

STUDENT  
SUCCESS

# Your Guide to Wellbeing at University

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# 2

## Four areas of building resilience

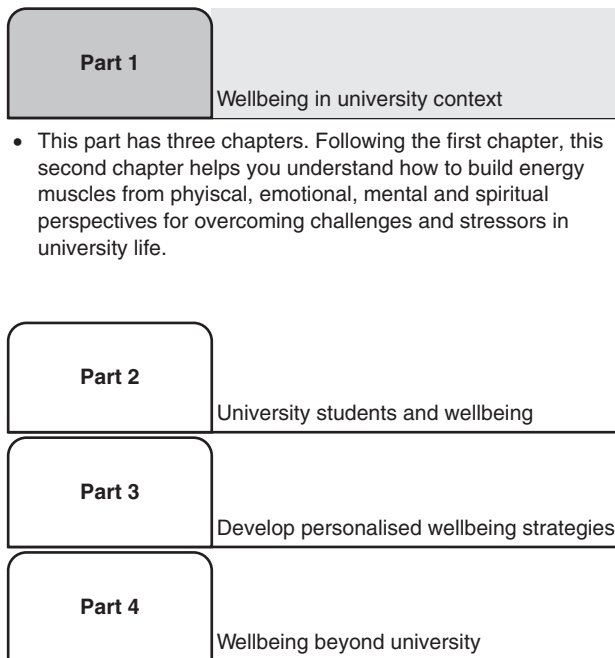


Figure 2.1 Chapter summary

As discussed in the last chapter, university studying can be rushed, rapid, relentless, and our days in university are divided into many different areas. We have academic performance standards to satisfy; we have family commitments to fulfil; we also have our own social-emotional and mental health to look after. A human being can be very resilient, though. Sometimes people carry on through life, with or without enormous difficulties. In the end, be it celebrating all the little moments or the final graduation ceremony, we are acknowledging not only the work we have done but also the positive energy we put in throughout the studying journey. We reflect at each turning point and try to work out the deeper meanings in our life.

On the other hand, there are also moments where we react quickly instead of reflecting or deep consideration. Some students we have talked to told us that they were racing through their university time without having a moment to pause and consider why they really want to study and who they want to be. They said to us that university was just a preparation for the knowledge they needed for their future employment. They skim the surface; then, some of them dropped out in the middle of their studies or changed their career after completing their university studies, never using their degree for its intended purpose.

True, we are simply trying to do the best we can. We make choices, sometimes sensible choices, to get us through the days and nights of university life. We have interviewed and observed students who recount overloaded studying schedules, working day and night with little sleep, and being always on the run, with minimal awareness that this will take a toll on health and wellbeing over time. These students admit to fast food diets, fuelling up their energy on caffeine, sometimes alcohol and sleeping pills. In the end, many of them get so challenged that they become exhausted and easily distracted. They become annoyed with themselves and short-tempered and then do an about turn with regard to studies: a 'do not care anymore' or 'simply give up' mode. They may start to miss classes, fall behind in studying schedules, miss the due date for turning in their assignments, or fail exams.

Interestingly, we all find excuses for our behaviours. We have family commitments and other work commitments we have to attend to. Then the to-do list is simply overwhelming and is jettisoned out the window. We become short-tempered at our own 'failure' and find it even more challenging to find a source of joy and renewal of energy. However, we have found that the majority of students we have met take pride in their work, which brings strong positive attitudes in behaviour. For example, if we find pleasure in producing good quality work, we tend to put in the long hours of work required to achieve the desired outcome. Howe and Krosnick (2017) and Wallace et al. (2020) described attitude strength in their studies. They investigated the tremendous

value of understanding attitude functioning and structure to effectively apply the positive attitude concept in a practical setting from a psychological perspective. Miller et al. (2016) and Ferrer et al. (2022) also confirmed the importance of people's positive attitude, which appears to enhance attitude-style behaviours.

