



unite!

University Network for Innovation,
Technology and Engineering

Staff university Well-Being guide How do I feel?

Inclusion, Diversity and Well-being

Writers: Claudia Apicella, Tobias Blank, Therese Brostrom, Patricia Duarte, Roberta Fasana, Didac Ferrer, Célia Figueira, Agnieszka Fuchs-Swiejkowska, Lucie Jiraskova, Elena Leibowitch, Anna Leśniewicz, Anna Makila, Carolina Mañoso Gimeno, Henna Niiva, Luisa Santos, Carmen Schrotter-Stadlauer, Diana Seyfarth, Karin Steiner-Krottmayer, Mikael Visén.

Illustrations: Unite! / freepik

Design: Géraldine Fabre

Contact: communication@unite-university.eu

This guide can be downloaded from:

<https://facultyandstaff.unite-university.eu> 

October 2024



Table of contents

Methodology	
<i>Development process of the well-being guides</i>	4
What contribution does this guide make to the well-being of staff?	5
Students' challenges	
<i>What affects their well-being</i>	6
Self-care	
<i>Healthy life behaviours and support actions for well-being</i>	8
Stress management	10
Alert signals	12
My actions for the world	14

Aalto University, Espoo/Helsinki
KTH Royal Institute of Technology, Stockholm

Wrocław Tech
Technical University of Darmstadt
Graz University of Technology

Grenoble INP-UGA
Politecnico di Torino
Universitat Politècnica de Catalunya · BarcelonaTech
Universidade de Lisboa

Methodology & Development process of the well-being guides

One of the tasks that Community 3 has been working on the development of a well-being guide. Through research into existing documents, numerous discussion rounds, and working meetings within the community, it was agreed that this guide should serve as a handout for both students and staff at all UNITE! universities. At the end of the development process, a printed product will be provided for students in their welcome packs and given to employees at the start of their employment at their university. It was also agreed by the community that this guide should be visually appealing and extremely concise in terms of text. A more detailed, multi-layered version can be displayed as a service on the university websites.

The community has followed several steps to achieve this goal:

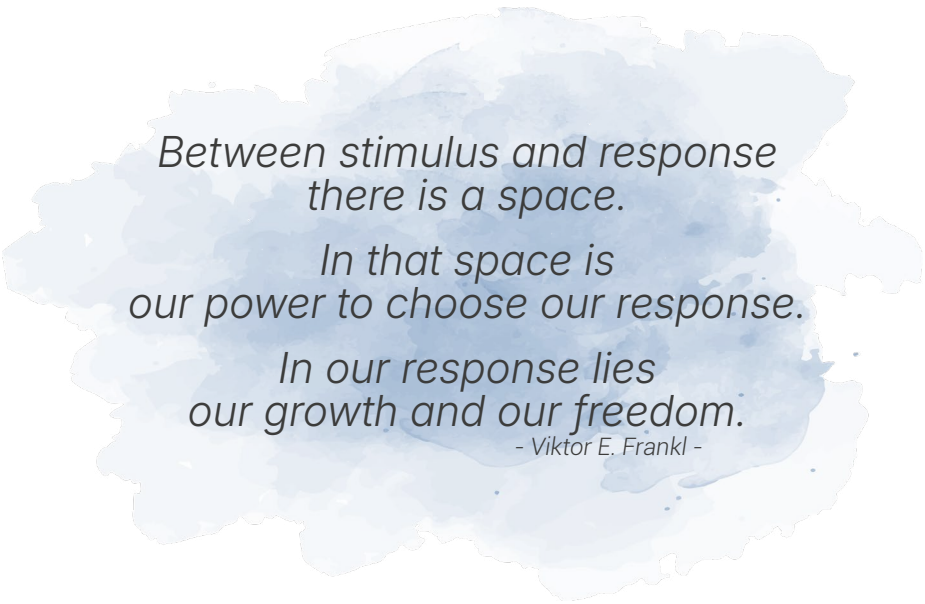
1. Reviewing existing documents already available at the universities that contain information on mental health and well-being,
2. Researching best practices and examples from other universities,
3. Discussing the available materials and subsequently defining the dimensions that are key for each university's own guide,
4. Collaborative creation of a master document outlining the content dimensions of the guide. This step also includes literature research and the collection of sources,
5. Condensing and reducing the content to a level that is tailored to the target groups, translating the texts into easily understandable language,
6. Development of a visual language that is understandable for the target group,
7. Production of an infographic,
8. Production of a print template.

The aim of the well-being guide is to sensitise students and employees to the topic of mental health and well-being and to provide initial, easy-to-implement recommendations for action.

