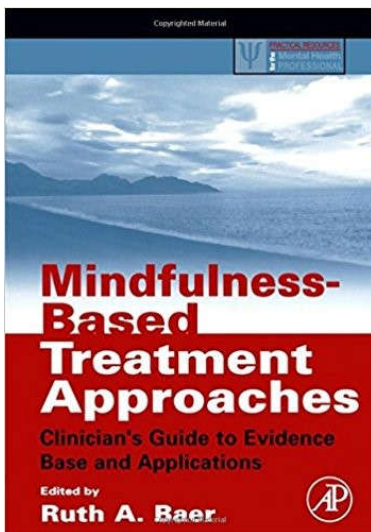
- Kabat-Zinn, Jon, ed. *Mindfulness for Beginners: Reclaiming the Present Moment - and your Life* (<https://books.google.be/books?id=moJ5CwAAQBAJ&printsec=frontcover&hl=fr#v=onepage&q&f=false>), Sounds True, 2012 (EN).



The practice of mindfulness holds the possibility of not just a fleeting sense of contentment, but a true embracing of a deeper unity that envelops and permeates our lives. With *Mindfulness for Beginners* you are invited to learn how to transform your relationship to the way you think, feel, love, work, and play—and thereby awaken to and embody more completely who you really are.

Here, the teacher, scientist, and clinician who first demonstrated the benefits of mindfulness within mainstream Western medicine offers a book that you can use in three unique ways: as a collection of reflections and practices to be opened and explored at random; as an illuminating and engaging start-to-finish read; or as an unfolding “lesson-a-day” primer on mindfulness practice.

- Ruth A. Baer, ed. *Mindfulness-based treatment approaches: Clinician's guide to evidence base and applications* (<https://books.google.be/books?id=4NrK3IGkOg8C&printsec=frontcover&hl=fr#v=onepage&q&f=false>), (pp. 3-27) San Diego, CA: Elsevier (EN).

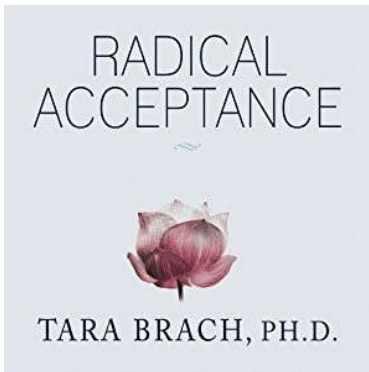


Eastern spiritual traditions have long maintained that mindfulness meditation can improve well-being. More recently, mindfulness-based treatment approaches have been successfully utilized to treat anxiety, depressive relapse, eating disorders, psychosis, and borderline personality disorder. This book discusses the conceptual foundation, implementation, and evidence base for the four best-researched mindfulness treatments: mindfulness-based stress reduction (MBSR), mindfulness-based cognitive therapy (MBCT), dialectical behavior therapy (DBT) and acceptance and commitment therapy (ACT).

- Brach, Tara., ed. *Radical Acceptance: Embracing Your Life with a Heart of a Buddha* (https://books.google.be/books/about/Radical_Acceptance.html?id=ag3wy4Ej-8UC&redir_esc=y), Random House USA Inc., 2004 (EN).

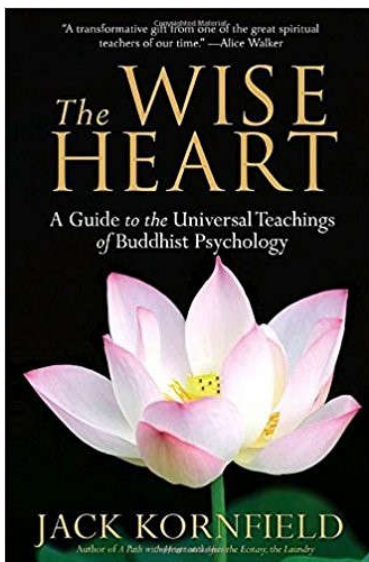
"Believing that something is wrong with us is a deep and tenacious suffering," says Tara Brach at the start of this illuminating book. This suffering emerges in crippling self-judgments and conflicts in our relationships, in addictions and perfectionism, in loneliness and overwork - all the forces that keep our lives constricted and unfulfilled. Radical Acceptance offers a path to freedom, including the day-to-day practical guidance developed over Dr. Brach's 20 years of work with therapy clients and Buddhist students.

Writing with great warmth and clarity, Tara Brach brings her teachings alive through personal stories and case histories, fresh interpretations of Buddhist tales, and guided meditations. Step by step, she leads us to trust our innate goodness, showing how we can develop the balance of clear-sightedness and compassion that is the essence of Radical Acceptance. Radical Acceptance does not mean self-indulgence or passivity. Instead it empowers genuine change: healing fear and shame and helping to build loving, authentic relationships. When we stop being at war with ourselves, we are free to live fully every precious moment of our lives.

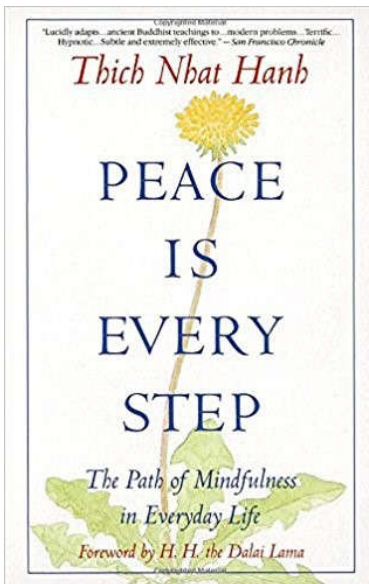


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You have within you unlimited capacities for extraordinary love, for joy, for communion with life, and for unshakable freedom—and here is how to awaken them. In *The Wise Heart*, celebrated author and psychologist Jack Kornfield offers the most accessible, comprehensive, and illuminating guide to Buddhist psychology ever published in the West. For meditators and mental health professionals, Buddhists and non-Buddhists alike, here is a vision of radiant human dignity, a journey to the highest expression of human possibility—and a practical path for realizing it in our own lives.



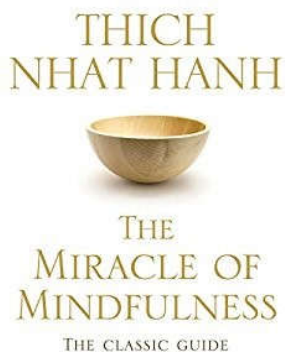
- Thich Nhat Hanh, ed. *Peace is Every Step: The Path of Mindfulness in Everyday Life* (https://books.google.be/books/about/The_Wise_Heart.html?id=MnF4CVT1iFYC&redir_esc=y), Bantam Books, 2001 (EN).



Although attempting to bring about world peace through the internal transformation of individuals is difficult, it is the only way. Wherever I go, I express this, and I am encouraged that people from many different walks of life receive it well.

Peace Is Every Step is a guidebook for a journey in exactly this direction. Thich Nhat Hanh begins by teaching mindfulness of breathing and awareness of the small acts of our daily lives, then shows us how to use the benefits of mindfulness and concentration to transform and heal difficult psychological states. Finally he shows us the connection between personal, inner peace and peace on Earth. This is a very worthwhile book. It can change individual lives and the life of our society.

- Thich Nhat Hanh, *The Miracle of Mindfulness: The Classic Guide* (https://books.google.be/books/about/The_Miracle_of_Mindfulness.html?id=XbZBOTYLpzsC&redir_esc=y), an imprint of Ebury Publishing, A Random House Group Company, 2008. (EN).