However, in juggling work, family and study commitments, we may feel constantly overwhelmed and unable to bring sufficient energy and a positive attitude into everything we do. Consider the following scenarios:

- You need to attend a one-hour lecture in the morning, yet your tutorial doesn't start until 3 p.m. You are using the time between to work on a group assignment task and then catching up on other family and work commitments. When the 3 p.m. tutorial arrives, you feel tired and are dreading being stuck in peak hour traffic after class.
- You have spent your weekend working on your assignment due that Sunday evening. By 5 p.m. on Sunday, you still have one section of the paper to write. You start to be annoyed with yourself, short-tempered, edgy and feel defeated.
- You missed an important family outing because of a must-attend examination or a must-complete experiment. You feel overwhelming guilt and may question whether your commitment is worthwhile.
- You are completing the fieldwork for your research. There is a global pandemic, and you are unable to collect data for your research project. You feel frustrated and hopeless.

These scenarios have the potential to prevent us from achieving our goals in our work, family life and academic studies. Thus, the question then turns to how to build our resilience. This book will show you various ways to develop your own strategies to achieve wellbeing. In this chapter, we will also draw on the Full Engagement Model (Loehr & Schwartz, 2005; Zhang et al., 2018) to develop our strength and maintain our wellbeing in higher education, physically, emotionally, mentally and spiritually. The new paradigm shown in Table 2.1 was promoted to develop full engagement in high performance. More traditional paradigms focus on how to avoid stress and make the best use of positive thinking, while the new paradigm acknowledges the stress, but emphasises how to manage energy to achieve full engagement. Therefore moving away from stress is not building energy to manage stress appropriately.

Loehr and Schwartz (2005) developed a framework to convert stress and manage one's energy to achieve high performance and personal renewal, which they call the Power of Full Engagement. In their strategy, the process of converting pressure and managing energy entails using physical, emotional, mental and spiritual 'energy muscles'. This energy muscle training system has been popularly used to build strategies to achieve wellbeing effectively across many disciplinary areas, particularly management.

Table 2.1 New paradigm of building resilience

The new paradigm of building resilience	The traditional paradigm of building resilience
Energy management Welcome stress Downtime can be productive The power of full engagement	Time management Avoid stress Downtime is a waste The power of positive thinking

To help frame our understanding of how to manage stress and develop resilience for students in higher education settings, this book utilises a systems theory approach. As noted in the Preface, many researchers and theorists utilise General Systems Theory (e.g. Boulding, 1956; Klir, 1972; Lopreato, 1977; van Gigch, 1974). Their definitions may not be completely the same, but overall it can be described as a dynamic theory that recognises the collective force of systems. Furthermore systems theory provides an explanation for real-world systems, it is not just limited to the scientific world (Batt et al., 2021; van Assche et al., 2019). Using systems theory can offer improved explanatory power and interpretation with important implications for systems users. For the educational sciences it has philosophical, theoretical and methodological relevance (K. M. Adams et al., 2014). Based on systems theory, the Neuman Systems Model (Neuman & Fawcett, 2011) is an open system that responds to stressors in the environment from a physiological, psychological, sociocultural, developmental and/or spiritual perspective. Moreover, for our purposes here, it enables us to conceptualise thought and action regarding university systems, understand the variety of disciplines, and provide an improved understanding of our stress and subsequent strategies to support our wellbeing.

In this book, we have drawn upon the Neuman Systems Model and Loehr and Schwartz’s Full Engagement Model to investigate the current strategies higher education students use, employing the concept of physical, emotional, mental and spiritual ‘muscle’ and ‘energy’ groups to transfer the challenges we face into more efficient engagement in learning and to support wellbeing. We will now outline the physical, emotional, mental and spiritual areas in relation to study within higher education settings.

