WELLy

Introducing the Job Profile of a Manager for Work Well-being to Prevent and Combat Work-related Stress

IO2 - Work Well-being Manager Professional Profile and Training Curriculum definition

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Main author: Federica Lo Cascio (SINERGIE)

Contributors: Patrícia Costa and Sílvia da Silva (ISCTE-UIL); Annmarie Gorenc Zoran and Katja Kragelj Mikolič (FOS); Ester Snedec (DRPDNM); Dzvenyslava Ostapyuk (PSYCHO); Dzhaner Ahmed (FYG); Julia Bahushi (IED), Célia Nunes (EPRALIMA)

EXECUTIVE SUMMARY

The 2nd IO of the WELLy project aims at describing the Work Well-being Manager Professional Profile and defining the Training Curriculum to acquire the knowledge, skills, and competences necessary to perform the professional role adequately.

This document consists of two different and interconnected sections:

- O2 - A1: Definition of competences that the Work Well-being Manager should have and/or acquire through a training course;
- O2 - A2: Building of a new profession specifications and Training Curriculum for the professional profile.

In the first section, the professional figure of the Work Well-being Manager has been described according to 7 areas of Competency and detailed in terms of knowledge, skills and competences.

The 7 areas of Competency (C) identified for the WWM are:

- C1 – Communication;
- C2 - Analytical and critical thinking;
- C3 - Relationship-building & Emotional intelligence;
- C4 - Strategic and organisational leadership;
- C5 – Andragogy, Knowledge transfer and support methodologies;
- C6 - Disability and diversity management;
- C7 - Stress management & work happiness.

In the second section, the attention was moved towards tasks and activities the Work Well-being Manager is in charge for within an organisation and a list of 10 Professional Tasks (PT) has been defined:

- PT1 - Evaluate the actual workplace conditions;
- PT2 - Create an environment that is welcoming and stimulating;
- PT3 - Develop good relationships across the organisation;
- PT4 - Embed equality, diversity and inclusion best practices;
- PT5 - Plan and implement measures for a fair and healthy workplace;
- PT6 - Manage well-being programs and services;
- PT7 - Being responsible for well-being program reports in order to collect and analyse data and information;
- PT8 - Work hand in hand with other business leaders to help prevent illness and disease while improving overall health;
- PT9 - Present regular updates and reports on the progress of the population and how it has improved since the implementation of health programs;
- PT10 - Being responsible for well-being related internal and external.

Contents

Partners

FOS- Fakulteta za organizacijske študije v Novem mestu (Slovenia)

www.fos-unm.si

SINERGIE - Sinergie Società Consortile a Responsabilità Limitata (Italy)

www.sinergie-italia.com

DRPDNM - Društvo za razvijanje prostovoljnega dela Novo mesto (Slovenia)

www.nevladnik.info/si

PSYCHO - Psychometrics S.r.l. (Italy)

www.psychometrics.it

Instituto Universitario de Lisboa (Portugal)

www.iscte.pt

EPRALIMA – Escola Profissional Doalto Lima – Cooperativa de Interesse Publico e Responsabilidade LImitada (Portugal)

www.epralima.com

IED - Institute of Entrepreneurship Development (Greece)

www.ied.eu

FYG – Instalofi Levante S.L. (Spain)

www.fygconsultores.com

1. DEFINITION OF COMPETENCES THAT THE WORK WELL-BEING MANAGER SHOULD HAVE AND/OR ACQUIRE THROUGH A TRAINING COURSE (O2-A1)

1.1 Introduction to the Work Well-being Manager professional figure

Given the exponential increase of work-related stress issues and the diffusion of depression among European citizens, the WELLy project aims to set the role of the **Work Well-being Manager (WWM)** in charge to ensure that daily working conditions are fair and as healthy as reasonably possible for every employee so that the overall quality of life at work improves within the organisation and across economies. The overall project aims to encourage a proactive approach and highlight the significant role managers can play in reducing the problems of stress. For this reason, the general aim of the WELLy project is to develop the Professional Profile for managers working in European SMEs, introducing the new professional profile of the Work Well-being Manager.

He/she has a cross-functional role which leverages psychological skills including diversity management (e.g. race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical ability, religious background; beliefs of other ideologies and so on), particularly when it comes to disabled persons as they often require specific adjustments of their work environment. On top of this, the Work Well-being Manager cooperates with other departments to analyse the issues caused, or that could cause work-related stress, and to reduce psychosocial risks and improve employees' commitment and engagement.

1.2 The Competency Matrix for the WWM: knowledge, skills, and competences

The professional profile of WWM and LOs (Learning Outcomes) to be reached within the Training Course have been described in accordance to the Competency Matrix system that utilises 3 types of descriptors used in the European Qualifications Framework (EQF): knowledge, skills, and competences.

Before starting, it is necessary to clarify what are the key elements of a Competency Matrix in the context of EQF:

- Competency: is a cluster of related knowledge, skills, abilities, and characteristics that are related to the performance of a significant aspect of the practice of a profession.
- Knowledge: knowledge is described as theoretical and/or factual;
- Skills: skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments) skills required to develop creative solutions to abstract problems;
- Competences (responsibility and autonomy): competence is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility.

The starting point for IO2 is the framework of the general human resources (HR) manager competences, enriched by the key aspects emerged as results from the analysis conducted within IO1 in order to describe the key skills and abilities the WWM should own and command.

HR managers, in both the private and the public sector, are responsible for creating and sustaining a productive workforce and a positive work environment. To fulfil this role, HR managers must have four primary competencies:

Figure 1. The four primary competences of HR managers

1. **Communication**: an HR manager must be able to communicate with everyone in the workplace, from line staff to executive leadership. In addition, communication skills are essential for HR managers to interact effectively with outsourcing providers, union

leaders, public officials and employees, prospective employees and colleagues. They need to know how to adapt their communication skills to the audience and the situation. For example, HR managers must be able to convey the importance of fair employment practices to the company's executive team with the same genuineness and passion as they would to staff employees.

2. **Analytical and Critical Thinking**: analytical and critical thinking skills are a must for HR managers. An HR manager has to exercise sound judgment and engage in high-impact decision-making in several areas. The ability to analyse situations and view the implications of certain decisions from a critical perspective is particularly useful for HR managers. They also are involved in representing the company in matters involving employment litigation, which requires that they be able to justify the company's actions related to employment decisions such as hiring and firing.

3. **Relationship-Building**: creating a cohesive working team to achieve the goals of the organisation and support workforce development is a competency that HR managers must have. Relationship-building and interpersonal relationship skills are fundamental to an HR manager's success. One of the challenges HR faces is establishing credibility with employees: an HR manager must have the ability to establish credibility and trust as well as balance the obligation to be an advocate for both the organisation and its employees.

4. **Leadership**: leadership skills are an essential competency for HR managers. They are responsible for creating strategic plans for the organisation as well as the overall workforce. Therefore, leadership skills are critical, particularly in the process of justifying the functional elements of a strategic plan for the company's management team.

The Work Well-being Manager can be described as an HR manager that works as a supervisor of all managers and coordinators in the workplace, focusing on the mental health aspects and the relationships among employees at different levels.

Based on the level of competence/experience and the specific role the WWM plays, we can assume that his/her competences should be defined at level 5 of EQF.

Knowledge refers to the following areas:

- **Organisation**: organisational culture is defined as the underlying beliefs, assumptions, values, and ways of interacting that contribute to the unique social and psychological environment of an organisation. It defines the proper way to behave within the organisation.
- **Education/Andragogy**: refers to the methods and principles used in adult education.
- **Management**: can be defined as the process of administering and controlling the affairs of the organisation, irrespective of its nature, type, structure and size. It is

an act of creating and maintaining such a business environment wherein the members of the organisation can work together, and achieve business objectives efficiently and effectively. Management acts as a guide to a group of people working in the organisation and coordinating their efforts, towards the attainment of the common objective.

- **Leadership**: is the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs. Leadership captures the essentials of being able and prepared to inspire others.

- **Occupational health psychology (OHP)**: is an interdisciplinary area of psychology that is concerned with the health and safety of workers. OHP addresses several major topic areas including the impact of occupational stressors on physical and mental health, the impact of involuntary unemployment on physical and mental health, work-family balance, workplace violence and other forms of mistreatment, accidents and safety, and interventions designed to improve/protect worker health. OHP is concerned with the relationship of psychosocial workplace factors to the development, maintenance, and promotion of workers' health and that of their families (definition from Wikipedia, the free encyclopedia, for detailed references see the paragraph REFERENCES at the end of the document). In short, the aim is to create 'healthy workplaces in which people may produce, serve, grow, and be valued' (Quick et al., 1997, p. 3).

Skills are classified as:

- **Individual skills**: individual or personal skills refer to the inner abilities or skills of an individual and are a type of soft-skills, meaning they are intangible and difficult to define. Examples of personal skills include the ability to communicate with others, solving problems, or thinking creatively.

- **Team skills**: the qualities and abilities that allow an individual to work well with others during conversations, projects, meetings or other collaborations. Having teamwork skills is dependent on the individual's ability to communicate well, actively listen, and be responsible and honest.

- **Organisational skills**: those related to creating structure and order, boosting productivity, and prioritising tasks that must be completed immediately, versus those that can be postponed, delegated to another person, or eliminated altogether. Maintaining strong organisational skills can reduce the chance of developing poor work habits such as procrastination, clutter, miscommunication, and inefficiency.

