

WORK WELL-BEING MANAGER

PROFESSIONAL PROFILE



WWM PROFESSIONAL PROFILE

COMPETENCY	PROFESSIONAL PROFILE RELEVANCE	WEIGHT
C1 – COMMUNICATION	EXTREME	15%

LEARNING OUTCOME	ELEMENTS			TASKS
	KNOWLEDGE	SKILLS	COMPETENCE	
<p>LO1 - Develop effective written and oral communication skills, use the available tools in order to promote, implement and monitor well-being in the workplace.</p>	<p>LEADERSHIP & ORGANIZATION AREAS</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> ▪ Specific theories, models, tools, and methods of communication (verbal, written and non-verbal); ▪ The 4 Levels of Communication. 	<p>INDIVIDUAL SKILLS</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> ▪ Interpret and analyze a comprehensive range of cognitive and practical communication skills; ▪ Establish effective working relationships; ▪ Apply clear assertive communication to other members of the organization in order to promote well-being in the workplace. 	<p>SOCIAL COMPETENCES</p> <p>The Learner:</p> <ul style="list-style-type: none"> ▪ Manages the 4 levels of communication by: <ul style="list-style-type: none"> - respecting all the operational information necessary to support the company's production and decisionmaking processes; - respecting information related to the company as a whole; - acknowledging communication subjects; - creating moments of exchange and vertical and horizontal dialogue; - collaborating with organisational leadership in the development of communication. 	<p>PT10 - Being responsible for well-being related internal and external communications.</p> <p>PT3 - Develop good relationships with other managers and all staff.</p>
	<p>PERFORMANCE CRITERIA</p> <ul style="list-style-type: none"> • Respecting communication styles; • Applying the 4 levels of communication; • Taking into account effective working relationships. 			

LEARNING OUTCOME	ELEMENTS		
	KNOWLEDGE	SKILLS	COMPETENCE
<p>LO2 - Present and evaluate communication messages and processes related to well-being management within the organisation.</p>	<p>LEADERSHIP & ORGANIZATION AREAS</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> ▪ How to evaluate communication messages and processes related to well-being management. 	<p>INDIVIDUAL SKILLS</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> ▪ Interpret and analyze documents related to well-being management; ▪ Analyze the well-being plan; ▪ Select and apply organizational/well-being procedures. 	<p>SOCIAL COMPETENCES</p> <p>The Learner</p> <ul style="list-style-type: none"> ▪ Prepares the well-being plan by: <ul style="list-style-type: none"> - showing the ability to take initiatives; - respecting the defined procedures; - being proactive in solving problems and unforeseen events; - communicating with employees in a manner that enhances affiliation with the organisation; - defending respectful communication in all interactions between the employer and employees.

PERFORMANCE CRITERIA			
	<ul style="list-style-type: none"> • Choosing appropriate communication techniques; • Managing well-being procedures; • Applying well-being standards. 		
LEARNING OUTCOME	ELEMENTS		
	KNOWLEDGE	SKILLS	COMPETENCE
LO3 - Facilitate and communicate the HR component of the organisation's business plan related with well-being in the workplace.	LEADERSHIP & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> • How to manage communication and interpersonal relationships within the work environment; • The HR component of the organization's business plans related to well-being in the workplace. 	INDIVIDUAL SKILLS The Learner is able to: <ul style="list-style-type: none"> • Interpret the HR component of the organization's business plan related to well-being in the workplace; • Apply interpersonal/ assertive/ effective communication. 	SOCIAL COMPETENCES The Learner <ul style="list-style-type: none"> • Facilitates and communicates the HR component of the organization's business plan related to well-being by: <ul style="list-style-type: none"> - selecting communication media based on the likelihood of the message being received and understood; - measuring communication effectively.
	PERFORMANCE CRITERIA		
	<ul style="list-style-type: none"> • Managing communication and interpersonal relationships within the work environment; • Respecting the HR component of the organizations's business plans related to well-being; • Applying interpersonal/ assertive/ effective communication; • Facilitating and communicating the HR component of the organizations's business plans related to well-being. 		
EVIDENCE			
<ul style="list-style-type: none"> • Answering exam question no. 3 correctly (unit 4) • Answering exam question no. 4 correctly (unit 4) • Establishing assertiveness as WWM (within the Portfolio Task – Module 4) 			