## Area 1: Physical muscles of resilience

Medical doctors around the world have proven physical health to be an important part of our wellbeing. It has been shown too how physical muscles can be developed and trained systematically. World athletic champions in different domains train in order to achieve stronger physical performance in their chosen discipline and to be at peak condition for their sporting events. Commonly these days, non-athletes have also developed a physical awareness to maintain a healthy BMI (Body

Measurement Index) in order to sustain their energy levels in life, work and study. For example, since the early 2010s, technology companies, Apple for example, have worked on technical devices to help people maintain their health and physical wellbeing. The iWatch, Fitbit or step recorders are common gadgets used by people in an attempt to monitor their physical routines and develop positive habits. Likewise, university students can utilise such devices to track their own levels of movement, which can be very helpful when faced with busy times, and provide a gentle reminder of when to move away from the desk and engage in physical activity.

### **Breathing patterns**

Not surprisingly, we take certain things for granted, including such daily activities as eating, drinking and breathing. Particularly, the oxygen we breathe is never thought of as an essential energy source. Stress, anger and anxiety prompt fast breathing patterns. In fact, anger and anxiety make us use deeper abdominal breaths than our normal breathing patterns. Thus, we can see the importance of focusing on building our physical muscles for breathing, as they are closely related to mental and emotional equilibrium. Many resilience programmes promote how to breathe properly in order to relax. For example, Fitbit offers a 'relaxation function', including two- and five-minute breathing programmes. According to Fitbit, deep breathing is a common meditation technique that can help you let go of stress and maintain a quieter state of mind. Research (e.g. D'Agostini et al., 2022; Polychronopoulou et al., 2019) shows that taking a few minutes to relax each day can help reduce blood pressure and lower your risk of cardiovascular disease.

Extending exhalation prompts a relaxing self-regulation and a powerful wave of recovery from stressful moments. Deep, smooth, rhythmic breathing is a source of energy, focus, relaxation, stillness, and ultimately restores the pulse to a normal, steady state (Kahn et al., 2019). Thus, do not overlook the importance of breathing techniques and ways to enhance your practice. It can be a vital component of health and wellbeing.

### **Eating**

Food is a source of energy. The food we eat provides different nutrition for our bodies. When we have an empty stomach, we will find it difficult to concentrate on our work. Much research has found (e.g. Bryce, 2019) that brain work consumes 20% of the body's energy use; that is a typical 320 calories per day are consumed from thinking. Your brain energy consumption is used to sustain your alertness, concentrate on important information and manage other related

study activities. University studying mostly involves brain work, which causes many staff and students alike to experience ‘prolonged hunger’ and ‘chronic overeating’. Because of this ‘prolonged hunger’, people tend to eat food high in fats and sugar and other high carbohydrate food. These lead to overweight and obesity, and consequently poorer health and performance.

Thus, eating better can benefit weight loss and improve health, producing positive energy. This requires us to choose better sources of food, maintain steady eating habits and sustain a low blood glucose level. Unfortunately, owing to time constraints and external pressures, many university students pay little attention to developing healthy eating habits. A habit common among university students is to leave project work to just before the due dates, which, as those deadlines fast approach, means they do not have adequate time to think and work. Therefore, they live on caffeine and high glycaemic foods such as muffins or sugary spike food to sustain their studying lifestyle.

Our bodies don’t magically tell us ‘when to eat’ or ‘what to eat’, but if we choose the wrong time and wrong food to eat, our bodies will let us know and perform poorly. Research has found eating five to six meals of low calorie and highly nutritious food a day increases the steady supply of energy needed by our body to perform at its best. Moreover, the waiting period between meals is essential as it takes some time for our stomachs to produce energy and be emptied. However, while working or studying, we can easily consume more food and more frequently than we should, thus gaining weight and having less positive energy. It is always advisable to seek support and knowledge from professionals such as doctors or nutritionists to evaluate what eating habits work best for your own body.