Competences of managers are categorised into the following groups:

- **Professional competences**: are related to the broad professional knowledge, attitude, and skills required to work in a specialised area or profession. For example: planning, problem-solving, collecting information, analytics, abstract and strategic thinking, learning from own mistakes and from the experiences of

others, teamwork, creativity and the ability to implement innovation and organising capabilities.

- **Social competences (social awareness and relationship management)**: consist of social, emotional, cognitive and behavioural skills needed for successful social adaptation. Social competence also reflects having an ability to take another's perspective concerning a situation, learn from past experiences, and apply that learning to changes in social interactions. For example: communication skills and other influences, creating effective interpersonal skills, setting goals, fairness, responsibility, adaptiveness.

- **Personal competences (self-awareness and self-management)**: are personal traits and abilities that affect your results in the workplace and life. Personal competences include: self-awareness, relationship skills and confidence, stress management, reliability, loyalty, self-control, personal development, personal responsibility for accepted decisions.

As seen in Table 1, a total of **7 areas of Competency (C)** have been identified for the WWM:

- C1 – Communication;
- C2 - Analytical and critical thinking;
- C3 - Relationship-building & Emotional intelligence;
- C4 - Strategic and organisational leadership;
- C5 – Andragogy, Knowledge transfer and support methodologies;
- C6 - Disability and diversity management;
- C7 - Stress management & work happiness.

Table 1.Work Well-being Manager Competency Matrix

WORK WELL-BEING MANAGER COMPETENCY MATRIX		
EQF 5		
Knowledge	**Skills**	**Competences** **(Responsibility and autonomy)**
Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	*A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems*	*Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others*
C1 - Communication		
LEADERSHIP & ORGANISATION AREAS: - Have a comprehensive knowledge of specific theories, models, tools, and methods of communication (verbal, written, non-verbal). - Know how to manage communication and interpersonal relationships in the work environment.	INDIVIDUAL SKILLS: - Have a comprehensive range of cognitive and practical skills to establish an effective working relationships and clear communication with and within all the members of the organisation aiming at promoting the well-being at the workplace. -Interpersonal/ assertive/effective communication.	SOCIAL COMPETENCES: - Being able to manage the four levels of communication: 1. Functional communication: concerns all the operational information necessary to support the company's production and decision-making processes; 2. Strategic communication: information relating to the company as a whole; 3. Formative communication: communication subjects; 4. Creative communication: to create moments of exchange and vertical and horizontal dialogue. - Partner collaboratively with organisational leadership in the development of communications. - Communicate with employees in a manner that enhances affiliation with the organisation.

		- Champion respectful communication in all interactions between the employer and employees. - Select communication media based on the likelihood of the message being received and understood. - Measure communication effectiveness.
C2 - Analytical and critical thinking		
MANAGEMENT AREA: - Know the principles and methods of Analytical and Critical Thinking. - Differences between analytical and critical thinking; - Which are the analytical/critical thinking skills and how to develop them.	INDIVIDUAL SKILLS: - Strategic decision-making and managing organisational operations. - Analysing problems and challenges with perceptiveness and insight. - Having the capacity for flexible and innovative thinking. - Seeing how the various parts or facets of a problem relate to each other.	PROFESSIONAL COMPETENCES: - Being able to solve day-to-day problems with HR programs and initiatives. - Understands the key issues, presenting problems and opportunities, and is able to develop effective solutions and strategies. - Analyses situations effectively to make sound judgments and decisions.
C3 - Relationship-building & Emotional Intelligence		
ORGANISATION & MANAGEMENT AREAS: - How to create strong work relationships with managers and employees and also among them. - Developing trust and active, genuine and positive involvement in the relationships. - Creating Effective Employee Engagement Programs. - How to promote Team Work and provide Team Building opportunities. OCCUPATIONAL HEALTH PSYCHOLOGY AREAS:	ORGANISATIONAL AND TEAM SKILLS: Ethical behaviour and professionalism: - Acting with honesty, integrity, credibility, loyalty, self-confidence, and independence; - Coping with ambiguity, conflicts of interest, and the need to protect the public interest; Relationship management: - Establishing effective working relationships; - Working productively with others.	PROFESSIONAL SOCIAL AND PERSONAL COMPETENCES: - Being able to build productive relationships both inside and outside the organisation. - Create and maintain an effective working relationship with the employees that will help them to reach their professional goals and, at the same time, organisation's ones. - Provides employees with information on benefits of team working. - Develop and implement team-building events and

- What is emotional intelligence and why it is important in the workplace. - How to train/improve it in the workplace and transfer to the employees.	Strategic and organisational leadership: - Organisational empowerment - Managing groups and teamwork; - Demonstrating competence in goal setting, planning and organisation, collaboration, process management, empathy, flexibility, responding to feedback, and conflict management, persuasiveness. - Interpreting the emotional state of self and others. - Making effective use of this information to guide behaviour. - Engagement, motivation, self-reflection, behaviour control.	opportunities for the organisation. - Being able to know when an emotional state is influencing the behaviour of self or others. - Delay making decisions or taking actions when emotions are having particular influence. - Accurately identify emotional states in self and others. - Use knowledge of emotional states to effectively and ethically guide to decisions that benefit the organisation.

C4 - Strategic and organisational leadership

LEADERSHIP + ORGANISATION AREAS:	ORGANISATIONAL SKILLS:	PROFESSIONAL COMPETENCES:

- Definition of leadership, theories and models.
 	
- Know what is strategic and organisational leadership and why is it important to an organisation.
 	
- Different leadership styles:
  1. Coaching Leadership;
  2. Visionary Leadership;
  3. Servant Leadership;
  4. Autocratic Leadership;
  5. Laissez-Faire Leadership;
  6. Democratic Leadership;
  7. Transformational Leadership;
  8. Transactional Leadership;
  9. Bureaucratic Leadership.
 	
- Identification of own leadership style.
	- Planning skills.
	
	- Creativity and innovation in organisational context.
	
	- Demonstrating competence in goal setting, planning and organisation, collaboration, process management, empathy, flexibility, responding to feedback, and conflict management.
	
	- Organisation climate and culture.
		- Being able to provide executive leadership to the execution of HR strategies aimed at guaranteeing the employees' well-being.
		
		- Create mechanisms that help the organisation's human resource management to measure and improve its efficacy.
		
		- Motivate staff to do their very best in service to the organisation's goals.
		
		- Work with leaders throughout the organisation to maximise the effectiveness of human capital.
		
		- Provide strategic leadership to the HR management team.

- How to be an inspirational leader.		

C5 – Andragogy, Knowledge transfer and support methodologies		
EDUCATION AREA: Have basic knowledge of: - Methods and principles used in adult education. - Different learning styles and learning capabilities. - How to promote training education and personal development among employees. - Empowerment (encouragement of personal development). - What is the difference between Coaching, Mentoring, and Counselling? - For each methodology know the benefits, principles and implementation tools. - Best practices and practical examples. - Experiential learning according to the Kolb's methodology: 1. Concrete experience; 2. Reflective observation; 3. Abstract conceptualisation; 4. Active experimentation.	ORGANISATIONAL SKILLS: - Andragogic skills. - Use learning outcomes to plan workplace learning and identify work tasks that correspond to these learning outcomes. - Identify strengths and limitations in the learner discover his/her abilities and goals setting to develop capabilities; - Assess organisational resources, staffing and staff capacity to support a workplace learning programme. - Being a role model, inspire and encourage. - Actively listening. - Building trust and demonstrating empathy. - Providing corrective feedback.	PROFESSIONAL COMPETENCES: - Take responsibility for the professional development of the learners. - Plan activities and tasks to ensure that the agreed learning objectives will be met. - Agree learning programmes with the learner and the tutor/teacher contributing in its design wherever possible. - Plan, negotiate and implement the learning programme with the learner, the tutor and where relevant with key people in the work organisation. - Ensure that all the resources required to support the learning programme in place (including suitably qualified/experienced personnel) are available. - Implement adaptations to the workplace or working methods to accommodate the learner. - Apply knowledge of Coaching, Mentoring, and Counselling principles in the workplace. - Educate leaders on the merits of mentoring and coaching employees. - Keep leaders informed about the learning and development priorities of employees. - Encourages senior leaders/managers to act as mentors or coaches to employees.

		- Develop learning programs to build mentoring and coaching skills in leaders/managers. - Deliver mentoring and coaching training to leaders/managers.
C6 - Disability and diversity management		
MANAGEMENT & ORGANISATION AREAS: - Organisational culture towards diversity. - How to manage disability and diversity in the workplace.	ORGANISATIONAL SKILLS: - Understand and apply policies against social exclusion. - Apply best practice for achieving social integration.	PROFESSIONAL COMPETENCES: - Manage different range of "diversities": race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical ability, religious background, beliefs of other ideologies and so on. - Design and monitor the work well-being measures in accordance with human, civil, and social rights. - Develop a disability and diversity management program that respects and acknowledges the value of all employees in the organisation. - Procure the services of disability/diversity management professionals. - Monitor the effective administration of a disability and diversity management program. - Support the continued provision of an effective disability management program across the organisation.
C7 - Stress management & work happiness		
OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANISATION AREAS: - Industrial psychology and sociology of organisations. - What is occupational health, work-related stress (eustress	ORGANISATION & TEAM SKILLS: - Health and safety rules at work.	PROFESSIONAL COMPETENCES: - Evaluate risks to the health and safety of employees.

and distress), work happiness and satisfaction.
 	