COMPETENCY		PROFESSIONAL PROFILE RELEVANCE		WEIGHT
C2 – ANALYTICAL AND CRITICAL THINKING		MEDIUM-LOW		5%
LEARNING OUTCOME	ELEMENTS			TASKS
	KNOWLEDGE	SKILLS	COMPETENCE	
LO4 - Problem-solve human resource challenges: being able to analyse and solve daily problems related to well-being of HR.	MANAGEMENT AREA The Learner knows and understands: <ul style="list-style-type: none"> 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 The Learner is able to: <ul style="list-style-type: none"> Apply strategic decision-making and manage organizational operations. Analyse problems and challenges with perceptiveness and insight. Apply flexible and innovative thinking; Identify the various parts or facets of a problem and their relationship. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> Solves day to day problems with HR programs and initiatives; Manages key issues, presenting problems and opportunities Develops effective solutions and strategies; Analyses situations effectively to make sound judgments and decisions. 	PT3 - Develop good relationships with other managers and all staff.
	PERFORMANCE CRITERIA			
	<ul style="list-style-type: none"> Applying the principles and methods of analytical and critical thinking; Applying strategic decision-making and managing organisational operations; Analysing problems and challenges; Applying flexible and innovative thinking; Solving daily problems; Managing key issues and developing effective solutions. 			
EVIDENCE				
<ul style="list-style-type: none"> Answering exam question no. 5 correctly (unit 4) Answering exam question no. 6 correctly (unit 4) 				

COMPETENCY	PROFESSIONAL PROFILE RELEVANCE			WEIGHT
C3 – RELATIONSHIP BUILDING AND EMOTIONAL INTELLIGENCE	EXTREME			15%
LEARNING OUTCOME	ELEMENTS			TASKS
<p>LO5 – Define and implement strategies and methods to build and maintain positive employee relations and stimulate team working, also making use of emotional intelligence.</p>	KNOWLEDGE	SKILLS	COMPETENCE	<p>PT3 - Develop good relationships with other managers and all staff.</p>
	<p>ORGANIZATION AND MANAGEMENT AREA</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> How to create strong work relationships with managers and employees and also between them; The importance of developing trust and active, genuine, and positive involvement in relationships; How to create effective Employee Engagement Programmes; How to promote Teamwork and provide Team Building opportunities; <p>OCCUPATIONAL HEALTH AND PSYCHOLOGY AREAS</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> Emotional intelligence and why it is important in the workplace; How to train/improve it in the workplace and transfer it to employees. 	<p>ORGANIZATION AND TEAM SKILLS</p> <p>ETHICAL BEHAVIOUR AND PROFESSIONALISM</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> Act honestly, with integrity, credulity, loyalty, self-confidence, and independence; Cope with ambiguity, conflicts of interest, and the need to protect the public interest; <p>RELATIONSHIP MANAGEMENT</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> Establish effective work relationships; Work productively with others. <p>STRATEGIC AND ORGANISATIONAL LEADERSHIP</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> Apply organisational empowerment; Manage groups and teamwork; Demonstrate competence in goal setting, planning and organisation, collaboration, process management, empathy, flexibility, respond to feedback, and conflict management, persuasiveness; Interpret the emotional state of him/herself and others; Make effective use of this information to guide behaviour; Engage, motivate, self-reflect and behaviour control. 	<p>PROFESSIONAL SOCIAL AND PERSONAL COMPETENCES</p> <p>The Learner:</p> <ul style="list-style-type: none"> Builds productive relationships, both inside and outside the organisation. Creates and maintains an effective working relationship with the employees in order to help them reach their professional and organizational goals. Provides employees with information on benefits of team working. Develops and implements team-building events and opportunities for the organisation. Being able to know when an emotional state is influencing the behaviour of self or others. Delays making decisions or taking actions when emotions are having particular influence. Identifies emotional states in self and others accurately. Uses knowledge of emotional states to effectively and ethically guide decisions that benefit the organisation. 	
PERFORMANCE CRITERIA				
<ul style="list-style-type: none"> Applying strategies and methods to build and maintain positive relationships and stimulate teamwork; Applying emotional intelligence. 				
EVIDENCE				
<ul style="list-style-type: none"> Answering exam question no. 7 correctly (unit 4) Answering exam question no. 8 correctly (unit 4) 				