Therefore, forming healthy eating habits is vital for university students to satisfy our body’s energy needs during our time in higher education, such as extended periods of concentration for study, as well as work and other life commitments. To maximise our physical energy capacity, we must become more attuned to the relationship that food has with our wellbeing.

## Sleeping

It is widely acknowledged, by medical doctors and other researchers alike, that most of us require six to eight hours’ sleep per night to function properly. Sleeping is the most potent part of our circadian rhythms, sustaining healthy body temperature, hormone levels and heart rates. We have met many university students who complain of significant sleep deprivation. Of course, this links to previously discussed notions of busy work schedules – yet sleep must not be overlooked. However, few of us have reviewed the effects of insufficient sleep on our studying, work performance and levels of engagement at university or within life at home.

Studies demonstrate that our mental health and performance is related to our sleep patterns: our reaction time, concentration and memory are associated with our sleep time and patterns. In particular, if we have severe sleep debts, our mental performance decreases accordingly. Current research has shown people can perform better at different times in the day. For example, some people will enjoy better performance or concentration in the morning, while others at night time. Try and find what your biorhythms are and frame your work times and commitments around times when you are most effective. However, this does not change the need for a sustained period of sleep each night, regardless of when you go to bed! In 2018, Linda Geddes conducted research on living without clocks or natural light. Her study showed that when human beings are put in an isolated context, they can still sleep approximately seven to eight hours per day, without clocks or natural light. You should aim for the same amount of sleep regardless of other contextual factors.

Given the benefits of adequate sleep, it is clear that healthy sleep patterns can be beneficial for university students to perform better and more efficiently in their studies. More physical training programmes and examples will be shown later in this book for you to follow.

In summary, to build physical muscles of resilience, you need to:

- Understand physical energy is fundamental for your ability to study, work and live.
- Develop healthy breathing, eating and sleeping patterns for better performance in your university studies.
- Remember that breathing, eating and sleeping can be trained to build physical capacity efficiently.

## **Area 2: Emotional muscles of resilience**

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Before we look into building our emotional muscles, we will need to understand what we actually mean by 'emotional muscles'. Essentially, people's emotions can be divided into two kinds: *positive* and *negative*. Positive emotions include enjoyment, challenge, adventure and opportunity, while negative ones include fear, frustration, anger and sadness. They are all associated with specific hormones such as cortisol. Emotional muscles refer to the competencies that are related to self-confidence, self-regulation, as well as social and interpersonal skills. They are also directly connected with our patience, openness, empathy, trust and enjoyment.

University life can easily drain our emotions as we are exposed to various challenges – our academic performance, our own personal needs, our health problems, how we adjust to new people and environments, how we cope with family issues. We have discussed some relevant concerns in the previous chapter. It is



undeniable that we have to expend our emotional energy to meet these demands. Without properly exercising our emotional muscles regularly and seeking intermittent recovery, we will lack confidence, patience, or passion for maximising our university study.

The last section introduced physical muscles and discussed the importance of developing healthy breathing, eating and sleeping patterns. We should also understand that physical energy can be related to our emotional energy. If we lack sleep or struggle to eat healthily, we may become emotionally stressed, angry, defeated. We may also have low self-esteem or self-confidence. Therefore, from an emotional energy perspective, negative emotions caused by our physical health can be counterproductive and costly.

Moreover, there is a risk that we can become increasingly, and easily overwhelmed and walk in circles of feeling anxious, frustrated, defensive, or hopeless. Alfredsson Olsson and Heikkinen (2019) studied the emotional impact for adults when they engage in dancing activities. Their findings showed that successful physical activities such as dancing create positive emotional energy, such as joy and pride. Their study also found that these emotions may contribute to producing forceful energy to motivate people to try again after initial failure. If positive emotion fuels individual high performance more efficiently, it also has a profound impact on other areas of your body (McCarthy & Glozer, 2022).