- Knowledge of legislation, regulations, and standards regarding workplace health and safety.
 	
- Corporate Social Responsibility (CSR)
 	
- How to create and maintain a psychologically healthy work environment through:
 	
   – Quality cooperation;
   – Communication channels;
   – Effective decision-making;
   – Educating staff;
   – Authentic leadership;
   – Fast reaction time.
 	
- Know how to implement PRM (Positive Relational Management) and PPI (Positive Psychology Interventions).
 	
- Know how to use and transfer knowledge about physical and mental relaxation techniques like yoga, meditation, mindfulness.
	- Problem-solving, time management, conflict resolution and management.
	
	- Risk and stress management.
	
	- Emotional leadership.
	
	- Creative thinking.
	
	- Positive psychological capital: resilience, hardiness, emotional intelligence, empathy, mindfulness.
	
	- Assertive communication.
	
	- Encouraging cooperation.
	
	- Proactive attitude.
	
	- Teamwork and team-building attitude.
	
	- Human resource management of well-being.
		- Implement measures to mitigate risks to the health and safety of employees.
		
		- Ensure that the organisation remains compliant with workplace health and safety legislation and regulations.
		
		- Conduct periodic audits of organisational activities to ensure continued adherence to health and safety standards.
		
		- Recognise, understand and deal with work-stress adopting techniques to manage it.
		
		- Plan and implement measures for preventing adverse side effects of stress in the workplace (primary, secondary and tertiary measures).
		
		- Culture change: creating and influencing employee engagement.
		
		- Evaluate opportunities for implementing the "*smart-working*" methodology, identify and implement the best solutions, monitor the results.

From a more practical point of view, WELLy partners deem that is useful to think about the Work Well-being Manager training course specificities grouping competences in terms of practical relevance for the training course implementation and suggested teaching and learning methodologies. This is because more practically relevant competences could be reserved for more active methodologies, such as experiential learning and similar ones; while less practically relevant competences may be better suited for training materials like e-books or checklists.

In Table 2 the 7 areas of Competency (C) have been re-classified in order of practical relevance for the training sessions (Core, Extreme, High, Medium and Medium-low) and comments have been added to guide definition of the training contents and training course implementation that will be the core activities of IO3 - Work Well-being Manager VET training course and pilots.

Table 2.Competency relevance for Work Well-being Manager Training Course

COMPETENCES' RELEVANCE		
COMPETENCY	**RELEVANCE FOR THE TRAINING COURSE**	**NOTES**
C6 - Disability and diversity management C7 - Stress management and work happiness	Core	These two competences have been grouped as they present some common aspects, namely: - Emerging risks related with technology and distance-working; - Safety & ergonomics both in the workplace and "at home" in case of smart working.
C1 – Communication C3 - Relationship building & Emotional intelligence	Extreme	Both communication and relationship building competences should include two broad topics: - Risk communication & risk perception; - Virtual and digital communication.
C4 - Strategic and organizational leadership	High	Providing an overview of all leadership theories/perspectives is beyond the scope of this training. Instead, the training course will focus on one or two perspectives: transformational / team leadership / leader's behaviours that influence health at work.
C5 – Andragogy, Knowledge transfer & support methodologies	Medium	These two competences are closely interconnected as andragogy concepts and methodologies represents the basis for the effective and efficient implementation of knowledge transfer and support processes.
C2 – Analytical and critical thinking	Medium-low	Analytical and critical thinking is likely something the trainees have already acquired in their formal education, so the training course will focus more on how using it in the methodologies and learning strategies. Some input on *decision-making biases* would be very important, namely for the inclusion and diversity content.

Thematic Box: Smart Working

We believe it is important to formulate a few considerations about the **Smart Working** methodology as a flexible form of work with undeniable advantages that need specific technical measures and precautions to be correctly implemented to guarantee the achievement of organisations' business objectives and suitable working conditions of employees.

As we know, the COVID-19 pandemic also is affecting organisations and the changes that they are implementing because of the pandemic will be long-lasting. To ensure that their business continues, a work from home policy is implemented by almost every other business. This enables everyone to do their work while maintaining social distancing. Despite the changes, this pandemic is teaching businesses as well as their HR managers several lessons (Ahmad, May 2020).

Smart Working is a new approach to work that was born in the last decade; it is based on working hours and space flexibility and the use of the new digital and technological tools.

During these days, we often hear about smart working and teleworking. Two terms that are often associated with a single concept (working remotely) but which in practice represent two completely different approaches. Smart working means having the opportunity to be able to carry out your activities without the need to be tied to your workplace (or at specific times), while teleworking presupposes only the possibility of carrying out the same job (at the same times) only in a relocated (outside the office).

Smart Working is based on the key concepts of flexibility in working hours and locations and trust, the most fundamental pillar on which the relationship between employer and employee is based. The goal of Smart Working is to achieve the set goals and to work productively and result-oriented. Based on greater freedom, the employee becomes more responsible for his/her work and more autonomous in achieving the set goals–provided that the basis of mutual trust exists.

Trust is the basis of Smart Working, and it is essential that the team's collaboration and interaction work optimally and that the goals of the work are achieved. Building relationships based on strong trust requires unambiguous communication. It is a challenge, but also an excellent opportunity to grow together. It is important to organise work in a structured way, so that daily, clear, and precise goals are not lost sight of regular contact with employees, prioritisation and concentration of work leads to achieving and maximising results. Once the results have been achieved, an honest and sincere appreciation should be given to ensure that employee motivation continues to be the driving force.

Managers have a key role to play in the effectiveness of Smart Working and leading by example. On a day to day basis, managing Smart Working means moving away from monitoring from behaviour-based to managing by outcome-based controls. Behaviour-based controls often refer to the practice of assessing performance based on employees' observable actions. In contrast, output-based controls involve assessing performance based on output, products, or other deliverables of the work rather than on the process

or behaviours used to generate the output. This may involve different ways of keeping in contact with employees, assessing workloads, monitoring and measuring performance.

For the team it will involve an increase in sharing of schedules with colleagues, updating status on videoconferencing tools and status, organisation of information so it can easily be found and accessed by others and methods of updating others about work-in-progress.

The benefits deriving from smart working are many–for all stakeholders. Thus, in some countries, companies can save money on meal vouchers, and can be also more flexible if employees need a few hours off of work during the day. They can move to smaller offices, reducing fixed costs deriving from rent, gas, and electricity. The concept of workplaces may also be rethought. They will no longer be only a place where each employee has an assigned desk. Moreover, it is believed that society as a whole will benefit from smart working. The reduction in the number of employees travelling to work every day may reduce traffic jams and pollution, thus contributing to a better environment.

But smart working is mainly an opportunity for employees to find a better work-life balance. Employees are granted more flexibility in working hours, which can be adapted to their personal needs. Also, time spent commuting could be instead invested in their personal life, thus diminishing stress and, in the end, making employees more productive and increasing companies' competitiveness, as is shown by research (see IO1).

Female employees, in particular, might find in smart working an answer to the never-ending issue of how to take care of their children without sacrificing their careers. Until now, women have often been faced with the difficult choice between family and career. Also, it may be time that both parents share the responsibility of taking care of their children when they are young, and this is made easier through smart working considering that the parents may take turns to work from home. So smart working may be a positive answer to a widespread need for flexibility.

Cailgiuri, De Cieri, Minbaeva, Verbeke, and Zimmermann (2020) delved into international business research to determine human resource challenges during the COVID-19 pandemic. The area of international business has worked globally and off-site and as a result, have numerous experiences with the challenges that many organisations are facing. Importantly they also highlighted *The Economist*'s argument that during the financial crisis of the late 2000s the role of the financial officer was of paramount importance to companies; however now during the pandemic, the Human Resource Officer plays the key role. The international research highlights that certain individuals are better at managing stress and when human resource managers are in the selecting process of potential employees especially during off-site working conditions, the following competencies should be sought after: *tolerance of ambiguity, resilience, curiosity*. These competencies are especially for those employees working with other cultures as well. The authors also highlight research stating that "one of the fundamental human motivators is the need for competence" (Deci, Olafsen, & Ryan as cited in Caligiuri et al.). As such, employers should offer training, courses, education to employees to develop their professional growth. In addition to selecting employees, and their need for training, a paramount role of human resource managers is to provide organisational support. Another important aspect of the human resource manager, as was highlighted in the

literature review, is the role of communication among managers, employees and human resource managers, especially on the topic of health and safety. Communication is especially important when introducing smart working (flexible work arrangements), where employees work from home. Communication facilitates employees to understand their work requirements, be able to express any stress that they have endured, as well as human resource managers communicating the framework of working from home, taking work breaks, and practising healthy work habits. Lewis (2020) further highlights that their role is also emphasising digital competences and communication through various available media. Most importantly, they have found that managing employee's health and safety is the most challenging aspect.

Summarising we can say that the role of the human resource manager or more specifically, the work well-being manager is to have the competence of **communication** not only to employees but be an intermediary between employees and managers. Following would be knowledge of **digital competences** and knowing how to communicate appropriately and suitable. In addition, competence of managing **employees' health and safety** not only at the workplace but also at home with remote collaboration in teams. Stemming from the above is also the competence of providing **organisational support**, as well as **team-building** to provide a sense of belonging and decrease the sense of isolation.