In this beautifully written book, Buddhist monk and Nobel Peace Prize nominee Thich Nhat Hanh explains how to acquire the skills of mindfulness. Once we have these skills, we can slow our lives down and discover how to live in the moment - even simple acts like washing the dishes or drinking a cup of tea may be transformed into acts of meditation.

Thich Nhat Hanh's gentle anecdotes and practical exercises help us to arrive at greater self-understanding and peacefulness, whether we are beginners or advanced students. Irrespective of our particular religious beliefs, we can begin to reap the immense benefits that meditation has been scientifically proven to offer. We can all learn how to be mindful and experience the miracle of mindfulness for ourselves.



Some guided meditations...

- Arriving in Mindful Presence (<https://www.tarabrach.com/brief-meditation-5-minute/>) by Tara Brach (5 minutes) (EN).
- Guided Meditation: Awareness and Flow (<https://www.tarabrach.com/meditation-awareness-flow/>) with Tara Brach (19 minutes) (EN).
- Body scan (https://www.youtube.com/watch?v=_DTmGtznab4) led by Jon Kabat-Zinn (29 minutes) (EN).


Some helpful apps...

- Insight Timer: A free app with guided meditations (<https://insighttimer.com>). You can customise your experience by choosing sounds to start and end your practice such as gongs or interval bells.
- Calm (<https://www.calm.com/>): Is a popular free app for mindfulness and meditation to bring more clarity, joy and peace to your daily life. It is for beginners as well as more advanced users of mindfulness.

NOTES

1. WHAT IS RESILIENCE?
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8. MINDFULNESS
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10. PREVENTING BURNOUT



9. Developing the resilience of your team

Resilience is essentially a personal question. The preceding chapters explored awareness-raising and exercises that everyone can do to develop resilience.

Beyond your own resilience, it is interesting to ask oneself the question: “What can be done to develop the resilience of my team?”; “Yet... this is the responsibility of management, isn't it?” Yes, it is. Management is responsible for the ability of the team to react and bounce back after incidents or accidents which disturb balance.

Does this mean that if you are a member of a team without managerial responsibility, you may not/are not allowed to do anything? No. We think that responsibility lies in the first place with the manager, but each team member can/should contribute as he is able. It is also a collective responsibility. This chapter addresses everyone. It is up to you to see how you can apply things.

Various tools for effective and efficient management are available in the ebook [Working in Teams \(http://aim-associes.com/eusa/ebook/wit-en/book.html\)](http://aim-associes.com/eusa/ebook/wit-en/book.html). Thus, we point out the L-GRIP model which, in addition to leadership quality, stresses the importance of the following:

1. a vision of team objectives
2. a clear division of roles and responsibilities of each team member
3. a command of rules and procedures
4. good interpersonal relationships

These tools are ones which direct, in daily life, quality teamwork. When we speak of team resilience, we are specifically interested in the way in which a team reacts to failures, shocks, changes, traumatic events in order to find a new balance.

Who other than high-risk teams, where balance is essential, can better point out to us the ingredients to bounce back after a crisis. Thus, we observe flight teams, naval teams, teams for hospital emergencies, etc. Being able to react after some difficulty is so essential for their work that they need to develop specific modes of management.



9.1 Culture of reliability in teams

Christian Morel studied teams at high risk. In his book *Absurde decisions II. Sociology of highly reliable decisions*, he identified the concept of «*reliability*» of a team. By reliability we need to understand everything that covers the notions of quality, security, safety and also performance, i.e. conformity to purpose.

It is about a way of thinking with little difference from the classic tendencies of management to the extent that:

- we speak of reliability rather than quality or certification;
- we work on the processes rather than on constant reorganisation;
- the power is shared among the team members rather than concentrated in the hands of the boss;
- one does not punish non-intentional errors;
- one applies very rigorous legal precedents;
- one monitors the gaps (= everything that is 'in between');
- one favours feedback rather than action at all costs.

The principle is that a team should be able to face crises and failures in an autonomous way. It has to do with the concept of team resilience.

These rules are developed in risk environments. The European Institutions are not necessarily environments of high risk but it could be interesting to get inspiration from environments of high risk, especially from teams which need to react rapidly to events.



Exercise: Analysis of the criteria “reliability” of your team

To help you determine how your team applies the principles of a “reliable” team according to Christian Morel.

Indicate with a x on the scale of the column on the right, the level you think best matches your team.



Reset Exercise

1	Collegiality (or sharing responsibilities)	Authority should not prevent the expression of good ideas (e.g. the pilot / copilot relationship in a plane).	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
2	Control of consensus by open debate	Collective discussion has the tendency to strengthen the majority opinion. A consensus can be disastrous or only appear to be so.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
3	Generalised interaction	Organisation of daily information exchange: systematic briefings and debriefings, crosschecks, etc.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No

1	Collegiality (or sharing responsibilities)	Authority should not prevent the expression of good ideas (e.g. the pilot / copilot relationship in a plane).	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
4	Control of gaps	Subsidiaries, subcontracts and other forms of cooperation create areas of non-control, non-management sources of serious problems.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
5	The non-punishment of unintentional errors	The risk of punishment tends to discourage actors to reveal the mistakes they have made. One does not know what has happened...	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
6	New or adapted rules	If the error is not punishable, it should give birth to a new rule to be used for education purposes.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
7	Taking human factors into consideration	Knowing the cognitive, psychological and collective mechanisms that hinder or facilitate decision-making and collaboration.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No
8	Learning from experience	This is more than the classical feedback. It is a form of Knowledge Management. Feedback is difficult to manage and needs to be selected and presented in a very educational way.	<input type="checkbox"/> Yes <input type="checkbox"/> Yes/No <input type="checkbox"/> Neither nor <input type="checkbox"/> No/Yes <input type="checkbox"/> No

What do you take away from this analysis?

Which elements could you bring to the attention of your colleagues?



Links with my work?

Think about the way in which your team bounces back after crises or failures. What do you observe?



Reset Exercise



9.2 Well-being at work – the 6 criteria of Robertson & Cooper

The topic of resilience is very much in fashion in companies. Many consultancy companies make resilience their main area of business. One consultancy company, Robertson & Cooper, identified 6 criteria that, if they are respected and applied in teams, contribute to team resilience.

These criteria are complimentary to those of L-GRIP and those of risk environments:

Informed and equipped To feel that one has the necessary information and resources to carry out his work.	Balanced workload To see the workload as something stimulating and feasible.
Working relationships To feel encouraged and supported by one's colleagues.	Control To feel that one can control and influence the way in which we do our work.
Managing change To see change as something positive and well-managed.	Goals To feel that there is but one goal, one project and that the objectives are clear, stimulating and achievable.



Exercise: Bull's eye - 6 criteria of well-being by Robertson & Cooper

Visualise how well your team applies the principles of well-being by Robertson & Cooper.

On a scale from 1 to 5, indicate the extent to which these criteria are true for your team (1 = not at all true and 5 = completely true).



Reset Exercise

Informed and equipped:

1 2 3 4 5

Balanced workload:

1 2 3 4 5

Collaborative relationships:

1 2 3 4 5

In control:

1 2 3 4 5

Objectives/goals:

1 2 3 4 5

Well-managed:

1 2 3 4 5

What do you take away from this analysis?

What are the elements that you could discuss among your colleagues?



9.3 Responding to negativity

Positive thinking, as it was developed in Chap 4.5 (<http://aim-associes.com/eusa/ebook/resi-en/book.html#chapter04>) focused on your own thoughts. The same principle can be applied to interpersonal exchanges in a team. The culture of complaint is a phenomena well anchored in our societies. The question here is not to recognise whether a complaint is legitimate or not. It is the emotional climate, that these changes induce, that is of interest to us.