This is intended to strengthen the aspect of self-care and also draw attention to the support offered by the university, which is an expression of organisational care.

What contribution does this guide make to the wellbeing of staff?

This guide is summarizing the common challenges that staff and faculty are facing in their daily life, demonstrating typical situations to identify with, asking helpful questions for the readers to reflect on, giving some first actions to make changes in life and showing resources to dive deeper to sustain their physical, mental and emotional wellbeing.



*Between stimulus and response
there is a space.*

*In that space is
our power to choose our response.*

*In our response lies
our growth and our freedom.*

- Viktor E. Frankl -

In this sense, may this guide provide the readers with the best possible support to find individual solutions.

Staff challenges: what affects their wellbeing

Continuous learning, getting a degree, pursuing a particular profession or making a radical career change are all means to an end. What really matters, in the end? Your own wellbeing is an important end to keep in mind - otherwise your career is not sustainable.

We want to succeed and do well, but is it easy to achieve these goals? We sleep too little, we exercise too little, social media compete for our time. It constantly feeds us stimuli and creates pressure by offering "perfect life stories". We feel that we are always in a hurry. We demand too much of ourselves or feel that others demand too much of us.

All these elements can cause, for example, loneliness, anxiety, risk of burn-out, self-criticism.

What can we do? Wellbeing at work is built on the content of work, the social and physical working environment, and management. Wellbeing at work are subjective experiences of an individual. They are manifested, for example, as feelings of coping and through the effort given.

Helpful questions

Do you sleep well? How energetic do you feel? When was the last time you exercised?

What are you interested in? What makes you happy? When was the last time you laughed?

Do you have friends who can support you and whom you can support yourself?

How do you spend your time with friends and family?

Can you identify one situation when you are overwhelmed or anxious? What physical symptoms did you have at the time?

Typical situation

Laura is very popular among her colleagues. She has many duties and always helps others with their tasks. She does not take any breaks during the day and comes home late. Laura thinks about her job evenings and weekends. She has difficulties falling asleep and suffers from insomnia. She feels tired, stressed and has no energy.



First actions to make changes

- 1 Be aware of your emotions and your physical condition. At the end of the day, think about what you have felt today. Identify what made you happy or put you under pressure. Accept your feelings.
- 2 Turn off technical devices for an hour. With the time gained, read a book, go to the forest, go to bed earlier. Or just be yourself, bored.
- 3 Even if you're busy, take breaks. Stretch for a moment, close your eyes and breathe deeply, go outside for five minutes.
- 4 Think about what you have done well today.
- 5 Meet your friends or have a lunch with your coworkers.

Self-care: Healthy life behaviors and support actions to the wellbeing

The world of work has changed significantly in recent years. The demands on female employees have increased significantly. A high workload, time and deadline pressure as well as frequent interruptions in everyday work are also among the most common stressfactors. Technical innovations, constant accessibility and the abundance of information can also be perceived as stressful. The consequences of these developments are psychological stress, e.g. stress, burnout or an increase in mental illnesses. Initial research findings show that good self-care is becoming more and more important and has a preventative benefit.

Healthy lifestyle habits, such as regular physical activity, eating a balanced diet, and getting enough sleep, are critical for maintaining a healthy body weight, preventing disease, and promoting overall well-being. Supportive well-being measures, such as social support, emotional connections, and a supportive environment, can have a significant impact on mental health and emotional well-being. Research suggests that people who practice healthy lifestyle habits and receive social support may have a lower risk of depression, anxiety, and other mental health problems.

Helpful questions

What are you doing already to feel happy? Be proud of it!

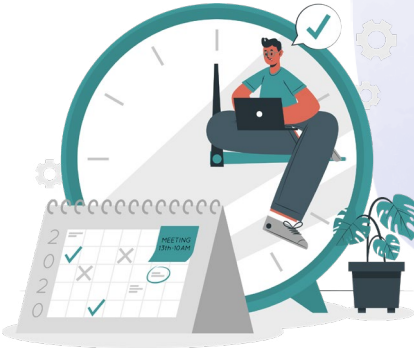
*Observe what you have done about eating? When you were resting?
With whom did you talk? What were your most present feelings?*

What else could increase my well-being in everyday life?

Typical situation

Our work calendar is also fully booked. Online and in person meetings are following one on another.

In between we're facing several problems to solve or tasks to do. In this situation it is hard to stay "mentally strong", even there are many scientific proven methods out there to follow on a daily basis, like starting your day with a good intention by asking yourself: "*What is the best possible result for today?*" for example.