1.3 Learning Outcomes for the Work Well-being Manager

Within this task, a framework of a modular Training Course that specifically addresses the development of management and psychological skills for the work well-being management has been developed to support the acquisition of key high-value competences necessary for the Work Well-being professional profile.

The Training Curriculum has been drafted following the **Learning Outcomes (LOs)** methodology.

Learning outcomes are statements that describe significant and essential learning that learners have achieved, and can reliably demonstrate at the end of a course. In other words, learning outcomes identify what the learner will know and be able to do by the end of a training program.

LOs (sometimes also called learning objectives) are brief, clear, specific statements of what learners will be able to do at the end of a lesson as a result of the activities, teaching, and learning that has taken place.

As described in the previous chapter, "competency" is based on three areas of learning: knowledge, skills, and competences. In total, 9 areas of Competency (C) have been identified for the WWM.

In close connection with "competency" are the "learning outcomes" also related to the same three key elements. In order to clarify the difference and the relationship among the two terms, we report below the working definitions (Hartel & Foegeding, 2004):

- **Competency:** A *general* statement that describes the desired knowledge, skills, and behaviours of a student graduating from a program (or completing a course). Competencies commonly define the applied skills and knowledge that enable people to successfully perform in professional, educational, and other life contexts.
- **Outcome:** A very *specific* statement that describes precisely what a student will be able to do in some measurable way. There may be more than one measurable outcome defined for a given competency.

Within the WELLy project, Learning Outcomes have been defined as the knowledge or skills the Work Well-being Managers should acquire by the end of the program, to assist them to understand why that knowledge and those skills will be useful in their job. The LOs focus on the context and potential applications of knowledge and skills, facilitate students to connect learning in various contexts, and help guide assessment and evaluation.

In correspondence with the 7 areas of Competency (C), **16 Learning Outcomes (LOs)** have been identified for the WWM and described in Table 3.

Table 3.Work Well-being Manager Competency (C) and Learning Outcomes (LOs)

Work Well-being Manager Competency (C) and Learning Outcomes (LOs)	
C	**LO**
C1 - Communication	**LO1** - Develop effective written and oral communication skills, use the available tools in order to promote, implement and monitor the well-being in the workplace.
	LO2 - Present and evaluate communication messages and processes related to the well-being management within the organisation.
	LO3 - Facilitate and communicate the HR component of the organisation's business plan related with well-being in the workplace.
C2 - Analytical and critical thinking	**LO4** - Problem-solve human resource challenges: being able to analyse and solve daily problems related to well-being of HR.
C3 – Relationship-building & Emotional intelligence	**LO5** – Define and implement strategies and methods to build and maintain positive employees' relations and stimulate team working, also making use of emotional intelligence.

C4 - Strategic and organisational leadership	**LO6** - Contribute to employee performance management and organisational effectiveness and well-being.
	LO7 - Develop, implement, and evaluate organisational development strategies aimed at promoting organisational effectiveness and well-being.
C5 – Andragogy, Knowledge transfer and support methodologies	**LO8** - Develop, implement, and evaluate employee orientation, training, and development programs.
	LO9 - Develop, implement, and evaluate Coaching, Mentoring and Counselling programs for employees, leaders and managers.
C6 - Disability and diversity management	**LO10** - Summarise the legislation regarding employment discrimination, EEO (Equal Employment Opportunity) compliance, best practices and enforcement.
	LO11 - Discuss the benefits & challenges of a diverse workforce. Promote diversity within the organisation and implement Disability and diversity management programmes.
C7 - Stress management & work happiness	**LO12** - Summarise the legislation regarding work-related stress, national laws and initiatives.
	LO13 - Examine current issues, trends, practices, and processes in HRM taking in consideration potential stressors.
	LO14 - Promote the importance of providing good working conditions for the whole team and how poor mental health can negatively impact a business.
	LO15 - Development, implementation, and evaluation of work well-being policies and practices within the organisation.
	LO16 - Conduct research, produce reports, and recommend changes in human resources practices in order to promote work well-being.

2. BUILDING OF A NEW PROFESSION SPECIFICATIONS AND TRAINING CURRICULUM FOR THE PROFESSIONAL PROFILE (O2 - A2)

2.1 Professional Tasks of the Work Well-being Manager

The professional figure of the Work Well-being Manager (WWM) is quite new and was born with the aim of setting new standards in the field of well-being in the workplace. They enable organisations to make the step change to embracing well-being by improving:

1. **Employee engagement**: helping organisations and employees to understand, manage and improve (the boundary between) personal and workplace well-being;
2. **Leadership education**: working with key staff to educate leaders on the genuine business case for well-being and gain sustainable support;
3. **Exemplary culture**: highlighting and celebrating wellbeing-orientated behaviours and also walking the walk themselves, towards creating and managing a balanced, well, and successful life.

The primary purpose of the WWM job profile is to ensure effective and efficient delivery of a service aiming at promoting, implementing, and evaluating the well-being at the workplace at all employment and management levels.

The general and main aim of the WWM is creating an outcome-driving culture of well-being. For organisations of any type, size or industry, these four pillars offer a roadmap to reach this goal:
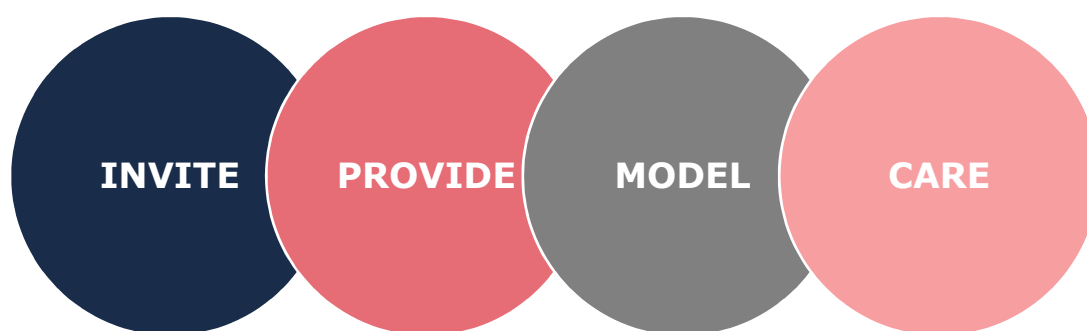
Figure 2. The four pillars for creating an outcome-driving culture of well-being

1. **Invite**: A culture of well-being is predicated on an open, welcoming atmosphere. Managers should not pressure well-being efforts; rather, they should advocate the importance of a life well-lived and empower employees to enhance their well-

being. By setting a tone of acceptance and celebrating well-being, managers encourage employees to take personal ownership and participate as they see fit, upholding employee autonomy and privacy, while promoting sustainable well-being growth.

2. **Provide**: On a regular basis, managers should connect employees with well-being opportunities and activities. Though employees are responsible for their actions, the onus is on managers to regularly invite participation and remind employees of the importance of well-being. This means pointing employees to well-being information and opportunities not striving to be well-being experts or advisers. By serving as a conduit to well-being, managers can enhance employee awareness dramatically. Managers also play a part in providing a welcoming, approving, safe environment that encourages active participation in well-being practices. This requires ongoing support from leaders who need to consistently communicate their commitment to well-being and proactively foster a culture of well-being. Simply offering well-being information is not enough; the work culture should give employees "permission" to wholeheartedly participate. Even the most sophisticated well-being initiative is destined to fail if employees don't feel comfortable getting involved, and it's on managers' shoulders to provide a freeing atmosphere.

3. **Model**: Employees take cues from their managers and are more likely to take ownership of their well-being when their managers exemplify a life well-lived. For this reason, managers should model well-being to encourage employee participation. No well-being strategy, even the most well-developed, can be fully adopted and optimized until managers give employees the go-ahead by illustrating the right behaviours. Managers should authentically display and share their personal well-being practices, providing verbal and non-verbal examples of well-being in action.

4. **Care**: Managers need to convey that well-being initiatives are about enhancing employees' lives, and business outcomes are only a bonus. To this end, managers should proactively communicate that they are invested in each employee and genuinely care about each individual's well-being. Encouraging employees to set well-being goals, and asking about their progress is one way to show real interest in employees' well-being. In a strong culture of well-being, managers clearly demonstrate their commitment to bettering employees' holistic lives: their purpose, social, financial, community and physical well-being.

Employees are the company's greatest asset and ought to be invested in accordingly. The world's greatest managers recognise that they affect employees' well-being every day, for better or for worse, and make it their mission to improve lives, not just performance.

As for the competences, also the **WWM job description** takes as basis the professional tasks the HR managers are in charge adding to these some specific activities closely related to stress management and work well-being promotion (see Table 4).

In short, we can think of a health and wellness manager as a person who works to improve the well-being and health of a company. They provide tools, resources, and programs that can improve health for companies, employees, individuals, and more.