The phenomena of emotional contagion is observed within teams, whether the contagion is positive or negative. We are sensitive to the environment which surrounds us. This environment affects us without us necessarily being conscious of it.

Your team will be more resilient if you adopt a critical attitude when faced with a negative surrounding and if you do not succumb to negativity unconsciously.



Exercise: How do you respond to negativity?



Reset Exercise

Here are some oral remarks which can be made in your team.

Reflect on some responses that you can give to these remarks.

Try to answer or click on « I give up! » to make a suggestion appear

- *This will never work!* « I give up! »

Response: What makes you say that?

- *There is a better way to do that!* « I give up! »

Response: Show me.

- *We never did it like that before!* « I give up! »

Response: That can very well be. Is there a reason for not trying it?

- *Why ruin what has been working well for years?* « I give up! »

Response: The context has changed and we need to take it into consideration.

- *They are wrong!* « I give up! »

Response: What did they do wrong?

- *This seems great in theory, but in practice, it will not work!* « I give up! »

Response: It is indeed likely that putting it into practice will need some adjustments.

- *I am fed up with all these changes!* « I give up! »

Response: I understand you, adapting to changes requires a lot of energy.

- You find all the reasons why it is difficult to work with her. What about taking a look at yourself? « I give up! »

Response: I am going to think before I answer because I would like to give a qualified opinion.

Links with my work?

Think about the emotional climate of your team. What is it? Are you aware of the effect this climate has on you? How do you react?

 Reset Exercise



enjoy work.

To end this chapter, here is a podcast by Cathy Dixon detailing the practical elements contributing to performance and well-being at work. (<http://jozefafawcett.com/jfiradio/podcast/>)

You will hear about the importance for staff members to:

- appreciate their work/be happy about coming to work;
- have enough energy/to be well rested;
- draw meaning from what they do;
- have clear instructions and have sufficient information to do what they need to do;
- feel that they have control over their work;
- not stay in long periods of uninterrupted stress;
- understand what they have to do and why they do it;
- have the possibility to concentrate;
- be aware of their emotional reactions;
- watch out for their well-being and step back from it all regularly;
- have good lifestyle.

Going deeper...

- An article by Martin Seligman on what the business world can learn from post-traumatic programmes of the army (<https://hbr.org/2011/04/building-resilience>) (EN)
- An article from the Harvard Business Review on the search for resilience (<https://hbr.org/2003/09/the-quest-for-resilience>) (EN)
- Morel, Ch., *Les décisions absurdes. Sociologie des erreurs radicales et persistantes*, Gallimard, 2002 (FR)
- Morel, Ch., *Les décisions absurdes II. Sociologie des décisions hautement fiables*, Gallimard, 2012 (FR)
- The internet site of Robertson & Cooper (<http://www.robertsoncooper.com/resilience>) (EN)
- An article on the illusion of wanting to balance one's professional and private life (<https://hbr.org/2014/03/manage-your-work-manage-your-life>) without making any choices (EN)
- An article on the importance of leaderships types on the resilience of a team (http://doc.utwente.nl/cgi/search/archive/advanced?screen=Search&dataset=archive&title_merge=ALL&title=Making+teams+more+resilient&creators_name_merge=ALL&creators_name=&abstract_merge=ALL&abstract=&documents_merge=ALL&documents=&research_chair_name_merge=ALL&research_chair_name=&research_group_name_merge=ALL&research_group_name=&editors_name_merge=ALL&editors_name=&publication_merge=ALL&publication=&date=&utpub=EITHER&metis_id_merge=ALL&metis_id=&satisfyall=ALL&order=-date%2Fcreators_name%2Ftitle&_action_search=Search) (EN)

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DEVELOPING YOUR RESILIENCE

10. Preventing Burnout

Throughout this ebook, chapter after chapter, we explored the theme of balance; how to bounce back after a break in one's balance? This new chapter focuses on a particular imbalance: Burnout. The English word is so widespread that even in French we prefer it to its French equivalent: "professional overwork".



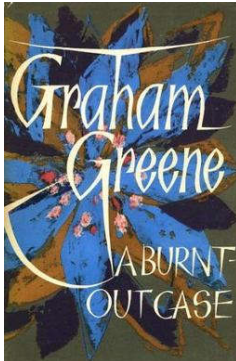
Why focus on this theme? Because this syndrome has become more and more devastating. Alone in 2016 in Belgium, one worker out of 6 has been affected by a burnout.

The prevention of burnout is also the subject of an interactive workshop, "Pillars of Wellbeing" organised by EUSA (European School of Administration). This chapter complements the explanations and exercises covered during the workshop.

After defining the burnout syndrome (10.1), we will analyse its societal and professional causes as well as the personal characteristics of burnout candidates (10.2). We will try to understand the mechanics of burnout, more specifically how can a normal adaptive reaction lead to a pathogenic process (10.3). We will list the alarm signals and outline the preventive measures to be taken to avoid the dead end of a burnout (10.4).

This chapter needs to be read without delay. Do not wait until it's too late.

10.1 Definition, scientific and legal context



(https://en.wikipedia.org/wiki/A_Burnt-Out_Case)

It is the British novelist Graham Greene who first mentioned the word burnout in his novel "A Burnt-Out Case", 1960 (see [Bibliography](#)).

The hero is a famous and talented architect who, one day has a break in balance and experiences a deep vocational weariness. "I reached the other shore: nothing". He embarks on a journey that will take him to a leprosarium in Africa.

In this book, we find the constitutional elements of the concept of burnout: success, exhaustion, the crisis of meaning and the break with what happened before.

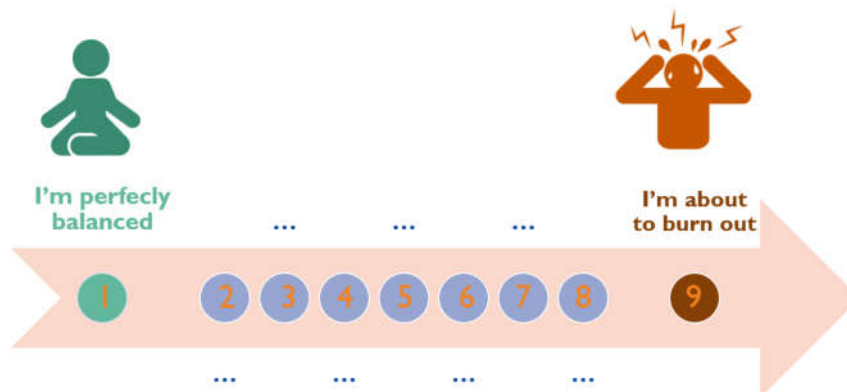
Herbert J. Freudenberg, a psychiatrist and psychoanalyst of German origin, a refugee in the United States, worked in the 1970s in a free clinic in New York. The staff, often volunteers, welcomed and treated addicts. Despite their vocation and their personal engagement, the caregivers showed signs of exhaustion and cynicism towards the patients. They also showed the guilt of not doing more, the anxiety of not getting there. True anxiety and depression were not far away.

Freudenberg must have read Greene's novel because he used the term "Burnout" to name this particular psychic and physical state. The caregivers were devastated from the inside: too many patients, too much idealism, too much addiction, too many hours, too much fatigue. One could say that burnout is the "too much" disease.