First actions to make changes

- 1 Choose only ONE new healthy habit (e.g. eating healthy food, 5 min. of meditation to start your day, 15 minutes physical movements you love, 5 min. breathing techniques, meeting a friend, ...) you want to implement in your daily life.
- 2 Before you go to bed: visualize yourself doing this new habit precisely the next day and repeat this evening ritual every day. See and notice how easy it is to have a new healthy routine on a daily basis. If you can do it once - you can do it as often as you like with other habits.
- 3 Be proud and grateful for yourself. Notice in your body how good it feels to be you and the important step you made towards self-confidence and self-worth.

Stress management

The vocation of stress is to manage the changes that occur in our lives. Today's society is rapidly changing and we are seeing an increase in stress at all levels. The work schedules are increasingly demanding. It is not possible to continually adapt, we have physical and psychical limits to respect. Hence it is important to not neglect stress reactions and our behavior.

Stress is defined as *"each individual's assessment of their relationship with the environment in so far as it may exceed their resources and affect their well-being"* (Lazarus & Folkman, 1984). The body and mind respond to a stimulus and subsequently re-establish a stable state called *homeostasis*. If the stress is too significant, exceeding the body and mind's normal capacity to respond, it becomes deleterious. There are three phases to the stress syndrome: a general alarm reaction, with the activation of several biological, cognitive and emotion systems; the resistance of the body, mind and emotions, as all systems return to normal; but if the stressful stimulus persists, the system loses its ability to resist and enters the exhaustion phase. Stress may generate three types of reactions: the "fight or flight" active responses described by Walter Bradford Cannon in 1929 or more passive mode response known as *inhibition*.

The stress reaction is triggered by an external or internal stimulus. We need to distinguish between two types of stress. Positive stress and chronic stress. The "positive" type of stress is vital for survival. In certain circumstances (for example stress before a deadline), it is beneficial and appropriate. The "Chronic" stress is not clearly defined in time. It is difficult to determine what triggered it and why it persists. It goes hand in hand with loss of concentration and hence attention deficit disorder, difficulty in communicating and making appropriate decisions, and loss of empathy. It creates a state of permanent dissatisfaction, irritation and uneasiness.

Body tensions accumulate.

There are different ways of approaching stress management and strengthening our ability to adapt - psychical, emotional and body awareness.

Typical situation

Physical and mental health challenges
Job or study withdrawal
Boredom, distraction
Increasing demands
Increasing self-criticism



Helpful questions

*What are the stress factors in your institution? Can you identify them?
What are your possibilities to change them? If any, how can you best adapt in order to protect yourself?*

*What are your stress factors link with your relations?
Can you identify their origins? How would you evaluate your capacity to adapt? If not sufficient, what can you do to improve this relationship?*

*Can you identify any internal stress factors that are more linked with your personal life (ex. family member health issues or economical problems)?
Have you got someone to talk about? Do you know what services and support University provides?*

First actions to make changes

- 1 In order to prevent stress, we need to recognize stress signals at an early stage, avoid getting carried away, and create a calm mindset from time to time. You may try some mindfulness or relaxing activities.
- 2 In a more analytical approach, you may search for support and try to identify underlying causes of stress (internal stressors). It will enable you to function with greater confidence and coping skills.

To go further

Doing What Matters in Times of Stress
www.who.int

Alert signals

Warning signs of deteriorating emotional well-being include increased agitation, irritability, neglect of physical self-care such as hygiene and nutrition, and a decline in the management of daily tasks. It is important to pay attention to these signs so that you can make changes early on.

Typical situation

An initial indication of declining emotional health often manifests as a notable increase of tiredness as well as agitation and irritability. Instances of becoming easily upset with both circumstances and individuals become more frequent. Frustration with one's life may emerge, alongside difficulties in managing one's temper or finding inner calmness. It is not unusual to also start to withdraw from social situations and isolate oneself. Pay attention if you feel uncharacteristically tired, angry, anxious, agitated or moody.

You may notice a decline in your emotional well-being when you begin neglecting your physical self-care. This could include skipping meals and disregarding proper hygiene practices. Your environment may also become cluttered, with dishes piling up in the sink, laundry accumulating in baskets, and an empty fridge. These once-basic but essential tasks might start to feel overwhelming or slip from your attention altogether.



Helpful questions

How many times have I felt irritable in the last week? More than usual?

Have I found it difficult to find solutions to problems?

What have I done to resolve situations that cause me frustration?

What are my usual sources of calm?