Table 4.Work Well-being Manager Job Description

WORK WELL-BEING MANAGER JOB DESCRIPTION	
HUMAN RESOURCES TASKS	**WELL-BEING TASKS**
− Exercise the authority of a HR manager (or support him/her in the case of WWM is considered as a further professional profile) concerning one or more of the following areas - staffing (including hiring and termination decisions), performance appraisals, promotions, salary recommendations, employee counselling, employee relations (ER), training, benefits, compensation, policy interpretation and problem solving. − Develop and implements employment and employee relations policies and procedures that are consistent with strategic management policies. − Ensure that all policies, programs and candidate selections are carried out in accordance with the Equal Employment Opportunity Policy. − Develop strategies to deal effectively with management/employee relations issues as they arise. − Develop educational and training strategy to build supervisory knowledge of employee relations for consistent interpretation of policies to prevent employee relations problems. − Ensure that management is responsive to the needs of the employees without jeopardising the organisation's interest. − Provide consultation to managers and employees on employee relations issues, Human Resources policies, procedures, standards, laws and regulations. Review complaints and documentation, conducts investigations, recommends solutions and counsels staff on the performance management program. − Research and respond to routine questions related to compensation, benefits, recruitment, retention and payroll. Where situations require technical assistance, consult with the appropriate specialist(s).	**PT1** - Evaluate the actual workplace conditions, assess organisation's population needs to develop appropriate well-being programmes based on feedback from employees, employers, managers and other stakeholders. **PT2** - Create an environment that is welcoming and stimulating for people working inside and with the organisation. **PT3** - Develop good relationships with other managers and ensure that all staff across the organisation understand and support each other in their roles. **PT4** - Embed equality, diversity and inclusion best practices into all aspects of the work within the organisation. **PT5** - Plan measures for a fair and healthy workplace by designing and implementing policies and procedures that improve overall health and well-being of an individual or a group of people. (This may include: employee health and productivity programs, workshops and seminars, teams and leagues, runs/walks, group fitness, massage therapy, nutrition counselling, and personal training, wellness fairs and special events, smart working practice). **PT6** - Coordinate and manage all well-being programs and services, including being responsible for budgets (e.g. create a budget, report on budget variances, and forecast actual expenses). **PT7** - Being responsible for well-being program reports (i.e., utilisation, statistics, and satisfaction) in order to collect and analyse data and information to determine what extra steps should be taken to enhance the success of the programs put in place. **PT8** - Work hand in hand with other business leaders to help prevent illness and disease within a facility while improving overall health. **PT9** - Present regular updates and reports on the progress of the population and how it has improved since the implementation of health programs.

	PT10 - Being responsible for well-being related internal and external communications by partnering with the marketing and communication departments (e-mails, posters, screen messaging, website, blog, press releases, etc.).

The Training Curriculum for Work Well-being Manager (described in the following paragraph) will consist of a total number of relatively independent thematic blocks, so-called modules, related to the professional tasks (such as "PT1: Evaluate the actual workplace conditions" or "PT5: Plan measures for a fair and healthy workplace"). Training carried out on the basis of this programme should equip participants with the knowledge, skills and competences necessary to perform the specific, distinct professional tasks of a Work Well-being Manager.

In the next paragraph, the 10 Professional Tasks (PTs) identified in the area of well-being are associated to the Learning Outcomes (LOs) and used to describe contents and goals to reach within the training modules.

2.2 Training Modules for the Work Well-being Manager

To enter the training course for Work Well-being manager, a diploma at level EQF 4 will be required (EQF4) and a minimum of experience in the HR management field. The WELLy training course would address those professionals who do not necessarily have a university degree but have experience in HR management or are at the beginning of their career in this area, as well as entrepreneurs running small companies that often take direct responsibility for staff management. Nevertheless, the course can also be interesting for HE students in psychology or adult education related fields, including also organisational sciences or management as well-being is an important component of these fields.

For this reason, a brief introduction on basic knowledge and competence has been placed at the very beginning of the Training Course and, when producing the courseware, topics will be described in an easy to understand way that does not require deep knowledge in the field, with intensive use of practical examples, case studies and exercises to put what learned into practice.

The Training Course has been designed based on measurable learning objectives that learners are able to achieve upon course completion and that have already been defined in the professional profile.

For every module, the modular units have been identified in accordance with the 16 Learning Outcomes (LOs) and the 10 Professional Tasks (PTs) based on the specific work tasks/processes, fields of activities and competences, which are essential for the Work Well-being Managers (see Table 5).

Table 5.Work Well-being Manager Training Course

WORK WELL-BEING MANAGER TRAINING COURSE			
TRAINING MODULES	**MODULAR UNITS**	**LEARNING OUTCOMES (LOs)**	**PROFESSIONAL TASKS (PTs)**
INTRODUCTION			
Introduction to the WWM Training Course	Welcome to the Training Course Why is it important to talk about well-being in the workplace?	**INTRO** - Understand the importance of the well-being in the workplace and the utility of a specific training course.	
MODULE 1: AN HEALTHY WORKPLACE			
Module 1: The importance of fair and healthy conditions in the work environment	**Unit 1.1**: Notions of Industrial psychology & Sociology of organisations **Unit 1.2**: Promoting Health & Human Well-being in the workplace **Unit 1.3**: How to include occupational happiness in the organisation **Unit 1.4**: Best practices and case studies	**LO14** - Promote the importance of providing good working conditions for the whole team and how poor mental health can negatively impact a business. **LO15** - Development, implementation, and evaluation of work well-being policies and practices within the organisation. **LO16** - Conduct research, produce reports, and recommend changes in human resources practices in order to promote work well-being.	**PT2** - Create an environment that is welcoming and stimulating. **PT8** - Work with other business leaders to improve overall health.

MODULE 2: LEGISLATIONS ABOUT THE WORKPLACE			
Module 2: National legislations about work-related stress and diversity management	**Unit 2.1**: Greece	**LO12** - Summarise the legislation regarding work-related stress, national laws and initiatives. **LO10** - Summarise the legislation regarding employment discrimination, EEO (Equal Employment Opportunity) compliance, best practices and enforcement. **LO11** - Discuss the benefits & challenges of a diverse workforce. Promote diversity within the organisation and implement Disability and diversity management programmes.	**PT4** - Embed equality, diversity and inclusion best practices.
	Unit 2.2: Italy		
	Unit 2.3: Portugal		
	Unit 2.4: Slovenia		
	Unit 2.5: Spain		
MODULE 3: THE WORK WELL-BEING MANAGER			
Module 3: The role of the Work Well-being Manager	**Unit 3.1**: Introduction to Health Organization Leadership, Management & Behaviour	**LO13** - Examine current issues, trends, practices, and processes in HRM taking in consideration potential stressors.	**PT1** - Evaluate the actual workplace conditions.
	Unit 3.2: Well-being Coaching, Mentoring, Counselling & Behaviour Change	**LO9** - Develop, implement, and evaluate Coaching, Mentoring and Counselling programs for employees, leaders and managers.	**PT6** - Coordinate and manage all well-being programs and services.
	Unit 3.3: How to implement well-being measures in the workplace	**LO6** - Contribute to employee performance management and organisational effectiveness and well-being. **LO7** - Develop, implement, and evaluate organisational development strategies aimed at promoting organisational effectiveness and well-being.	**PT5** - Plan measures for a fair and healthy workplace. **PT6** - Coordinate and manage all well-being programs and services. **PT7** - Being responsible for well-being program reports. **PT9** - Present regular updates and reports on the progress of the population.
	Unit 3.4: Best practices and case studies		

MODULE 4: EMPOWERING SKILLS FOR WWM			
Module 4: Communication and psychosocial skills for WWM	**Unit 4.1**: Effective communication for work well-being in the workplace	**LO1** - Develop effective written and oral communication skills, use the available tools in order to promote, implement and monitor the well-being in the workplace. **LO2** - Present and evaluate communication messages and processes related to the well-being management within the organisation. **LO3** - Facilitate and communicate the HR component of the organisation's business plan related with well-being in the workplace.	**PT10** - Being responsible for well-being related internal and external communications. **PT3** - Develop good relationships with other managers and all staff.
	Unit 4.2: Developing analytical and critical skills	**LO4** - Problem-solve human resource challenges: being able to analyse and solve daily problems related to well-being of HR.	**PT3** - Develop good relationships with other managers and all staff.
	Unit 4.3: Relationship-building and emotional intelligence	**LO5** – Define and implement strategies and methods to build and maintain positive employees' relations and stimulate team working, also making use of emotional intelligence.	**PT3** - Develop good relationships with other managers and all staff.
	Unit 4.4: Andragogy: innovative approaches for adult learning	**LO8** - Develop, implement, and evaluate employee orientation, training, and development programs.	**PT6** - Coordinate and manage all well-being programs and services.

In WELLy partners' perspective, as designed at this preliminary stage of IO2, the training course represents a neat way to transfer the exhaustive competencies necessary to effectively cover the Work Well-being Manager role. It's broad enough to develop the contents and the detailed pedagogical itinerary, however, in order to correspond to the identified hierarchy of importance (cf. Table 2), the duration and detail of each module

would be different with Module 3 and Module 4 being the more relevant. For this reason, when it will come to IO3, led by ISCTE-Instituto Universitário de Lisboa, partners will define in detail modules' contents and M3 and M4 will be further divided in sub-modules so that each core competence could be completely explored.

In particular, among the other contents, Module 3 will encompass some aspects such as confidentiality, ethical issues and data management which are usually present in employee assistance programs.

2.3 Teaching and Learning Methodologies

As from results of desk and field researches conducted in IO1, the most appropriate **media formats** for learning content for the target group of WELLy project are the following ones:

- E-Learning: online platform, digital tools, accessible also from mobile anytime, webinars, short thematic theoretical and practical videos, e-books, hands on guides;
- Hybrid courses (blended learning);
- Graphically designed and interactive e-books;
- Infographics;
- Checklists.