As university lecturers, we have encountered students with high levels of engagement in their work or study. We have found that for these students, success tends to feed itself, reinforcing the positive emotions that activated the initial work or performance. When we interviewed these students, some commented on the 'supportive wind in their sails' they received from their academic lecturers or peers. More specifically, the care they received from their teachers or peers helped them grow more confident in their own life values and beliefs. Undoubtedly, they reciprocated this support in what could only be classified as a positive cycle for all. Thus, highly engaged students tended to be more confident and encouraged to recover from setbacks, with greater emotional energy.

Moreover, they also tend to reciprocate with care to others. Developing healthy friendships can also be considered a powerful source of positive energy and renewal and assist in developing networks and connections. A critical factor in sustaining higher performance is to develop networks at university. After all, many of these people may work in the same industry as you after graduation. Developing these networks whilst at university can open up new pathways and lead to strong, enduring friendships and relationships, giving you multiple outlets for emotional giving and taking, talking and listening. Most importantly, you will feel supported and valued in return.

Now we are going to ask you to think for a moment about your current life. How many hours a week do you spend on pure pleasure and energy renewal activities? Any activity that is enjoyable, fulfilling and affirming can promote positive emotions. Your hobbies, such as singing, dancing, gardening, playing a sport, or simply being alone and reflecting, can prompt positive emotions. However, some of us view these activities as a waste of time when we feel we have so much to do. We feel very guilty for spending much time on them. On the contrary, let's make room for these activities and invest adequate time in them. You will notice pleasure is not just its own reward but a critical source in sustaining emotional energy. Most of all, don't feel guilty for taking time to renew your emotional energy; it will sustain you in the long term.

In summary, to build emotional muscles of resilience, we will need to understand:

- Positive emotional energy results in self-confidence, self-control and empathy.
- Peer friendship or an effective interaction with your lecturers can summon positive emotions, particularly during times of intense stress and can support long-term networks.
- Downtime activities can bring joy, a sense of fulfilment and affirmation, and serve as sources of emotional renewal.

### **Area 3: Mental muscles of resilience**

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In addition to physical and emotional muscles, mental muscles can help us sustain concentration and internal and external focus. They provide us with a sense of optimism (Latham, 2020; Vierkant, 2013). Mental muscles refer to the competencies that are related to self-efficacy, self-awareness and self-development. The development of mental muscles can fuel and optimise our mental energy, including mental preparation, positive self-talk, effective time management and creativity.

During the busy schedule inherent to university study there can seem limited moments of 'downtime' and thus simply following routine schedules seems appropriate in terms of time management. However, it is also known that university work requires a certain level of creativity and innovation. Only being involved in what we deem to be routine work brings us slim opportunities to be creative thinkers. Ask yourself a question, When was the last time you came up with a great idea for your work or studying? What were you doing and what were your emotions at the time? In our experience, we often have flashes of creativity during times when we are not in the mundane, rather we are engaged in tasks beyond the everyday. During these moments, our minds tend to relax a little and all of a sudden creative ideas and theories appear to be generated out of a recess in our thoughts.

The 1967 Nobel Prize winner Roger Sperry contributed to our knowledge about the brain's two hemispheres (Pearce, 2019). We mainly 'live' in our left

brain hemisphere as it provides step-by-step, time-conscious and logical perceptions. In particular, Sperry studied the right hemisphere, which was most underappreciated by many of us. Through his study, we are able to understand that our right hemisphere is less linear and time-focused than the left hemisphere, which can result in sudden insight or an intuitive leap in solving problems. So now we understand why our best ideas come forth when we are not consciously looking for ideas or solutions to some aspect of work. We can find 'magic' solutions while we shower, walk in nature, or just rest in bed. Interestingly, other than the function of being innovative, the right hemisphere of our brain provides a powerful ability to recover from the routine, rational, analytical work managed by the left hemisphere. That said, both hemispheres are equally important in providing innovative work, as the information our brain processes comes from either step-by-step multiple sources or seemingly irrational random elements.