First actions to make changes

- 1 Emotions can sometimes be wonderful and sometimes exhausting and frightening, but they always show us what we are lacking. Gradually mastering effective coping strategies can offer long-term benefits. Determine which strategies resonate with you and which do not. There are two primary types of coping mechanisms: Emotion-focused and Problem focused strategies.
- 2 Problem-focused coping involves altering the situation by removing a stressor from your life. If the workload increases and you are no longer able to complete tasks on time and you have a backlog of unfinished business, you can talk to your manager or colleagues and let them know what's happening, deciding together what the priorities are and what resources you can find to resolve the situation in the short to medium term.
- 3 Emotion-focused coping helps you take care of your feelings when you either don't want to change your situation or when circumstances are out of your control. For instance, when mourning the loss of a loved one, it becomes crucial to address your emotions in a healthy manner, acknowledging the unchangeable nature of the circumstance. For example, talking with friends and doing activities that you get pleasure from.
- 4 There isn't always one best way to proceed. Instead, it's up to you to decide which coping skill is likely to work best for you in a particular situation.
- 5 You don't have to struggle in silence. Open up to someone about it, whether it be a friend, a colleague, a family member or a professional.

My actions for the world

Humans have an innate drive to contribute to the world. Cooperative behavior and the desire to help the community are embedded in human nature on the one hand. On the other hand there are self-interest and self-needs, lack of awareness, convenience and habits or social and cultural influences on our behaviour. In order to fulfill our need to contribute to the world some inner development is required. *"Fortunately, modern research shows that the inner abilities we need to face and overcome these complex challenges can be developed. What is missing is a keen insight into what abilities, qualities or skills we need to foster among individuals, groups and organisations that play crucial roles in working to fulfil these visions."* (source: <https://innerdevelopmentgoals.org/framework/>)

Typical situation

A department has to design a best case scenario for the whole university. The team involved has different capabilities or opinions that makes it tough to synergize them into a bigger version that works for the whole.

On top they have still little time and their own demands are so high that they suffer, so it becomes increasingly difficult to make good decisions and act accordingly.

Some team members can only see their own world of reality what makes it difficult to value others.

Few of those present in the room have a really concrete intention or are sure what an effective approach is. Or are ready to make a decision.

As a result, they are discussing things for too long and don't find a suitable picture of the future that is personally meaningful and creates inspiring and positive feelings to start and keep aligned actions towards the big goal.



Helpful questions

What is the most important goal for a sustainable world?

What first step can you take in your daily life to contribute to this goal?

What are you willing to do for the greater good, even if it is uncomfortable for you in some way?

First actions to make changes

- 1 Be open and cultivate a learning mindset: actively seek feedback from others and view it as an opportunity for growth rather than criticism. Incorporate constructive feedback to improve your skills and performance. Cultivate a habit of lifelong learning by staying curious and seeking out new knowledge and experiences. This could involve reading books, taking courses, attending workshops, or engaging in discussions with experts in your field. Be willing to try new things and step outside of your comfort zone. Experimentation fosters creativity and innovation, allowing you to explore different approaches and discover what works best for you.
- 2 Practise trust in the good intentions of others: Entrust others with tasks and responsibilities, allowing them to demonstrate their capabilities and build your confidence in their abilities. Provide clear instructions, offer support when needed, and allow them the autonomy to complete the task in their own way. Communicate openly: Foster an environment of open communication where team members feel comfortable sharing their ideas, concerns, and feedback. Encourage transparency and honesty in all interactions, which builds trust by demonstrating mutual respect and integrity. Recognize and celebrate the achievements of others, whether big or small. Showing appreciation for their efforts reinforces trust and encourages continued collaboration and contribution to the team's goals.
- 3 Practise empathy and compassion: Practice active listening by fully engaging with others when they speak, giving them your full attention, and demonstrating understanding through verbal and nonverbal cues. This shows that you value their perspective and are empathetic to their experiences. Put yourself in their shoes: Make an effort to understand the feelings and perspectives of others by imagining yourself in their situation. Consider their emotions, motivations, and challenges, which can help you respond with empathy and compassion rather than judgment or indifference. Show compassion by offering support and assistance to those in need. Whether it's lending a listening ear, providing practical help, or offering words of encouragement, demonstrating empathy through actions can make a meaningful difference in someone's life.



TECHNISCHE
UNIVERSITÄT
DARMSTADT



A''



TU
Graz
Graz University of Technology



INP
Institut für
Neurophysiologie
und
Neurobiologie



UCL
University College
London



Politecnico
di Torino



U LISBOA
UNIVERSIDADE
DE LISBOA



UNIVERSITAT POLITÈCNICA
DE CATALUNYA
BARCELONATECH



Vrije Universiteit
Amsterdam
University of Science and Technology



Co-funded by the
Erasmus+ Programme
of the European Union



This project has received funding from the
European Union's Horizon 2020 research
and innovation programme under grant
agreement No 101017408