The most suitable methodologies, as from researches conducted in IO1, are:
- Manager mentor group;
- Sharing Personal Professional Experience;
- Interactive Techniques (brainstorming, games, role-play, simulations, trivial, Storytelling);
- Flipped Classroom;
- Case Study Analysis;
- Portfolio Development;
- Learning Pills throughout the course;
- Learning culture;
- Exchange of personal experiences and best practices;
- World Café;
- Problem-based learning;
- Conferences;
- Experiential learning;
- Open Space Technology.

In practice, not all of these methodologies are applicable to the WELLy project but many of them will be adopted within the identified tools:

1. Webinars,
2. e-learning platform;
3. WBL activities;
4. online repository;
5. forum.

According to these findings and also considering the current situation of health emergency, we assume that the **distance learning or e-learning** would be the optimal solution.

The identified media formats and digital tools will be combined to develop and implement a Training Course based on different **teaching and learning methodologies**.

1. **Webinars** where qualified teachers from WELLy staff will introduce theoretical and practical contents of the modules using concrete examples through interactive techniques, stimulating interaction and discussion, providing case studies and best practices to analyse and discuss with the trainees;
2. **E-learning platform** with online modules about theoretical subjects and learning pills more on practical aspects of the subjects (that could be also made available through social media channels and YouTube) will be freely and autonomously accessible by trainees. The online modules and learning pills (as short and concise multimedia learning modules) will provide contents in an easy to understand way;
3. **Work-based learning activities** with practical exercises to do in the work context (if possible face-to-face within the organisation or in an on-line environment allowing interaction among the participant, e.g. videoconferencing tools). WBL activities will be conducted with a learning by-doing approach: brainstorming, games, role-play, simulations, experiential learning, and problem-based learning;
4. **Online repository** (within the e-learning platform) will contain guidebooks, best practices and case studies, e-books, infographics, checklists and tool kits. These tools are meant for individual study and, in a perspective of cooperative learning, trainees on request can suggest teachers to upload specific content or materials elaborated by themselves, after qualitative evaluation by the WELLy team of experts.
5. **Forum** where trainees and trainers will have the opportunity to share/exchange personal and professional experiences, good practices, ask questions and discuss about different solutions to their problems.

As basis of WELLy training course there is the idea (and desire) of stimulating a "learning culture" among the trainees by facilitating self-learning and stimulating individual research, to encourage trainees to develop knowledge and competence by their own and then share them with other trainees and colleagues.

Webinars

e-learning platform

WBL activities

Online repository

Forum

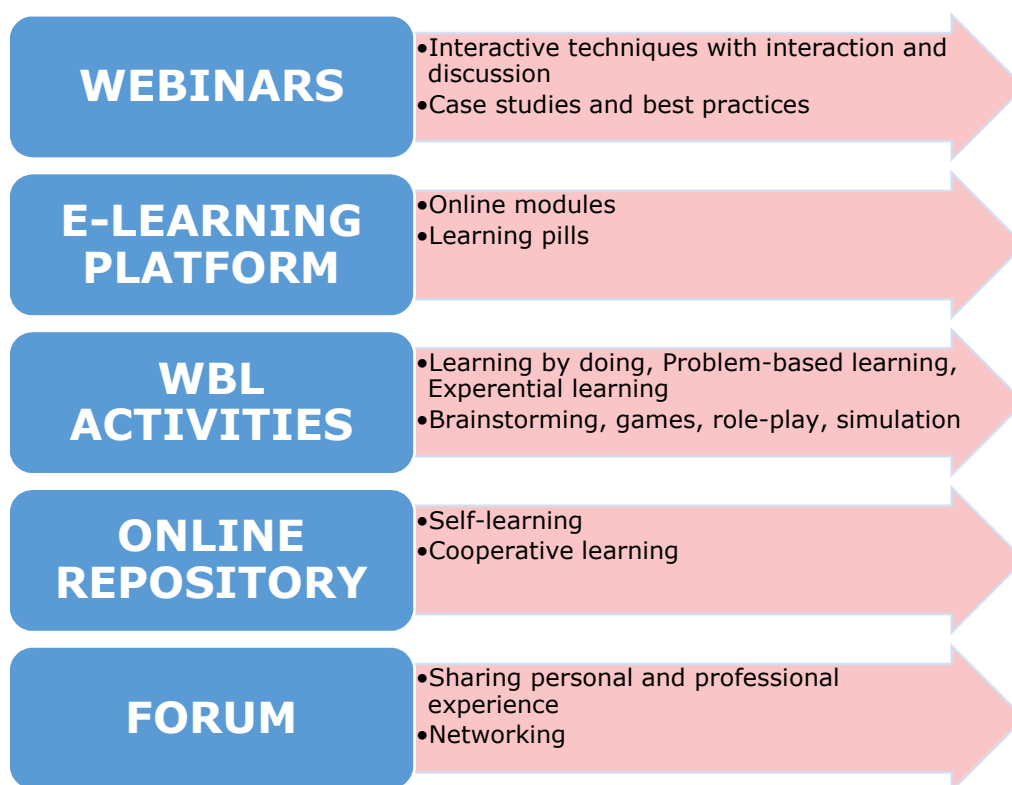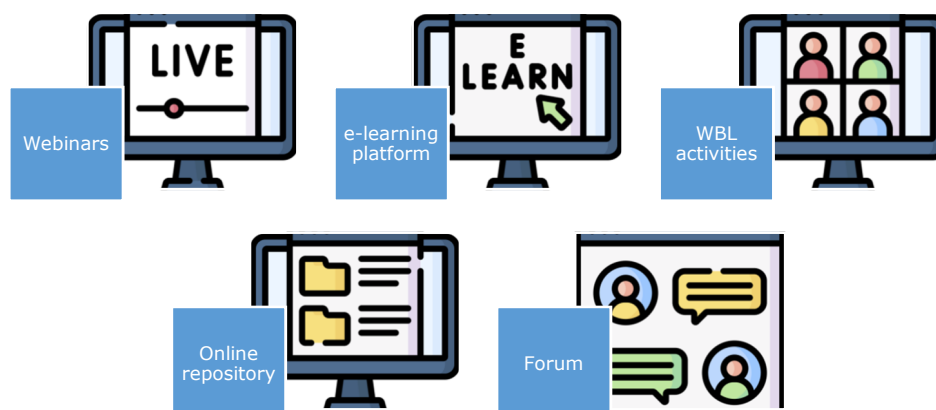| WEBINARS	•Interactive techniques with interaction and discussion •Case studies and best practices
E-LEARNING PLATFORM	•Online modules •Learning pills
WBL ACTIVITIES	•Learning by doing, Problem-based learning, Experential learning •Brainstorming, games, role-play, simulation
ONLINE REPOSITORY	•Self-learning •Cooperative learning
FORUM	•Sharing personal and professional experience •Networking

Figure 3. The WELLy Training Course media formats, teaching and learning methodologies

2.4 How long should the Training Course be

Considering that at the end of the research and piloting phases, a certification model to evaluate Work Well-being Manager's skills will be developed to promote its wide recognition at the European level, in this phase it is important to define the right length in term of hours of the Training Course to make it coherent with the issue of an official certification.

To do it, a research in the National Qualifications Framework (NQF) in each WELLy partners' country has been conducted.

The **National Qualifications Frameworks (NQFs)** are repertoires containing all the qualifications recognised within the national territory, to facilitate links between the training system and the labour market and to provide reference standards common to workers, companies and training institutions.

Please find in the following pages an analysis of NQFs in WELLy partners countries with particular focus on EQF 5 level at which the Work Well-being Manager has been classified.

Greece

Greece has the Hellenic Qualification Framework (HQF), started in 2010 under the provision of law 3879/2010 and law 4115/2013 corresponding to the European Qualification Framework (EQF).

The National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP[1]) is the National Organisation for the Certification of Qualifications and Vocational Guidance, an all-encompassing statutory body investing on better quality and more efficient & reliable lifelong learning services in Greece.

Greek NQF Level 5 aligns with EQF:

- Knowledge: has wide, specialized, objective and theoretical knowledge in one field of work or study and is aware of limits of this knowledge.
- Skills: has a wide range of cognitive and practical skills which required to find creative solutions to abstract problems.
- Competence: be able to act as an administrator and supervise in the context of a specific task or learning process, where unforeseen changes may occur. He/she can review and develop both his/her personal and other people performance.

And it relates with Vocational Education and Training (VET):

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[1] https://www.eoppep.gr/index.php/en/

- VOCATIONAL POST-SECONDARY SCHOOL 'DEGREE' for graduates of EPAL apprenticeship class, level 5 (post-secondary level) (granted to graduates of the apprenticeship year of EPAL[2] following certification)
- VOCATIONAL TRAINING DIPLOMA (post-secondary level) (granted to graduates of vocational training institutes (IEKs[3]) following certification)
- VOCATIONAL TRAINING DIPLOMA (IEK) (post-secondary level)
- POST-SECONDARY AND NOT HIGHER EDUCATION DIPLOMA or 'DEGREE'

Considering that for the WWM a previous academic background and/or working experience is required, the Training Course for the professional figure should follow one of the two categories:

- Courses lasting at most 75 hours – connected to Vocational Training Certificate;
- **Courses lasting at most 250 hours – connected to Lifelong Learning Certificate.**

In Greece VET (in Greek language K.E.K) belongs to Lifelong Learning Centers, so **the Professional Training of the WWM should be implemented in the light of Lifelong Learning.**

According to the Greek regulation, the attendance to Programmes can be short or extended, partial or intensive, with flexible hours tolerated to the needs of the trainees. The programme can be conducted with distance learning methods as well and may not exceed a total of 250 teaching hours.