COMPETENCY	PROFESSIONAL PROFILE RELEVANCE			WEIGHT
C4 – STRATEGIC AND ORGANIZATIONAL LEADERSHIP	HIGH			15%
LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE	TASKS
LO6 - Contribute to employee performance management and organisational effectiveness and well-being.	LEADERSHIP & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> • The definition of leadership, theories, and models; • What is strategic and organisational leadership and its importance to an organisation. 	ORGANIZATIONAL SKILLS The Learner is able to: <ul style="list-style-type: none"> • Recognize individual skills, distribute tasks accordingly and plan skills' development; • Create and innovate the organisational context. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> • Provides executive leadership for the execution of HR strategies aimed at guaranteeing the employees' well-being. • Creates mechanisms that help the organisation's HR management to measure and improve its efficacy. 	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.
	PERFORMANCE CRITERIA			
<ul style="list-style-type: none"> • Understanding employee performance management and organisational well-being; • Identifying leadership styles; • Applying skills development plans. 				
KEY TECHNICAL OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE	TASKS
LO07 - Develop, implement, and evaluate organisational development strategies aimed at promoting organisational effectiveness and well-being.	LEADERSHIP & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> • Different leadership styles; • How to identify his/her leadership style; • How to be an inspirational leader. 	ORGANIZATIONAL SKILLS The Learner is able to: <ul style="list-style-type: none"> • Demonstrate competence in goal setting, planning and organisation, collaboration, process management, empathy, flexibility, respond to feedback, and conflict management; • Recognize healthy organisational climate and culture. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> • Motivates staff to do their very best to accomplish the organisation's goals; • Works with leaders throughout the organisation to maximise the effectiveness of human capital; • Provides strategic leadership to the HR management team. 	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.
	PERFORMANCE CRITERIA			
<ul style="list-style-type: none"> • Identifying leadership styles; • Applying skills development plans. 				
EVIDENCE				
<ul style="list-style-type: none"> • Answering exam question no. 5 correctly (unit 3) • Portfolio Task (unit 3) • Diagnose workplace conditions (resources and risks) in organisations and identify solutions to overcome them (within the Case Study) 				

COMPETENCY		PROFESSIONAL PROFILE RELEVANCE		WEIGHT
C5 – ANDRAGOGY, KNOWLEDGE TRANSFER AND SUPPORT		MEDIUM		10%
LEARNING OUTCOME	ELEMENTS			TASKS
	KNOWLEDGE	SKILLS	COMPETENCE	
LO8 - Develop, implement, and evaluate employee orientation, training, and development programmes.	EDUCATION AREA The Learner knows and understands: <ul style="list-style-type: none"> • Methods and principles used in adult education. • Different learning styles and learning capabilities. • Experiential learning, according to the Kolb's methodology: <ul style="list-style-type: none"> - Concrete experience; - Reflective observation; - Abstract conceptualisation; - Active experimentation. • How to promote training education and personal development among employees. 	ORGANISATIONAL SKILLS The Learner is able to: <ul style="list-style-type: none"> • Apply andragogy principles and different learning styles in the planning of training programmes and personal development programmes. • Use learning outcomes to plan workplace learning and identify work tasks that correspond to these learning outcomes. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> • Takes responsibility for the professional development of the learners. • Plans activities and tasks to ensure that the agreed learning objectives will be met. • Agrees learning programmes with the learner and the tutor/teacher contributing in its design wherever possible. • Plans, negotiates and implements the learning programme with the learner, the tutor and where relevant with key people in the work organization. • Ensures that all the resources required to support the learning programme in place (including suitably qualified/experienced personnel) are available. • Implements adaptations to the workplace or working methods to accommodate the learner. 	PT6 - Coordinate and manage all well-being programs and services.
	PERFORMANCE CRITERIA			
<ul style="list-style-type: none"> • Applying knowledge related to andragogy and adult education theory. • Diagnosing training needs of employees according to their professional tasks and gaps detected in their professional performance. • Planning and agreeing learning programmes and expected learning outcomes to enable employees' professional development, within the organization's training plan. • Planning learning programmes applying the principles of adult education (andragogy, experiential learning) and the different learning styles, within the organization's training plan. 				
LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE	

LO9 - Develop, implement, and evaluate Coaching, Mentoring and Counselling programmes for employees, leaders, and managers.