Christina Maslach, a psychology professor at the University of Berkeley, California and author of the world-renowned "[Maslach Burnout Inventory](#)" (https://www.mindtools.com/pages/article/newTCS_08.htm)" test, was the first to say that burnout is not limited to staff working in so-called vocational trades. We observe the phenomenon among teachers or police officers, but also among entrepreneurs, administrations... Today we even, talk about parental burnout and children burnout!

Maslach identifies 3 dimensions to the process:

- exhaustion: the individual is emptied, exhausted, unable to recover despite 'classic' rest such as weekends and holidays;
- depersonalisation: cynicism appears, judgments become severe, an attitude of distance helps keep on going;
- inefficiency: each project becomes insurmountable, the individual loses confidence in his ability to assume it.



Maslach points out that the individual is not solely responsible. Indeed, society and the professional world play a fundamental role in this syndrome.

Freudenberg speaks of the illness of the soul in mourning for his ideal. Pascal Chabot says that it is the "disease of too much". Philippe Corten uses the emotional dry out metaphor that remains invisible from the outside until one day, the wood cracks. Pascal Ide speaks of the disease of the gift. The expression "narcissistic wound" is also mentioned; the individual believes that he should arrive there and despite everything, no longer succeeds.

"Burnout is a persistent negative work-related state of mind in normal individuals characterised by:

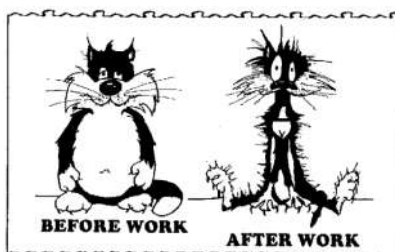
- exhaustion,
- a sense of inefficiency,
- demotivation and dysfunctional work behaviours.

This state of mind is often not noticed by the worker for a long time. It results from a difference between intentions and the reality of work. Often, workers maintain this state of mind by coping strategies that are ineffective."

([Shaufeli & Buunk 2003](#))

Today, burnout is certainly some catch-all word. It is socially acceptable to say that one has suffered a burnout. As if it were something less shameful than depression or another mental illness.

The differential diagnosis of burnout compared to depression is difficult to make. Both sufferings are often used interchangeably. For example, in Belgium, it was not until 2016 that the INAMI (Belgian National Institute for Social Invalidation Insurance) made a clearer distinction between the two pathologies. The statistics will explode following this distinction, with 23.000 burnout cases in 2016 alone! For the European institutions, confidentiality requires, we do not have differentiated statistics of burnout compared to other long-term leave.



The responsibility of the employer is not recognised everywhere in Europe. In Belgium, on September 1st 2014, a law was published stating that the prevention of burnout is the responsibility of the employer. This law is a first in Europe. It is not, however, a recognition of burnout as a professional disease. The economic stakes of this recognition would be huge for companies.

In France, recognition of the employer's liability is flawed. One of the candidates for the last presidential election had included it on his campaign programme but he was not elected.

In the Scandinavian countries there is a great deal of research on the subject, but to our knowledge the responsibility of the employers is not yet established.

The EUSA initiative to organise a workshop on the prevention of burnout is a first step towards the awareness of everyone about the importance of the subject.



Exercise: CBI Questionnaire (Copenhagen Burnout Inventory)

Here is a royalty free questionnaire (<https://www.therapiebreve.be/plus/tests/burnout-cbi>) that will help you self-assess professional tiredness.

If the results indicate a state of burnout, please contact your doctor.



Links with my work?

Is burnout a topic about which you speak about in your team?

Do you observe prevention measures in your work environment? For example:

- a conference organised on the theme
- books circulating in the team
- meetings systematically scheduled no later than 4 pm

Do you know someone in your entourage who has suffered of it?

10.2 Societal and Professional Causes - Personal Characteristics

Most authors agree on the multifactorial nature of the causes of burnout.

The reality of work is an essential element but not the only one.

The testimonies reported by Anne Everard in her book "Guide to burnout", express well how burnout is always accompanied by elements of the private life of "burnies", as she affectionately names them.

In this sub-chapter, we focus on the societal and professional causes as well as the personal characteristics of burnies.

A. Societal causes

The following elements do not claim to be an exhaustive list but rather a detailed observation of the behaviour, attitudes and trends in society at the beginning of the 21st century. We are inspired by the book "Global Burn-out" by Pascal Chabot.

- *the dictate of profitability*: economic logic regulates trade, growth is a model;
- *the more efficient machines*: the production increases, the pace accelerates, the control instruments are more present, the constraints are harder, stress sets in;
- *global competition*: the last century was compared to its neighbour, today the internet allows each company to relocate its business, to seek suppliers at the other end of the world;
- *hyper-connectivity*: watching people walking in the street, waiting in the supermarket queue, sitting on a bench in a park while their child is playing, or even breastfeeding their newborn,... quickly realises that the smartphone has infiltrated our lives in its smallest spaces. Our brain is constantly stimulated, our eyes are riveted on these screens of any size. We have an uninterrupted need to be connected. What a panic when our phone has no battery or when there is no WIFI!
- *the abundance of offers "not to be missed"*: a city trip to Prague for only 49€ return ticket, a concert at an unbeatable price, a dress only 50% of the price,... we have never been so much solicited. Photos posted by our friends on social networks challenge us to make trips, activities, things. Time-saving instruments or machines exist, yet we have enough time because the supply is inexhaustible;
- *the tyranny of success or dictatorship of happiness*: we must not go back far in time to realise that happiness is a recent question. We did not ask ourselves the question at the beginning of the 20th century. Today, social networks are full of clichés of happiness, images of success. This display causes individuals to compete in the same vein and to feel guilty if they cannot;
- *the difficulty of bringing humanist values into a technocratic system*.



Exercise: We must succeed in life!

"We must succeed in this life"

What does this sentence mean to you? Take a few minutes to think about it. Write down the keywords that come to your mind.

Talk to someone who knows you well and who you trust.



Reset exercise

What do you get out of this reflection?

What are the elements you could talk to colleagues about?



Links with my work?

How many times a day do you check your smartphone?

A recent study mentions the figure of 82 times a day.

What is the time of day when your phone is off? Or in silent mode?

We invite you to try the experience of having a break: specific times when you consciously disconnect. Observe the effect this has on you.

B. Professional causes

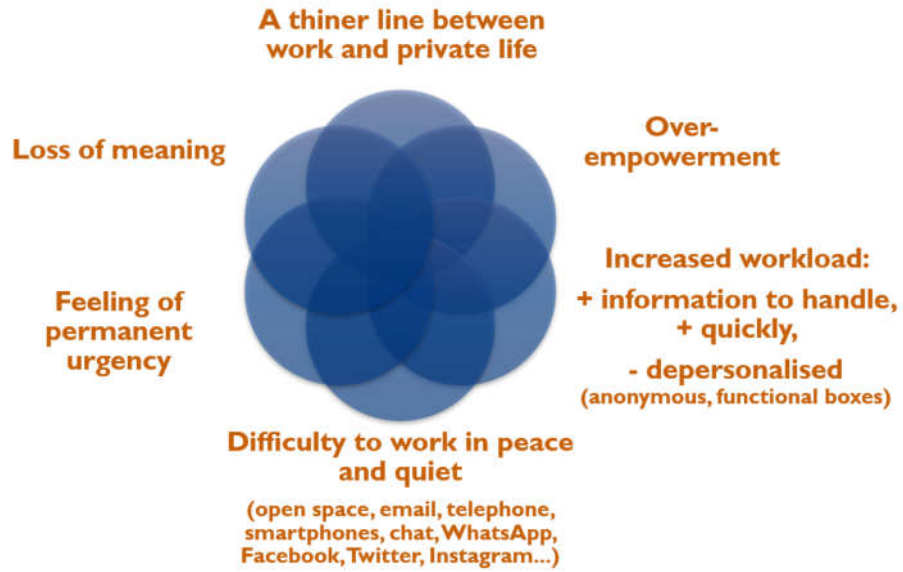
The professional realities are different from one employer to another, even from one manager to another. Nevertheless, we allow ourselves to point out trends:

"In order to merge breaks I have installed bathroom with coffee, smoking room and Internet".