When we discuss mental muscles, we cannot separate them from developing physical or emotional energy. If you are fatigued from too little sleep or bad eating habits, you will find it difficult to concentrate. Moreover, if you are frustrated, anxious or angry while studying, you will also struggle to focus your attention or remain optimistic. This could be more intense if you are working under great stress or during demanding times. Remember that our mind and body are inevitably connected, and research has shown physical activities can increase cognitive capacity. Training muscles, including brain muscles, can be essential to produce high-quality work or maintain performance and to support your ability to adjust to learning even more complicated new skills. Research has found that people who do regular exercises (e.g. jogging, yoga and other exercises) have better memory and performance. Thus, continuing to challenge our body and brain can help. As a university student, find what works for you, continue to work out your brain and body to learn new knowledge and skills, and trial different studying activities. This will push you to develop stronger mental muscles that serve performance.

Mental capacity also refers to what we use to organise our lives and attention. Time management is a capacity reflecting our mental energy. As a university student, with all of the commitments expected of you, you will feel time-poor. Particularly at the end of each semester, with a multitude of deadlines approaching, we find ourselves constantly working towards completion of a task or several. If you also have other work or family commitments, this will add to your time demands and you may feel overwhelmed and stressed. Whilst research has found moderate stress can motivate us to work harder and sometimes produce better performance, if the stress is not managed and lasts over a long period of time, we can damage our mental health, leading to negative outcomes. Therefore, the capacity to manage our time and recover our mental energy and prevent further damage becomes an essential skill in university students.

In our experience, university life requires every student we have ever met to have one essential skill: time management. Even though you might have experienced a similar structure while you were in high school, you will notice some differences between time management in high school and in life at university. The main difference is you will be managing your study schedule entirely independently. Some lecturers or professors may send friendly reminders about any learning tasks due and how to submit assessments; they probably won't be chasing you and ultimately it is up to you to perform at your best. We are all prone to momentary lapses in attention, which may result in us overlooking tasks or expectations. Thus, to rest and rejuvenate, mental capacity is derived from a balanced expending and recovering of energy. All this requires us to build capacity through systematic training of our mental muscles.

In summary, to build mental muscles of resilience, we will need to understand:

- Positive mental energy can help us with life organisation and achieve goals.
- Only with mental energy will we be fully engaged in realistic optimism.
- Brain development helps us to build mental muscles.
- Physical exercises can stimulate the development of cognitive capacity.
- Mental energy needs to be recovered to achieve innovative outcomes.

## **Area 4: Spiritual muscles of resilience**

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When we talk of spiritual muscle building, it does not simply mean religious spirituality. Instead, spiritual energy refers to the internal force to drive our work attitude and actions. Willcoxson et al.'s (2011) comprehensive research across six Australian universities found that having an apparent reason for attending university and knowing the type of occupation to which one aspired were factors significantly related to the success of first-year university studying. Moreover, according to Loehr and Schwartz (2005), spiritual energy is the most powerful energy in developing our resilience, and it is the power source for our motivation, perseverance and direction. It is about the energy of a human being to connect their values with a purpose beyond themselves. It provides the strength for a human spirit to bring full engagement and perform at their best to achieve work and life goals. It includes passion, a sense of commitment, integrity and honesty.

In one of our previous research studies, we surveyed over 300 pre-service teachers studying for a degree to become school teachers. The degree typically takes at least four years of full-time engagement and commitment in studying educational theories and at least 80 days of professional experience in schools. Some pre-service teachers drop out of the course, sighting a myriad of reasons as to why. Furthermore, when we look into the alumni data about

teacher graduates, we also notice a number of teachers who decided not to continue within the teaching profession two to five years into their career. Yet, there is still a very high demand for teachers and to become teachers, which raises the question as to why people choose not to remain in their studies or the profession.