EDUCATION AREA	ORGANIZATIONAL SKILLS	PROFESSIONAL COMPETENCES
<p>The Learner knows and understands:</p> <ul style="list-style-type: none"> • The concept of empowerment as encouragement for personal development. • The difference between Coaching, Mentoring, and Counselling. • Benefits, principles and implementation tools for each methodology (coaching, mentoring, counselling). • Best practices and practical examples of Coaching, Mentoring and Counselling. 	<p>The Learner is able to:</p> <ul style="list-style-type: none"> • Identify strengths and limitations in the learner discover his/her abilities and goals settings to develop capabilities. • Assess organisational resources, staffing, and staff capacity to support a workplace learning programme. • Apply active listening. • Demonstrate empathy and trust. • Provide corrective feedback. 	<p>The Learner:</p> <ul style="list-style-type: none"> • Applies knowledge of coaching, mentoring, and counselling principles in the workplace. • Educates leaders on the merits of mentoring and coaching employees. • Keeps leaders informed about the learning and development priorities of employees. • Encourages senior leaders/managers to act as mentors or coaches to employees. • Developes learning programmes to build mentoring and coaching skills in leaders/managers. • Delivers mentoring and coaching training to leaders/managers. • Acts and behaves as a role model, inspiring and encouraging.
PERFORMANCE CRITERIA		
<ul style="list-style-type: none"> • Recognizes the key competences/attitudes of the WWM. • Recognizes the basic strategies for a WWM to develop optimal group dynamics. • Applies approaches to conflict resolution. • Screening focus areas for intervention in the organizational context through coaching, mentoring, and counselling programmes. 		

EVIDENCE

- Answering exam question no. 1 correctly (unit 4)
- Answering exam question no. 2 correctly (unit 4)
- Answering exam question no. 3 correctly (unit 3)
- Answering exam question no. 4 correctly (unit 3)
- Answering exam question no. 8 correctly (unit 3)
- Organizational Training Plan (within the Case Study)
- Organizational Map of Key Focus Areas for Intervention (within the Case Study)

COMPETENCY		PROFESSIONAL PROFILE RELEVANCE		WEIGHT
C6 – DISABILITY AND DIVERSITY MANAGEMENT		CORE		20%
LEARNING OUTCOME	ELEMENTS			TASKS
	KNOWLEDGE	SKILLS	COMPETENCE	
LO10 - Summarise the legislation regarding employment discrimination, EEO (Equal Employment Opportunity) compliance, best practices, and enforcement.	MANAGEMENT & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> Legislation regarding employment discrimination. Strategies for Equal Employment Opportunity compliance, and best practices. 	ORGANIZATIONAL SKILLS The Learner is able to: <ul style="list-style-type: none"> Apply policies against social exclusion. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> Manages the different range of “diversities”: race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical ability, religious background, beliefs of other ideologies and so on. Designs and monitors the work well-being measures in accordance with human, civil, and social rights. 	PT4 - Embed equality, diversity, and inclusion best practices.
	PERFORMANCE CRITERIA			
	<ul style="list-style-type: none"> Understanding EU directives, ILO conventions, and national legislation, related to non-discrimination employment, safety, and health at work, and EEO. Applying EU directives, ILO conventions, and national legislation, related to non-discrimination employment, safety, and health at work, and EEO, within the organization’s well-being plan. 			
KEY TECHNICAL OUTCOME	ELEMENTS			
	KNOWLEDGE	SKILLS	COMPETENCE	
LO11 - Discuss the benefits & challenges of a diverse workforce. Promote diversity within the organisation and implement disability and diversity management programmes.	MANAGEMENT & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> Organizational culture towards diversity. How to manage disability and diversity in the workplace. 	ORGANIZATIONAL SKILLS The Learner is able to: <ul style="list-style-type: none"> Apply best practice for achieving social integration. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> Developes a disability and diversity management programme that respects and acknowledges the value of all employees in the organization. Procures the services of disability and diversity management professionals. Monitores the effective administration of the disability and diversity management program. Supports the continued provision of an effective disability management programme across the organization. 	
	PERFORMANCE CRITERIA			

- Developing a diversity strategy plan for the organizational context, taking into consideration:
 - organizational culture towards diversity;
 - strategies to manage disability and diversity in the workplace;
 - compliance with policies for social integration.
- Elaborating a checklist on diversity to be used in the organizational context by the WWM to periodically validate its diversity strategy.

EVIDENCE

- Answering exam question no. 1 correctly (unit 2)
- Carry out a checklist on diversity that can be used in the organizational context for participants to periodically validate their diversity strategy. In addition, briefly define a strategy appropriate to the context of the organisation (Portfolio Task Module 2).