"Before the debacle, the burnout candidate is a boon for the employer."


- *permeability between work and private life*: schedules are more flexible; smartphones are everywhere - with their procession of emails and notifications, teleworking is a reality. All these "constant demands" regularly of employees have the consequence that the two worlds merge and that one's job does not stop any more;
- *too much "empowerment"*: to be autonomous, to have no leader who micro-manages us or to control us closely. This is another claim the staff has made to the argument that we are better than machines, and that we do not want to be underused. It has become so true that we become our own leader and when we consult with our supervisor, his first reaction is to say, "What do you think? What would you do? What solution will you find?". By no longer having a leader who imposes his decision, we are forced to decide our priorities on our own and to blame ourselves if we fail;
- *the intensification and depersonalisation of work*: more info to deal with, more quickly with less staff. We talked about it in societal causes, everything is increasing. "Do more with less" has become a recurring slogan. Technology is gaining momentum; man's work is being replaced by machines. While this reality has many benefits, it also means that anonymity is required. It's no longer a human being who answers you but a programme. You are no longer sending emails to a colleague but to a functional mailbox;
- *the difficulty of working in peace*: the space is profitable by the creation of "open spaces". This creates new synergies, but it also increases interruptions. Not to mention chat alerts, WhatsApp, Facebook, Twitter, Instagram...;
- *the feeling of permanent urgency*: we run, we run. It becomes suspicious to say that everything is under control. Leaving the office at the normal time is to draw attention to the fact that you could take on more... Being under pressure becomes the prerequisite of any professional?
- *the loss of meaning*: abstraction and complexity of our work environments make it more difficult to see what is our purpose at work or where our contribution lies within the organisation. The essay Matthew Crawford's "Carburetor's eulogy" is a good illustration of this existential crisis. It is a critique of the society of abstraction and of the pure intellectual. The author notes the importance of the experience as well as the importance of understanding in a tangible way what is the purpose of our work;
- *management problems*:
 - few directives, changing or contradictory guidelines
 - too much or not enough control
 - not enough recognition
 - feeling of injustice
 - frequent changes in management
- *the discrepancy between values displayed and lived from the inside*: for example, when the hospital advocates for patient care but that the reality of the nursing staff is that time with the patient is nibbled away by administrative tasks;

- *the feeling of insecurity*: the precariousness of contracts and the amount of restructuring leads to a loss of security for any worker, especially if his contract is precarious.



 Exercise: What I give to my employer and what I receive from my employer

Fill in this table intuitively without censoring yourself in any way.

 Reset exercise

What I give to my employer	What I get from my employer

What I give to my employer	What I get from my employer

The items listed above reflect your current perception of the relationship with your employer. This vision is necessarily subjective. It can evolve over time.

Did filling both columns of this table help you to differentiate your point of view?

Talk to a colleague you trust.

What do you get out of it?



Links with my work?

Which of the above point do you think are true for yourself?

Have you already discussed the matter with your supervisor? with your colleagues?

C. Individual characteristics



"Why me and not my colleague?"

One can ask the question: why some people burnout while their colleague, apparently under the same professional pressure, does (fortunately) not.

Our history, our personality, our resistance, our private life, our ways of managing our stress,... etc, are all characteristics that make us unique. We are not all potential burnies.

Anyone can be affected by burnout, regardless of their age, their socio-professional class, their place in life. The very short study of this epidemic, however, reveals some trends:

People subject to burnout are (often) perfectionists, overworked in their work, not very attentive to warning signals. They also tend to be idealistic and enthusiastic, to have great resistance and to neglect rest.

According to neuropsychiatrist Patrick Mesters, "at-risk populations are women, faced with ethical choices because of their multiple roles (their job, their roles as wife and mother), and especially single mothers."

These characteristics obviously do not predict that you will suffer from burnout. You do, however, have some power of influence over one or the other characteristic, thus: mobilise yourself!

Knowing ourselves and managing ourselves is one of the keys to avoiding the characteristics of burnout. One way to know yourself is to identify your binding messages.

The five binding messages (drivers) of Kahler.

Inherited from our education, the drivers come from the expressions and injunctions that we heard frequently in our childhood, and which were the sine qua non for obtaining recognition from our parents, or at least of the people who raised us, and/or who participated in our education, such as our teachers, for example.

A double perverse effect: they govern our behaviour well despite ourselves, sometimes at the expense of what is good for us. Favoring the passage of devaluation and low self-esteem.

We are a unique combination of these messages and we give each one a degree of importance and a very variable need that does not favor the universality of the distinction between what is "good" and what is not. At the same time, a binding message determines our expectations of others. The contradiction between the two can be frankly problematic in terms of relationships.

So here we are on the way to a great amount of consequences: frustrations, misunderstandings, dissatisfaction, disgust, judgment, devaluation, pressure suffered or exercised, etc. Binding messages are therefore both cause and consequence of stress.

However, remember that we have the qualities of our defects: each driver has specific skills. So, as always, the idea is not to eradicate purely and simply behaviour that may be beneficial in certain situations, but rather to keep what suits us and to change what does not suit us.

The portraits described before are very schematic and it is likely that you recognise more or less partially in some, if not all.

<p>"Be strong"</p>	<p>Inherited speeches such as "you have to be brave", "a big boy does not cry", "what does not kill you makes you stronger", etc.</p> <ul style="list-style-type: none"> • <i>Difficulties:</i> "be strong" avoids showing his emotions, thinks he has to fend for himself, any other way of doing would be an admission of weakness. He tends to be rigid and intolerant and contemptuous of those he regards as weak. • <i>Benefits:</i> Pressure-resistant and equipped to find solutions or manage crisis situations.
<p>"Be perfect"</p>	<p>Inherited speech type: "you can do better", "it's not bad but I expected more from you", etc.</p> <ul style="list-style-type: none"> • <i>Difficulties:</i> the "be perfected" being is perfectionist, dissatisfied and demanding, he fears judgment and lack of control. • <i>Benefits:</i> a hard worker, capable of many achievements, produces a job of excellent quality.
<p>"Please"</p>	<p>Inherited with typical speech "please your mother", "you make me feel sorry", "do not be selfish", "be nice, I'm tired", etc.</p> <ul style="list-style-type: none"> • <i>Difficulties:</i> the "pleaser" fears to disappoint, he lets himself be invaded by others, seeks approval, cannot say no. He is susceptible and easily feels a victim of his devotion. • <i>Benefits:</i> Good company, empathic and selfless.
<p>"Hurry up"</p>	<p>Inherited from typical speech "stop dragging yourself", "you're too slow", etc.</p> <ul style="list-style-type: none"> • <i>Difficulties:</i> Agitated and impatient, the "hurry up" puts a lot of pressure to do more. He is easily bored and prefers speed to quality. Supports more than he can do. • <i>Benefits:</i> Can honor very short deadlines, get moving quickly, responsive.
<p>"Make efforts"</p>	<p>Inherited speech of the type "give yourself a little harm", "to overcome without effort we triumph without glory" etc.</p> <ul style="list-style-type: none"> • <i>Difficulties:</i> Efforts are made to believe that any worthwhile success involves hard work. He tends to complicate things and think that others are lazy. He is dissatisfied and fears criticism. • <i>Benefits:</i> Patient and perseverant, gives the best of himself and is ready to help others.