The programme must include:

- Theoretical Part;
- Practical Part (e.g. internships in the companies). The practical part may not exceed 40% of the total number of programme hours.

Italy

Italy does not have an NQF for VET but it refers to Regional systems. The offer in the fields of education and VET is related to different institutions: vocational training depends on the Regions while the upper secondary school offer and the academic offer are managed by the Ministry of Education, University and Research (MIUR).

The Regions determine autonomously the professional profiles on the basis of a national inventory which defines the minimum requirements and standards of reference. The

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[2] EPAL is the Vocational Lyceum in the Greek education system.
[3] IEKs are the Institutes of Vocational Training in the Greek education system.

national inventory is called "Atlante del Lavoro e delle Qualificazioni[4]" (Atlas of Work and Qualifications).

Starting from the national profiles, the Regions adapt them in terms of learning outcomes on the basis of local needs arising from the regional economy and labour market. While adapting the professional profiles the Regions must however keep the minimum standards that are defined at national level.

The description of the job contents proposed in the National Atlas can be consulted through a tree classification scheme which, starting from the main branches made up of the Economic - Professional Sectors, gradually identifies within them the main work processes at in turn divided into process sequences and areas of activity (ADA). The ADA contains the description of the individual activities that constitute it, the expected products and services as well as references to the statistical codes of the ISTAT (National Institute of Statistics) classifications relating to economic activities and professions.

For the WWM professional profile we refer to the Common area of the Italian Atlas of Work and Qualifications. In particular to: SECTOR 24. Common area

→ Process: Organization, human resource management and safety

Sequence: Human Resource Management, Organizational Development and Personnel Administration

- ADA.24.03.01 - Management of Human Resources (also remuneration policies)
- ADA.24.03.02 - Organization and organizational development
- ADA.24.03.03 - Management of trade union relations
- ADA.24.03.04 - Management of personnel professional development policies
- ADA.24.03.05 - Personnel selection management
- ADA.24.03.06 - Administrative management of personnel

Sequence: Safety management system

- ADA.24.03.07 - Management and organization of safety in the workplace
- ADA.24.03.08 - Management and organization of environmental safety
- ADA.24.03.09 - Identification and assessment of risks in the workplace

The Emilia Romagna region (where SINERGIE is located) adopts a system called Regional System for Formalization and Certification of Skills (in Italian language "Sistema regionale di formalizzazione e certificazione delle competenze" - SRFC), which allows people to formalise and certify the skills acquired not only as a result of training courses, but also through experience working.

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[4] https://atlantelavoro.inapp.org/atlante_lavoro.php

In the same way, the Veneto Region (where PSYCHOMETRICS is located) adopts the Regional Repertoire Professional Standards (in Italian language "Repertorio Regionale Standard Professionali" – RRSP).

In each Region it is possible to ask for the introduction of new professional profiles or modification/integration of existing ones, by sending a written request to the Labour and Training Department that evaluates the request and can decide to approve changes or new professional profile.

Despite not having an NQF in place, Italy has referenced its formal qualifications (general education, VET and higher education qualifications), which are awarded by the Ministry of Education and University (MIUR), and those awarded by the regions in the framework of the state-regions agreement directly to the eight EQF levels, using the EQF level descriptors in order to present the qualifications' interaction between national qualifications and EQF levels.

EQF Level 5 falls within the area of Qualifications for the "Deepening/specialization" and it includes both Higher Technical diploma (managed by Higher Technical Institutes under the MIUR regulation, having a duration of two years: 1800/2000 hours, of which at least 30% carried out in internships, even abroad, in the most technologically advanced companies) and qualification courses managed at Regional level and implemented by VET providers accredited to the relevant Region (Training Centres like SINERGIE and PSYCHOMETRICS). This type of qualification may be considered as a deepening/specialization in respect to the professional area. The training objectives set up by the qualification are achievable by people holding knowledge and skills that are relevant to the professional area and that the training offer aims to further develop/deepen. These knowledge and skills may be acquired through vocational and education courses or work experience. These courses have a duration of 300 hours (including a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours) in case participants have a previous working experience or 500 hours (including a quota of hours of internship that can swing from 35% to 45% of the total number of hours) if they don't have it.

Considering that the WWM professional figure has been classified as EQF level 5, to enter the training course a diploma at level EQF 4 (Professional diploma of technician; High school diploma; Technical education diploma; Diploma of professional education; Certificate of higher technical specialization) and a minimum of experience in the HR management field will be required.

For those reasons the Training Course for the Work Well-being Manager professional figure falls within the category of courses for the "Deepening/specialization" at EQF level 5 lasting 300 hours.

These courses aim to professionalise people with knowledge and skills that are relevant to the professional area of the qualification, to be acquired through vocational and education courses or work experience. The courses must include a quota of hours of internship, workshops or other activities, that can swing from 20% to 40% of the total number of hours. Internships, workshops or other activities, have to be organised in working contexts where processes and activities are consistent with those of reference of the qualification. Workshops and other activities must reproduce the processes and activities typical of working contexts of reference of the qualification.

This means that minimum duration of the Training Course for WWM in order to release a full Professional Qualification is 300 hours in total:

- 180 hours of lessons (60%);
- 120 hours of internship (40%).

Considering that participants to WELLy pilot course are employed there is no necessity for a specific internship as they fulfil the 120 hours of practical job with their daily working activities within the organisation they actually work for.

Portugal

The education and training system in Portugal is centrally administered with reference to the definition of major policy lines and curricular, teaching and financial guidelines.

The Portuguese system is structured on the basis of five training levels (International Standard Classification of Education): 1) pre-primary, 2) basic, 3) secondary, 4) post-secondary non-tertiary, and 5) tertiary education.

The National Qualification System (NQS) was created in December 2007, with the publication of the Decree-Law no. 396/2007, of December 31 (amended by Decree-Law No. 14/2017), in line with the EQF, aiming at increasing the level of qualification of the active population. The Portuguese NQF, in force since October 1, 2010, covers basic, secondary and higher education, vocational training and the processes of recognition, validation and certification of competences whether acquired through non-formal or informal pathways. The Portuguese NQC is a tool for the strategic management of qualifications of non-higher education level that integrates the National System of

Qualifications (Decree-Law no. 396/2007, of December 31). NQC is available at www.catalogo.anqep.gov.pt.

In Portugal, the Ministry of Education is responsible for coordinating policy in basic and upper secondary education, while the Ministry of Science, Technology and Higher Education oversees higher education. VET and Higher Education report to different national bodies, which have different rules: the national VET body is ANQEP (Agência Nacional para a Qualificação e o Ensino Profissional – ENG: National Agency for Qualification and Vocational Education), while HE refers to A3ES (Agência de Avaliação e Acreditação do Ensino Superior – ENG: Higher Education Assessment and Accreditation Agency).

EQF level 5 in the Portuguese system is equivalent to two different types of courses:

a) Technological Specialization Course (in Portuguese known by the abbreviation "CET"). It is an EQF level 5 VET course corresponding to the level 5 qualification of the NQF. The benchmarks for training include both initial training and lifelong training and are published in the NQC, organized in modular training units of 25 hours or 50 hours. Technological Specialization Courses are a post-secondary training course non-higher education with the duration of approximately one year. Generally, these courses last from one to one and a half years and the total workload cannot be less than 1 200 hours neither more than 1 560 hours. "CET" confer a level 5 qualification from QNQ (ISCED 454) and a Technological Specialization Diploma, incorporating 30% to 46% of practical training in a work context.

b) **Professional Higher Technical Course** (in Portuguese known by the abbreviation "CTeSP"). It is a polytechnic higher education training. The Professional Higher Technical Courses are provided by the polytechnic institutions, confer an EQF level 5 qualification, but does not confer an academic degree. The Professional Higher Technical Courses are short cycles with 120 ECTS, two years in duration. The successful completion of the respective cycle of studies awards the diploma of professional higher technician. Holders of a diploma as a professional higher technician can access to the 1st cycle degree programme – Bachelor's degree (EQF level 6).

The total duration of a "CTeSP" is four curricular semesters, consisting of a set of curricular units organized in components of general and scientific training, technical training and workplace practical training. The workplace practical training component has a duration of not less than one curricular semester, corresponding to 30 ECTS. The credits for the general and scientific training and technical training components together account for up to 30% of the general and scientific training (27 ECTS if 30%) and for no less than 70% of the technical component (63 ECTS if 70%). In the technical

training component, all the practical, laboratory, workshop and workshop applications project must correspond to at least 70% of its contact hours.

Considering that WWM has been classified as EQF level 5 but the contents of the course are not specifically technological, **in the Portuguese case this course can be included within a Professional Higher Technical Course**.

Slovenia

Slovenia has a Slovenian Qualifications Framework (SQF) that represents a unified system of qualifications in the Republic of Slovenia for the classification of qualifications into levels with regard to learning outcomes.

The SQF includes three categories of qualifications: (1) EDUCATION: demonstrated by a public document certifying completion of education; (2) VOCATIONAL QUALIFICATION: demonstrated by a National Vocational Qualification (NVQ) certificate, issued in accordance with the regulations governing NVQs, or another document certifying completion of a further training programme, issued in accordance with the regulations governing vocational and higher education; (3) SUPPLEMENTARY QUALIFICATION: demonstrated by a certificate of acquired supplementary qualification.