WWM PROFESSIONAL PROFILE

COMPETENCY	PROFESSIONAL PROFILE RELEVANCE			WEIGHT
C7 – STRESS MANAGEMENT & WORK HAPPINESS	CORE			20%
LEARNING OUTCOME	KNOWLEDGE	ELEMENTS SKILLS	COMPETENCE	TASKS
LO12 - Summarise the legislation regarding work-related stress, national laws and initiatives.	OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> ▪ Legislation, regulations, and standards regarding workplace health and safety. ▪ Legislation regarding work-related stress and national laws. ▪ Risk prevention policies and programmes. 	ORGANIZATION & TEAM SKILLS The Learner is able to: <ul style="list-style-type: none"> ▪ Apply health and safety rules at work. ▪ Apply national laws and policies regarding work-related stress at work. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> ▪ Ensures that workplaces comply with health and safety rules at work. ▪ Implements adaptations to the workplace and working methods to better ensure health and safety at work. ▪ Diagnosis work-related stress risks at the workplaces. ▪ Implements measures for risk prevention and promote mental and physical health at work. 	PT1 - Evaluate actual workplace conditions. PT4 - Embed equality, diversity and inclusion best practices.
	PERFORMANCE CRITERIA			
	<ul style="list-style-type: none"> • Applying knowledge on regulations and legislation regarding health and safety and work-related stress. • Diagnosing health and safety risks and work-related stress risks at the workplaces. • Planning measures for risk prevention and promote mental and physical health and safety in the organization. 			
LEARNING OUTCOME	KNOWLEDGE	ELEMENTS SKILLS	COMPETENCE	TASKS
LO13 - Examine current issues, trends, practices, and processes in HRM taking in consideration potential stressors.	OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> ▪ Industrial psychology and sociology of organisations. ▪ What is occupational health, work-related stress (eustress and distress), work happiness and satisfaction. 	ORGANIZATION & TEAM SKILLS The Learner is able to: <ul style="list-style-type: none"> ▪ Manage stress risks at work. ▪ Apply problem-solving strategies. ▪ Apply conflict resolution techniques. ▪ Manage time effectively. ▪ Use creative thinking. ▪ Apply emotional leadership. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> ▪ Evaluates risks to the health and safety of employees. ▪ Implements measures to mitigate risks to the health and safety of employees. ▪ Ensures that the organization remains compliant with workplace health and safety legislation and regulations. ▪ Conducts periodic audits of organizational activities to ensure continued adherence to health and safety standards. ▪ Recognizes, understands and deals with work-stress adopting techniques to manage it. 	PT1 - Evaluate actual workplace conditions. PT4 - Embed equality, diversity and inclusion best practices.
	PERFORMANCE CRITERIA			
	<ul style="list-style-type: none"> • Applying knowledge on regulations and legislation regarding health and safety and work-related stress. • Diagnosing health and safety risks and work-related stress risks at the workplaces. • Planning measures for risk prevention and promote mental and physical health and safety in the organization. 			

- Recognizing well-being at work as an important subject of I-O Psychology
- Recognizing potential work stressors.
- Recognizing human resource process management practices that promote well-being at work.
- Planning measures at organizational level to ensure health and safety at work.
- Planning measures at organizational level to prevent work stress.
- Planning measures at organizational level to promote work well-being.

LEARNING OUTCOME	ELEMENTS		
	KNOWLEDGE	SKILLS	COMPETENCE
LO14 - Promote the importance of providing good working conditions for the whole team and how poor mental health can negatively impact a business.	OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANIZATION AREAS The Learner knows and understands: <ul style="list-style-type: none"> ▪ The importance of well-being at work and the negative effects of a lack of well-being at work. ▪ How to create and maintain a psychologically healthy work environment through: <ul style="list-style-type: none"> - Quality cooperation; - Communication channels; - Effective decision-making; - Educating staff; - Authentic leadership; - Fast reaction time. 	ORGANIZATION & TEAM SKILLS The Learner is able to: <ul style="list-style-type: none"> ▪ Develop teamwork skills within teams and departments. ▪ Ensure good communication channels between teams and departments. ▪ Train leaders for authentic leadership. ▪ Train leaders for effective decision-making processes. ▪ Provide training programmes for staff to develop teamwork skills and assertiveness. ▪ Demonstrate empathy and trust. ▪ Provide corrective feedback. 	PROFESSIONAL COMPETENCES The Learner: <ul style="list-style-type: none"> ▪ Ensures good work conditions for the whole team within the organization to promote work well-being; ▪ Provides knowledge and awareness within the organization on the importance of work well-being, both for workers point of view and for business point of view. ▪ Implements programmes and strategies within the organization to develop: <ul style="list-style-type: none"> - quality cooperation; - good communication channels; - effective decision-making; - authentic leadership; - fast reaction time. ▪ Acts and behaves as a role model, by inspiring other leaders: <ul style="list-style-type: none"> - being cooperative - communicating assertively - taking decisions effectively - being an authentic leader - having a fast reaction time.
	PERFORMANCE CRITERIA		
	<ul style="list-style-type: none"> ▪ Recognizing the negative effects of a lack of well-being at work. ▪ Planning measures for providing good working conditions for the whole team within the organization. ▪ Planning strategies to create and maintain a psychological healthy work environment. 		
LEARNING OUTCOME	KNOWLEDGE	SKILLS	COMPETENCE

PT2 - Create an environment that is welcoming and stimulating.