Exercise: Self-coaching, identify your binding messages

Here is a test below that you can do if you wish.

For those who prefer self-diagnosis to questionnaire, or in addition, here are some questions:

- How much do you recognise in each of these messages?
- How do they express themselves in you?
- How are they a problem in your behaviour? In your relationships? In the pressure you impose on yourself?
- How are they advantageous?
- What do you want to keep? What do you want to get rid of?

For each sentence below, say if it fits you a lot (3), rather (2), a little (1), not at all (0).



Reset exercise

		0	1	2	3
1	I feel like fighting against the clock.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I think the process is more important than the result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I think in life that I have to fend for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	To start a task, I need all the information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	It is important for others to appreciate me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The stress affects me strongly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am afraid of not being up to the job.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I must excel to be satisfied.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	To be loved I render a lot of services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The others are too slow: I have trouble delegating them tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I spend a lot of energy doing things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	I am very demanding with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I avoid being in touch with my emotions and expressing them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	For my boss, I am always available, even at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	I speak fast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16	I would be afraid to explode if I let myself go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	I like to perform noble tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	The facts, the figures, the logic, these are the true values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	I must tell people what they want to hear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I often want to interrupt people to finish the sentences in their place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	I feel like I am responsible for what happens to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	I am comfortable in the field of intellectual exchanges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Accuracy in all respects, that's the price of my image.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	I like to know that a colleague needs me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25	I often say "push", "faster", "yes yes, and then...".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26	The others say that I complain a lot.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27	I like what uses logic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28	It is important for others to think that I know everything.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29	It is necessary to know how to bend over backwards for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30	When I wait for something or someone, I usually do pace back and forth round the room.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31	People come to me without my asking because they find me nice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32	I have trouble trusting others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	I fear the objections which are for me the sign of my incompetence, so I do everything not to be criticised.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34	I like to serve and help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35	I mechanically tap the table with my fingers or I move my feet under my chair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36	I create confused situations where I feel stupid and helpless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37	The way others judge me matters to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38	I am convinced to be one of the best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39	I have a hard time saying no.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40	I make mistakes of inattention because I go too fast.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41	This questionnaire is tedious... What an effort to answer all these questions!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42	I feel safer when I do not get involved emotionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43	I have a tendency to repeat a task until it is done as I intended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44	I like to play the role of confidante.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45	I cannot stay idle. If necessary, I do several things at the same time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	My mother often said to me: "try again..." or "make an effort".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	In team work, I hate that timing is not respected and digressions are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	I expected my associates to do exactly what I ask of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	In answering this questionnaire, I wonder if the answers correspond to what is expected of me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	To be effective, my work must be perfect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Compute the results

Results of the questionnaire : 5 scores out of a maximum of 30.

"Be Strong"	"Be Perfect"	"Please"	"Hurry up"	"Make efforts"
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Profile explanation here](#)

"Be Perfect"

"Be Strong"

The driver "Be strong" is often very powerful. To be strong, according to this constraining message, would be to avoid showing one's feelings and emotions, even to repress them, to be perpetually in the control of oneself. The results ? By dint of keeping everything inside you, your body ends up expressing of itself what you do not want to show, and somatization ... It puts pain

in the place of words: back pain, headaches , abdominal pain for the most common. Moreover, you can seem hard, inaccessible, perhaps inhuman to those around you. This is not the way to force admiration.

How to "soften" this driver? Be open, and learn to accept your feelings. To accept them is not to be weak. It is the best way to then choose the best way to express them. You can also turn to nonviolent communication.

Your driver "Be perfect" is at the top? Unfortunately, that does not mean you are. By the way, who is perfect? Nobody, right? So, what if you agree to be human?

What would you gain? Think about your current life: you are never completely satisfied with your work, you are in an impossible quest for perfection, you exhaust yourself going over your work a hundred times, or you drop your objectives of discouragement ... You are besides a good target for burnout: very involved, you always do more to meet your unrealistic requirements.

So, it is time to replace this compelling message with another: "Be human". You have everything to gain !

"Please"

Wanting to please, that's fine. But not if it's to your detriment. If your "Please" driver is too powerful, you risk forgetting yourself, and unconsciously accumulating resentment. Remember that no one can make you happy in spite of you, and that you cannot make anyone happy despite himself. So, do not hesitate to express your needs, and make yourself happy!

"Hurry up"

If you have a strong driver "hurry up", you may tend to tell yourself that efficiency is related to speed of action, and therefore, do not take the time to think what you are doing, the time to do things, nor time for you. The risks are those of exhaustion, errors of inattention that will paradoxically waste time, and also exhaust your environment

If you suffer from these symptoms, you may need to soften this driver. Think about the fable of the hare and turtle: there is no point in running. You have to get to the goal!

Take your time; try to do it well rather than hurry. And why not try some mindfulness meditation?

"Make efforts"

To try again, to persist, is a very constructive attitude. However, applying the driver "Make efforts" in a systematic way without conceiving that to give up can be a feasible option is probably dangerous. Is the investment worth it? Must it necessarily be hard and difficult? Should your entourage always be the witness of how much you strive?

How about a little lightness and pleasure? It is not forbidden to be happy ☺ And it is not an obligation to be good in everything!

The five antidotes :

- Be Perfect ⇒ You have the right to be as you are.
- Be Strong ⇒ You have the right to express your needs.
- Please ⇒ You have the right to please yourself.
- Hurry up ⇒ You have the right to take your time.
- Make Efforts ⇒ You have the right to give up.



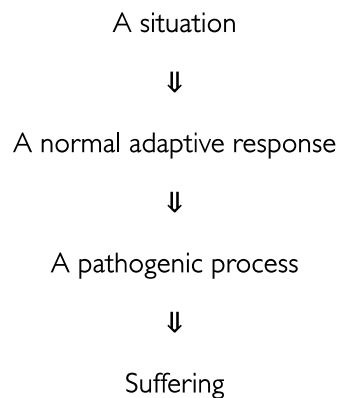
Links with my work?

Observe your colleagues, who 'seemingly manage' the pressure.

What do they do, or do not they do, that you could be inspired to do as well?

10.3 The 'mechanics' of burnout

Burnout takes time to settle in. We talk about '10 years before falling apart'. What is the process that comes into play? This is what we will explore in this subchapter.



The shock of reality:

Despite... my investment, my efforts, my skills,

... The projects do not succeed,

... The decisions are not voted,

... The programme is postponed,

... The question is not settled,

...

A normal adaptive response:

1. To shield oneself
2. Take a distance (less involved)
3. Reduce your ambitions (be more realistic)

1. **To shield oneself:** it is a normal adaptive answer. A project manager is regularly confronted with delicate situations: number of speakers, politics, hierarchy,... It is important for him and for others that he does not collapse in these situations. He must therefore increase his resistance.

2. **To be less involved:** setting one's limits is a normal adaptive response.

3. **Being more realistic is also realistic.**

A pathogenic process:

1. **To shield oneself**
 - if the type of response to shield oneself is repeated, it is no longer limited to negative affects;
 - little by little, we also shield ourselves against positive emotions (joy, pleasure...);
 - emotional indifference in all areas of life (including the affective sphere) leads to a progressive exhaustion of emotions.