SQF is aimed that everyone can find the wide choice of educational and other qualifications available in Slovenia or to verify the mutual comparability of different qualifications. SQF can be used to check which level an individual's educational or other qualification corresponds to in the European Qualifications Framework (EQF) or the Qualifications Framework for the European Higher Education Area (QF-EHEA).

Supplementary qualification (item 3 above) is a qualification that complements the qualification of an individual at the achieved level and in a specific professional field and is tied to the needs of the labour market. The Slovenian Qualifications Framework Act stipulates (ZSOK, Official Gazette 104/2015) that only an employer, a group of employers or the Employment Service of Slovenia may apply for the placement of an additional qualification in the SQF. However, additional qualification can only be obtained by those employees from whom the employer has placed the additional qualification in the SQF. As there are limitations to this approach, this would not be a viable option,

Considering that WWM has been classified as EQF level 5, in our case this is equivalent to SQF 6. SQF 6 is a Short-cycle higher vocational education and present the bridge between VET and higher educational system. It requires that participants have at least SQF 5 as entry condition to participate. This means they have to have Vocational matura certificate (Upper technical education) or General matura certificate (Upper secondary

education) or Master craftsman's examination certificate (Upper secondary technical education) or Foreman's examination certificate (Upper secondary technical education) or Managerial examination certificate (Upper secondary technical education).

The Short-cycle higher vocational education (SQF 6) are two-year study programs where study obligations are evaluated with ECTS credits. Each year is evaluated with 60 ECTS credit points, the whole study programs are evaluated with 120 credit points.

At level SQF 6 are also conducted Study program for advanced training in the field of higher vocational education[5]. The programs are intended for graduates of higher vocational education (SQF 6) study programs who are employed. They are carried out at school and in companies as on-the-job training. They are primarily intended to acquire additional knowledge for the needs of specific jobs. The programs are evaluated with a minimum of 10 and a maximum of 35 ECTS credits[6]. The problem is that the entry condition is SQF 6 and not SQF 5 as is meant for the Training course for WWM.

This means that we can implement the Training Course for WWM at level EQF 5 as an acquired non-formal knowledge through ECTS credits also at the short-cycle higher vocational education (SQF 6) study programs.

Spain

The Spanish national framework MECU (Marco Español de Cualificaciones para el Aprendizaje Permanente - Spanish Framework of Qualifications for Lifelong Learning) was designed to cover the qualifications of all educations in the country (including VET education). The MECU was approved in 2011 following the Recommendation from the 23th of April 2008 by the European Parliament and the Council that enacted these Recommendations for the creation of a European Qualification Framework (EQF). MECU is structured in eight levels and level descriptors, following the EQF, defined in termers of knowledge, skills and competences. Furthermore, each qualification (degree, certificate or diploma) will be recognized at one level of the MECU as follow:

- Qualifications obtained through apprenticeships carried out outside the education system.
- Qualifications obtained through apprenticeships carried out within the education system.

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[5] Read more: https://www.pinpiu.si/o-pinpiu/en/
[6] 1 ECTS = 25-30 hours

The EU developed different systems of qualification such as ECTS and ECVET, as a method to facilitate the validation of knowledge among the European countries. Both systems are currently used in Spain; in the case of VET education, ECVET is the one used. ECVET is not a substitute to the Spanish qualification systems but complements them in order to ensure the recognition of Spanish studies in other EU countries.

QF-EHEA in Spain - Non-University HE (Enseñanzas no Universitarias)

Access to higher education in Spain is at the age of 18 after 12 years of study. The QF-EHEA in Spain is called MECES. The MECES has the same definitions and the same levels as in the QF-EHEA.

Short Cycle - MECES 1 - EQF 5

- Nivel MECES 1 – EQF Level 5 Higher VET Technician (120 ECTS) (Técnico Superior de Formación Profesional)
- Higher Technician in Plastics Arts & Design (Técnico Superior de Artes Plásticas y Diseño)
- Higher Technician in Sports Education (Técnico Deportivo Superior)

Regarding VET education, the Qualifications in Spain are managed, according to the Spanish Law, by the National System of Qualifications and VET education (INCUAL). The INCUAL it is part of the Minister of Education, and it is in charge of elaborating and updating the National Catalogue for Professional Qualification. The INCUAL was founded in the country in 2002 and it is established by the "Ley Orgánica 5/2002". Nevertheless, the MECU has not been yet amended by the Spanish Government, being this improvement currently a "Project" (Proyecto de Real Decreto), but the INCUAL is constantly updating the education opportunities under VET education and qualifications.

The main aim of the system is to integrate the different education levels and the way of evaluating them, facilitating the change from one to another. To this fact, the ECVET system is expressly presented in Spain as a way to certify and record the outcomes of a person's learning in different contexts, both abroad and through a formal, informal or non-formal learning pathway.

The current established Vocational Training in the Education system in Spain allows students to choose the most appropriate training with options to access the current labour market being considered as a key role in the possibility of finding employment. The Professional Training is constantly being updated in order to adapt the training to the rapid changes and requirements of companies. Therefore, the Vocational Training is closest to the demands of the labour market.

Vocational training offers more than 150 training cycles within 26 professional families, with theoretical and practical content appropriate to the various professional fields. The teachings of Vocational Training of the Education System in Spain are structured as follow:

- Basic Vocational Training (Títulos de Formación Profesional Básica)
- Intermediate and Advanced Degrees (Títulos de Grado Medio y Grado Superior)
- Formative cycles, both Medium and Superior VET Degrees (Ciclos formativos de Grado Medio y Grado Superior)
- Specialization courses (Cursos de Especialización)

For the Basic Vocational Training, the duration of the training cycle is of 240 hours and the duration of the professional module of Training in Workplaces will represent, in general, a minimum of 12% of the total duration of the training cycle.

In the Intermediate and Advanced Degrees adapted to the Organic Law of Education (LOE), the duration of the professional module of Training in Centers of Work will always be 400 hours.

The WWM training course can be classified Basic Vocational Training (with a duration of 240 hours with min of 12% of training in the workplace).

Conclusions

To formalise and certify the skills acquired through the Training Course for the Work Well-being Manager, we need to implement the Training Course in a form that allows the participants to spend the acquired knowledge in the respective countries thanks to the ECTS[7] system.

Taking into consideration the different national systems in the partners' countries, it is difficult to define a standard duration that fits all the national systems requirements.

In Table 6 the EQF5 standards in the five analysed countries are summarised.

Table 6 – EQF5 standards in WELLy partners' countries

COUNTRY	TOTAL DURATION	THEORY (Lessons)	PRACTICE (Internship)
GREECE	MAX 250 hours	MIN 150 hours (60%)	MAX 100 hours (40%)
ITALY	300 hours	MIN 180 hours (60%)	MAX 120 hours (40%)
PORTUGAL	120 ECTS 3.360 hours	90 ECTS 2.520 hours	30 ECTS 840 hours
SLOVENIA	120 ECTS 3000 - 3600 hours	88 - 93 ECTS 2200 - 2800 hours	32 - 27 ECTS 800 hours
SPAIN	240 hours	MAX 210 hours (88%)	MIN 30 hours (12%)

On average, one ECTS credit point equals between 25-30 working hours[8].

In Portugal, 1 ECTS = 28 study hours.

In Slovenia, 1 ECTS= 25-30 study hours

We concluded that theoretically a Training Course to deliver the full professional qualification for the Work Well-being Manager should last max 300 hours in total, including a theoretical part and a more practical part of around 20-40% in the form of internship, work experience or individual field work.

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[7] ECTS = European Credit Transfer and Accumulation System
[8] List of credits given in one year in European countries available here:
https://en.wikipedia.org/wiki/European_Credit_Transfer_and_Accumulation_System

The Portugal case represents an exception because in this country EQF5 corresponds to a 2-year course. The WWM course that will be implemented within WELLy project will represent a pilot training giving the opportunity to test some key contents of a potential Professional Higher Technical Course dedicated to the Work Well-being expert. Participants to the pilot will receive ECTS to be spent within the full course.

Also in the case of Slovenia, the total amount of lesson hours will not be covered but the WWM pilot course lasting 180 hours will provide ECTS credits for non-formal education that could also be recognized in a short-cycle higher vocational education (SQF 6) study programs.

Different options have been evaluated among partners in order to carry out WELLy project duties and efficiently implement a pilot course to train the Work Well-being Manager professional profile.

At the end, partners agreed that the most suitable option is to implement a joint Training Course managed by the whole partnership where each partner contributes according to its area of competence and expertise. In order to support this solution, make it effective and ensure the international value of the educational offer provided within WELLy project, in IO3 all partners will collaborate in the development of the training contents (180 hours of lessons in total, including contact hours and individual study), conduction of lessons and implementation of interactive activities ensuring that participants will be accompanied by national tutors in the respective countries.

Regarding the certification process, within IO4 EPRALIMA will design a model of certification for the course, and also the procedures to make the course recognized at the European level for the other partner countries, through ECTS credit points.

After the qualification benchmark is complete, all partners will ask to the respective national authorities to add the "Work Well-being Manager" as new professional profile to the National (or Regional in case of Italy) Catalogue of Qualifications (NQC).

IO2 in a nutshell

To sum up, we present numbers of the Work Well-being Manager Professional Profile and the related Training Curriculum.

The Work Well-being Manager

7 Competency areas	16 Learning Outcomes	180 Study hours
10 Professional Tasks	4 Learning Modules	5 Media Formats

Figure 4. The WELLy numbers

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