PT8 - Work with other business leaders to improve overall health.

<p>LO15 - Development, implementation, and evaluation of work well-being policies and practices within the organization.</p>	<p>OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANIZATION AREAS</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> • Corporate Social Responsibility (CSR). • How to implement PRM (Positive Relational Management) and PPI (Positive Psychology Interventions). 	<p>ORGANIZATION & TEAM SKILLS</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> • Implement positive psychological approaches within the organization: <ul style="list-style-type: none"> - developing skills such as: resilience, hardiness, empathy, assertiveness, emotional intelligence. - applying well-being practices, such as mindfulness. • Communicate in an assertive manner. • Encourage to cooperation between teams and workers within the organization. • Demonstrate a proactive attitude. • Encourage teamwork and team-building attitude. 	<p>PROFESSIONAL COMPETENCES</p> <p>The Learner:</p> <ul style="list-style-type: none"> • Implements a positive relational management within the organization. • Implements positive psychology interventions within the organization. 	<p>PT2 - Create an environment that is welcoming and stimulating.</p> <p>PT8 - Work with other business leaders to improve overall health.</p>
	<p>PERFORMANCE CRITERIA</p>			
	<ul style="list-style-type: none"> ▪ Recognizing the goal of psychosocial risk assessments. ▪ Identifying priorities areas for intervention within the organization. ▪ Screening the working conditions, including psychosocial risks and protective factors. ▪ Screening focus areas for intervention in the organizational context through Positive Relational management and Positive Psychology Interventions. 			
<p>LEARNING OUTCOME</p>	<p>KNOWLEDGE</p>	<p>ELEMENTS SKILLS</p>	<p>COMPETENCE</p>	

<p>LO16 - Conduct research, produce reports, and recommend changes in human resources practices in order to promote work well-being.</p>	<p>OCCUPATIONAL HEALTH PSYCHOLOGY & ORGANIZATION AREAS</p> <p>The Learner knows and understands:</p> <ul style="list-style-type: none"> How to use and transfer knowledge about physical and mental relaxation techniques like yoga, meditation, mindfulness. 	<p>ORGANIZATION & TEAM SKILLS</p> <p>The Learner is able to:</p> <ul style="list-style-type: none"> Conduct a general assessment of the organizational conditions, using ILO checkpoints. Produce reports and recommend changes in human resources practices, in order to promote work well-being. Manage human resources processes towards work well-being. 	<p>PROFESSIONAL COMPETENCES</p> <p>The Learner:</p> <ul style="list-style-type: none"> Plans and implements measures for preventing adverse side effects of stress in the workplace (primary, secondary and tertiary measures). Promoves culture change: creating and influencing employee engagement. Evaluates opportunities for implementing the “<i>smart-working</i>” methodology; Identifies and implements the best solutions, monitor the results. 	<p>PT2 - Create an environment that is welcoming and stimulating.</p> <p>PT8 - Work with other business leaders to improve overall health.</p>
PERFORMANCE CRITERIA				
<ul style="list-style-type: none"> Conducting a general assessment of the organizational conditions and human resources processes, using ILO checkpoints; Identifying organizational areas for improvement, based in the results of the assessment conducted. 				
EVIDENCE				
<ul style="list-style-type: none"> Answering exam question no. 3 correctly (unit 2) – national legislations Answering exam question no. 1 correctly (unit 1) Answering exam question no. 2 correctly (unit 1) Answering exam question no. 3 correctly (unit 1) Answering exam question no. 4 correctly (unit 1) Answering exam question no. 5 correctly (unit 1) Answering exam question no. 6 correctly (unit 1) Answering exam question no. 7 correctly (unit 1) Answering exam question no. 7 correctly (unit 3) General assessment of the organizational conditions and human resources processes, and identification of improvement areas towards work well-being (Portefolio Task for Unit 1) Organizational Health and Safety Plan (within the Case Study) Organizational Well-being Plan (within the Case Study) 				