2. Less involved

- little by little people become pawns manipulated (including colleagues, friends, spouse,...);
- when we need them to share emotions, we have put them so far away that they no longer respond.


3. Reduce your ambitions (be more realistic)

- unfortunately, as a result of diminishing its ambitions, little by little, we expect less and less for ourselves and others, we believe ourselves less and less capable of achieving a goal;
- we are demotivated;
- we even underestimate ourselves;
- this process extends to friends and all relationships.

Suffering:

From a normal adaptive response, intensive repetition leads to real suffering.

The cycle of burnout is complete.

 Exercise: Apply the process to other areas

Apply the same process as explained in Chapter 10.3 and find the pathogenic process.

Normal adaptive response	Pathogenic process
Energy	
Investment	
Efficiency	

Check the possible effect of pathogenic effects here

Normal adaptive response	Pathogenic process (possible effects)
Energy	Tiredness
Investment	Arrogance, cynicism
Efficiency	Rigidity

 Links with my work?

Think about what might be the benchmarks/indicators for the different stages of the process?

For example: My colleague has always been enthusiastic at work. Today I observe that she reacts very frequently with phrases such as "it will not be possible" or "I do not see why it should change, it's not worth it". I do not recognise it anymore.

10.4 Alarm signals

In Chapter [10.1](#), we explained that burnout is a syndrome and not a disease.

The symptoms of burnout are not specific to this pathology. It will therefore be very difficult to make an effective link between symptoms and diagnosis of burnout. The same symptoms can be a sign of any other disease.

The research on burnout is only at its beginning. Doctors are not yet sufficiently informed and therefore do not easily spot the phenomenon.

Here is a non-exhaustive list of warning signs of burnout.

Physical	cardiovascular, musculoskeletal, immune, endocrine, sleep disorders, fatigue, energy loss, neurovegetative complaints (chest tightness, palpitations,...)
Emotional	hypersensitivity, nervousness, emotional outbursts, anxiety, excitement, sadness, cynicism, irritability, depressed mood,...
Intellectual	difficulties of concentration, problems of memory, difficulties to take initiatives and / or decisions, decrease of the feeling of control, decline of idealism, decrease of the feeling of competence,...
Behavioural	changes in eating habits, smoking, alcoholic, medicated, aggressive or violent behaviour, social isolation, lack of empathy, distance, absenteeism, aggression,...

The differential diagnosis of burnout is difficult to distinguish with that of depression, stress, workaholism, fibromyalgia or chronic fatigue.

If you experience the above symptoms, consult your doctor and make sure you do not exclude any diagnoses.

10.5 The anti-burnout kit

Most of the recommendations in this Resilience ebook are valid for avoiding burnout. Here are some suggestions more specific to the problem:

- *Learn to ask for help:* it does not make you weak. On the contrary, it is a sign of knowledge and self-management.
- *Share your emotions:* to some people you trust. At work or elsewhere. (See why, how and who to talk to in [Chapter 6](#)).
- *Neither sacrifice nor be heroic:* you are a human being with your needs, your rights, your limits.
- *Listen to your loved ones:* if you do not see yourself changing, your loved ones are probably watching. Listen to their comments, even their compliments about how you behave.
- *Identify your decision threshold:* is it up to you to decide? Or is your supervisor better placed to set priorities with you?
- *Make real choices:* it's impossible to do everything. Yes, any choice is a renunciation.
- *Compartmentalise:* calling a dentist during business hours is of course easier but it does not make you feel obliged to work once you get home.
- *Disconnect:* keep moments when you cut off any digital device.
- *Decide when you close the 'office':* in the evening, on the weekend, during holidays. Turn off notifications of your work emails when you're on vacation.
- *Identify your inner guardrails:* the stimulations are permanent. It would be physically possible to operate 24/7. But that's without counting your own limits. Spot the warning signs.
- *Re-learn to get bored:* the 'empty' periods will give free rein to your thoughts, your creativity.
- *Rest, recharge your batteries:* watch for signs of fatigue and take care of yourself.
- *Indulge yourself:* learn how to do yourself good, take care of yourself. Only by being kind with yourself will you be able to be good to others.
- *Practice gratitude on a daily basis:* to yourself and to others. Wellness hormones will spread throughout your body!



Links with my work?

Choose 3 or 4 items from the list above.

Make an action plan for yourself.

Hold for several weeks at a minimum.

Observe the results.

Do you perceive a difference in:

- your energy,
- your mental and emotional balance,
- your relationship at work?

Going deeper..

- Chabot, P., *Global Burn-Out* (<https://journals.openedition.org/lectures/11524>), PUF, 2015 (FR) (free of rights).

(<https://journals.openedition.org/lectures/11524>)

"In this study, Pascal Chabot wanted to understand what was happening to this soul that burns, exhausts itself to the point of no longer being able to advance. His thesis about burnout is that it is a pathology of civilisation. It is not just an individual disorder that affects some people who are ill-adapted to the system, or too dedicated, or who do not know (or cannot) put limits on their professional investment. It is also a mirror disorder in which certain excessive values of our society are reflected: its cult of more, too much, performance."

- Corten, Ph., *L'É* ([http://homepages](http://homepages.ulb.ac.be/~phcorten/CliniqueStress/DocumentsStress/Burnout/BurnoutAccueil.html) ULB, 2011 (FR)

(<http://homepages.ulb.ac.be/~phcorten/CliniqueStress/DocumentsStress/Burnout/BurnoutAccueil.html>)

"Burnout is a
to enhance re
of Burnout: e

- Crawford, M., *L'éloge du carburateur, Essai sur le sens et la valeur du travail* (<https://journals.openedition.org/lectures/1351>), La Découverte/Poche, 2009 (FR).

(<https://journals.openedition.org/lectures/1351>)

"From the story of his astonishing professional conversion, a brilliant American university-turned-motorcycle repair man delivers in this intelligent and funny book one of the finest reflections on the meaning and value of work in Western societies."

- Everard, A., *Guide du burn-out* (<http://www.albin-michel.fr/ouvrages/guide-du-burn-out-9782226393623>), Albin Michel, 2017 (FR).

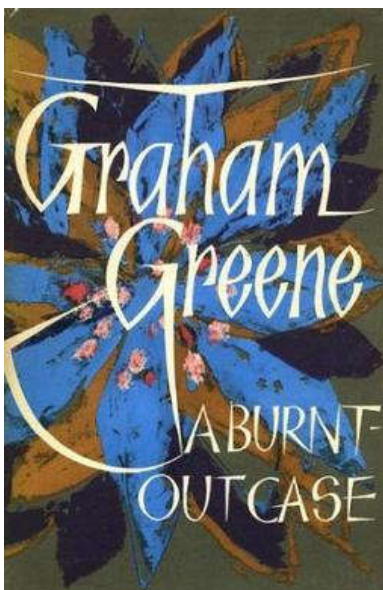
"It is a disease still unknown but more and more frequent: a real crash that abolishes all the benchmarks and which we do not recover alone.

Anne Everard has actually experienced this. She offers us a LE survival guide she would have liked to have at the first symptoms of her burnout. A practical book, which tells us concretely how to avoid sinking when one is at his "limit", and what methods to follow when this limit is crossed.

(<https://journals.openedition.org/lectures/1351>)

For this, it is based on 230 testimonials of people who have had a burnout and tell how, step by step, they have bounce back. Her book is for everyone: those who feel fragile, those who have escaped but do not feel safe, but also those close to them: children, parents, spouses, friends and colleagues. Because the entourage plays a vital role in the recovery of a person suffering from burnout, because he often tends to isolate himself from the rest of the world.