This needs reflection on balancing a commitment to others, including a career, with adequate self-care. However, this balancing does not come purely from building physical, emotional or mental energy, the development of which can be draining. Without spiritual muscles, we may feel physically and emotionally exhausted and mentally malfunctioning. Our spiritual energy is closely related to the deepest values held by human beings. Only with these values can we renew our spirit, seek out ways to rejuvenate and reconnect with the values we find meaningful. With powerful spiritual energy, we can challenge our complacency.

Getting back to our research on the teachers. When we followed up with the people who withdrew from their degrees or ended their teaching careers, we found that by and large they did not have a vision of what they wanted from their lives or where they were headed when they made the decision to withdraw. Many stated that they were literally in survival mode when they were conducting their studies or as teachers early in their careers. That's why their spiritual energy was compromised. Which is why it is imperative for prospective university students to consider their own life path and ensure there is alignment between what they want to achieve and an understanding of how to be successful and maintain it.

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STUDENT  
EXAMPLE

Shannon Miller is a famous gymnastic athlete and cancer survivor. Published by American Cancer Society (2016), Miller spoke of how tough treatment was, both physically and emotionally. She was determined to do chemotherapy five days a week for nine weeks. However, by the end of the first week, she had such severe nausea and vomiting, she was unable to keep even water down and was forced to check into hospital. *'My next true moment was with God and me in that room thinking, "How do I do this?"'* said Miller. *'I kept coming back to the realisation that I don't have to do this alone. I have my faith, and I have my team around me.'* Today, Miller tells her cancer story and encourages women to take care of themselves. *'I use whatever voice I have from my Olympic career to encourage women to keep medical appointments, get more sleep, eat right, get and stay fit, and recognise the signs and symptoms of cancer'*, she says. The explanation for Shannon's case is simple. She built high spiritual energy to achieve her deep, focused purpose.

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We cannot put Shannon's success all down to her solid spiritual energy. However, we can see a certain link with that energy and how she conquered this mission impossible. At times, there will be moments in your own university study where challenges appear insurmountable. It is during those times that your spiritual energy will fortify you and give you the strength to continue with your goals and purpose.

Many of us have religious beliefs. Prayer requires an effort of concentration and contemplation. It serves as a source of spiritual comfort. It offers us regular reflections on our deepest values and may be inspiring. Not all people are religious, but if you find spiritual nourishment through your faith, by all means it can be a wonderful source of purpose and direction.

Developing your spiritual energy can be seen as a devotion to your own purpose, the discovery of which will serve as a foundation for future goals and achievement. Developing your spiritual muscles is a rich source of renewal, emotionally and spiritually, and it can undoubtedly provide a profound source of meaning and deep satisfaction.

In summary, to build spiritual muscles of resilience, we will need to understand:

- Spiritual energy provides us with the force and power for routine activities and actions in our lives and meaning beyond the "everyday".
- Spiritual energy is the most powerful form of energy; it can renew other energies and rejuvenate us.
- Spiritual energy comes from a connection to deeply held values and a purpose beyond ourselves; it augments our passion, commitment, integrity and honesty.
- Spiritual energy can be demanding, but it can certainly make us overcome severe physical limitations.

## Mapping your journey to success

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- The process of converting life's pressures and managing energy is undertaken by using the 'energy muscles' – physical, emotional, mental and spiritual.
- Understanding energy is fundamental to your ability to study, work and live.
- Our physical, emotional, mental and spiritual energies are mutually reinforcing to help us overcome challenges and stressors during our university life.

## Recommended reading

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We would like to recommend you read Loehr and Schwartz's *The power of full engagement: Managing energy, not time, is the key to high performance and*

*personal renewal* published in 2005. The authors begin with an observation about our daily life. Then the method they propose to improve energy management and obtain remarkable performance consists of three main points: 'find alignment with your personal values (a reason to expend energy), face the reality of your situation, and then develop a plan of action, based in particular on the power of rituals, to finally reduce the gap between the person we really are and our values and the person that we are in our professional and daily life' (p.18).