A valuable and original point of view and to understand and act."



- Greene, G., *A Burnt-Out Case* (https://en.wikipedia.org/wiki/A_Burnt-Out_Case), Heinemann, UK, 1960 (EN).

"When Query, a world-renowned architect, finds that he no longer enjoys life and no longer enjoys art, he goes on a trip. Arrived anonymous in a colony of lepers in Congo, he is diagnosed as the mental equivalent of a "depletion case", a leper mutilated by disease and amputation. Query is slowly moving toward a cure, his mind becomes clearer as he works for the colony. However, in the heat of the tropics, no relationship with a married woman, even impeccable, will ever be considered innocent."

(https://en.wikipedia.org/wiki/A_Burnt-Out_Case)

- Hansez, I. Mairiaux, Ph., Firket & P., Braeckman, L., *Recherche sur le Burnout au sein de la population active belge* (<http://www.emploi.belgique.be/moduleHome.aspx?id=33630>), Service Public Fédéral Emploi, Travail et Concertation sociale, 2010 (FR).

"The major contribution of the literature review was to clarify the definition of burnout and other related concepts such as stress, psychosocial load, depression, workaholism, chronic fatigue and fibromyalgia.

(<http://www.emploi.belgique.be/moduleHome.aspx?id=33630>)

This work also revealed interesting results on the symptoms of burnout and the characteristics of the work environment related to this phenomenon in particular. Gender does not seem to play an important role in explaining burnout, although some symptoms and conditions may be more common for women or men."

- Ide, P., *Le Burn Out, une maladie du don* (<https://www.la-croix.com/Archives/2015-12-29/LE-BURN-OUT-UNE-MALADIE-DU-DON-de-Pascal-Ide.-Ed.-Emmanuel-Quasar-192-p.-18-2015-12-29-1398080>), Editions Emmanuel, Quasar, 2015 (FR).

(<https://www.la-croix.com/Archives/2015-12-29/LE-BURN-OUT-UNE-MALADIE-DU-DON-de-Pascal-Ide.-Ed.-Emmanuel-Quasar-192-p.-18-2015-12-29-1398080>)

"Pascal Ide is a priest of Emmanuel (diocese of Paris). He is a doctor of medicine, philosophy and theology. With a long experience of accompanying people, he combines psychological, philosophical and theological approaches. Among his books: Resources to heal, Compare and evaluate some new therapies: Ericksonian hypnosis, EMDR, cardiac coherence, EFT, Tipi, NVC, kaizen, Better know each other to better love each other (Fayard) and Know your wounds (Emmanuel)."

- Maslach, Ch., Leiter, P. M., *Le Burn-out : le syndrome d'épuisement professionnel* (<https://livre.fnac.com/a3118781/Christina-Maslach-Burn-out-le-syndrome-d-epuisement-professionnel>), Les Arènes, 2011 (FR).



<https://livre.fnac.com/a3118781/Christina-Maslach-Burn-out-le-syndrome-d-epuisement-professionnel>
(<https://livre.fnac.com/a3118781/Christina-Maslach-Burn-out-le-syndrome-d-epuisement-professionnel>)

"If you feel drained," consumed "from the inside, if you become devalued and tend to become cynical about your work, life and others, then you may be threatened by the burnout syndrome. Like 10% of the people who work. Twenty years ago, a scientist, Christina Maslach, identified this particular form of work stress. Here she explains how work can deplete our vital resources. Some professions are more exposed (doctors, teachers) and some individuals are more subject to them. This book proposes solutions to preserve and act. It is as much the individual as the professional environment that must be treated. The workload is far from the only cause of burnout: the lack of autonomy, recognition, the sense of injustice and the mismatch between personal and business values are just as important, if not more so. Translated from English (United States) by Véronique Gourdon."

- Peter, S. & Dr Meesters, P., *Vaincre l'épuisement professionnel : toutes les clés pour comprendre le burn-out* (<https://www.amazon.fr/Vaincre-l%C3%A9puisement-professionnel-Patrick-MESTER/dp/2221108310>), Robert Laffont, 2007 (FR).

"Chronic fatigue, loss of motivation and efficiency at work, feeling overwhelmed, self-evaluation, increased irritability and lack of concentration... Burnout, occurs when you feel like you're losing control of one's work environment, being treated unfairly and losing all support. This psychological syndrome related to the environment and not to the person is today in full expansion and concerns all professional circles.

Currently, 25% of people who work are on the average burnt out, going through a period of malaise, loss of performance and frustration. About 4 to 7% are in complete burnout with the consequences of illness, absenteeism and depression. And it is estimated that 16% of people at risk of burnout...

(<https://www.amazon.fr/Vaincre-l%C3%A9puisement-professionnel-Patrick-MESTER/dp/2221108310>)

Patrick Mesters, a psychiatrist, and Suzanne Peters, corporate coach, wrote this book with four hands to help us understand this phenomenon, namely detect and stop it thanks to the specialists of the suffering at work, the psychiatrists, psychotherapists or coaches...

Through numerous testimonies, they show that it is possible for the individual to overcome this descent into hell and even to rebound! However, it is also up to society and the company to face up to their responsibilities in a changing world: the authors call for the establishment of a professional and private social network that can manage growing stress and to resist new forms of insecurity linked to the globalisation of the economy"

- Schaufeli, W. B., & Buunk, P. B., *Burnout: An overview c Years of Research on Theorising* (<https://onlinelibrary.wiley.com/doi/10.1002/0470013400>
In: M.J. Schabracq, J. A. M. Winnubst & C. L. Cooper (Eds) *Handbook of work and health psychology*, Chichester: Wiley, 2003 (EN).

(<https://onlinelibrary.wiley.com/doi/10.1002/0470013400.ch19>)

"Occupational health is now recognised as having major legal, financial and efficiency implications for organisations. Psychologists are increasingly called upon as consultants or internal facilitators to help design work processes, assess and advise individuals and advise on change management."

- Schaufeli, W. B., & Enzmann, D., *The Burnout Companion to Study and Practice: A Critical Analysis* (<https://www.crcpress.com/The-Burnout-Companion-To-Study-And-Practice-A-Critical-Analysis/Schaufeli-Enzmann/p/book/9780748406982>), London: Taylor & Francis, 1998 (EN).

(<https://www.crcpress.com/The-Burnout-Companion-To-Study-And-Practice-A-Critical-Analysis/Schaufeli-Enzmann/p/book/9780748406982>)

"Burnout is a common metaphor for a state of extreme psychophysical exhaustion, usually linked to work. This book provides an overview of the burnout syndrome from its first recorded occurrences to the current empirical studies. It examines perceptions that burnout is particularly prevalent among certain occupational groups - police, social workers, teachers, financial traders and introduces individual interpersonal, workload, professional, organisational, social, and cultural factors. Burnout deals with occurrence, measurement, evaluation, intervention and treatment programmes. This manual should be useful to health and safety researchers and practitioners at work and organisation worldwide. It should also be a valuable resource for human resource professionals and related management professionals."

NOTES 

1. WHAT IS RESILIENCE?
2. EVALUATING MY RESILIENCE
3. TOOLS ABOUT MEANING
4. TOOLS FOR MENTAL BALANCE
5. TOOLS OF PHYSICAL BALANCE
6. TOOLS FOR EMOTIONAL BALANCE
7. TOOLS FOR RELATIONAL BALANCE
8. MINDFULNESS
9. DEVELOPING THE RESILIENCE OF YOUR TEAM
10. PREVENTING BURNOUT