



VNIVERSITAT
DE VALÈNCIA

WP2. The integrated framework of GEMMA project:

**Increasing well-being in researchers through
digital, life and entrepreneurial competences.**

Marta Miragall (UEVG)



GEMMA



Erasmus+

WP2: Objective



VNIVERSITAT
DE VALÈNCIA

To develop an integrated model for well-being for researchers, including three main competences:



**Entrepreneurial
skills
Digital Skills
Life Skills**



FINAL AIM:

To propose a higher education institution (HEI) program aiming at strengthening well-being (e.g., balance work/personal life, creativity and ability to catch the opportunities in the society)



GEMMA



Erasmus+

WP2: Objective



VNIVERSITAT
DE VALÈNCIA

- 1. To map the crucial skills in the workplace,**
- 2. To co-create an integrative model of well-being at work with real users**
- 3. To create an integrative model of well-being for researchers.**



Main results: Development of a framework and a training model



Validated in different countries



With real-users inputs



Using co-design approach through focus groups

WP2: What does the model should include?



VNIVERSITAT
DE VALÈNCIA

The final model will define the training approach, by specifying the following:

1. The specific objectives of the GEMMA training approach.
2. The skills to be taught.
3. The needs of the researchers about the balance between work and personal life.
4. The pedagogical approaches and strategies to be employed.
5. The embedding of the serious game inside the training program.



GEMMA



Erasmus+

WP2: What does the model should include?



VNIVERSITAT
DE VALÈNCIA

The final model will define the training approach, by specifying the following:

- ✓ 1. The specific objectives of the GEMMA training approach.
- 2. The skills to be taught.
- ✓ 3. The needs of the researchers about the balance between work and personal life.
- 4. The pedagogical approaches and strategies to be employed.
- 5. The embedding of the serious game inside the training program.



GEMMA

This should be discussed in Poznan 😊



Erasmus+

Activities in WP2



VNIVERSITAT
E VALÈNCIA

PRACTICAL DESIGN OF THE INTEGRATED FRAMEWORK (LED BY UVEG)

A2.1. Definition of the Conceptual model ☐ ALL (but led by UVEG)

- Literature review on well-being model in the workplace ☐ UVEG



- Draft of the index of the conceptual model



- Literature review on Digital (UTU and AMU), Entrepreneurial (SGF and IASIS), and Life Skills (UVEG and UNIBA) // MOOC & Serious Games (UVEG and UNIBA)



A2.2.-A2.6. Focus group in all the countries



Erasmus+



GEMMA

Title: THE INTEGRATED FRAMEWORK OF GEMMA PROJECT: INCREASING WELL-BEING IN RESEARCHERS THROUGH DIGITAL, LIFE AND ENTREPRENEURIAL COMPETENCES



VNIVERSITAT
E VALÈNCIA

1. Definition of well-being (UVEG)
2. Well-being at the workplace (UVEG)
3. Well-being at the workplace's models (UVEG)
4. The competences in the well-being improvement

DIGITAL SKILLS

- | | | | |
|----|--|-----|-----|
| 1. | Definition | --> | AMU |
| 2. | Changes caused by COVID-19 | --> | UTU |
| 3. | Problems related to the lack of digital skills | --> | UTU |
| 4. | Relation between the competences and well-being; | --> | AMU |

LIFE SKILLS

- | | | | |
|----|--|-----|-------|
| 1. | Definition | --> | UVEG |
| 2. | Changes caused by COVID-19 | --> | UNIBA |
| 3. | Problems related to the lack of digital skills | --> | UNIBA |
| 4. | Relation between the competences and well-being; | --> | UVEG |

ENTREPRENEURSHIP

- | | | | |
|----|--|-----|-------|
| 1. | Definition | --> | IASIS |
| 2. | Changes caused by COVID-19 | --> | SFG |
| 3. | Problems related to the lack of digital skills | --> | SFG |
| 4. | Relation between the competences and well-being; | --> | IASIS |

5 . The needs of the researchers at the workplace (ALL: Results of the Focus Group) Italy and Finland?

6 . Intervention programs of well-being at the work-place (Evidence on MOOCs and serious games) (UNIBA & UVEG)

7. GEMMA's integrated framework



GEMMA



Erasmus+

Index

1. Introduction: The importance of considering well-being in the workplace	1
2. Definition and models of well-being	2
2.1. Using the Positive psychology framework for understanding well-being	2
2.2. Main frameworks on well-being	3
2.2.1. <i>Diener's model (1984)</i>	3
2.2.2. <i>Ryff's model (1989)</i>	3
2.2.3. <i>Keyes's model (2005)</i>	4
2.2.4. <i>Authentic Happiness theory (Seligman, 2022) & PERMA's model (Seligman, 2011)</i>	5
2.2.5. <i>The conceptual model of Huppert and So (2013)</i>	6
3. Well-being at workplace	7
3.1. Importance of well-being in the workplace	7
3.2. Main models of well-being at work	9
3.2.1. <i>Overall Well-being at Work Model (Fisher, 2014)</i>	9
3.2.2. <i>The Job Demand-Control Model (JDC) (Karasek, 1979) and the Demand-Control-Support Model (JDSCS) (Karasek & Theorell, 1990)</i>	13
3.2.3. <i>The Job Demand-Resources Model (JDR) (Demerouti et al., 2001)</i>	14
3.2.4. <i>Conservation of Resources (COR) Theory (Hobfoll, 1989; 2002)</i>	15
3.2.5. <i>The social embedded model of thriving (SEMT) (Spreitzer et al., 2005)</i>	16
3.2.6. <i>Leader Member Exchange Theory (LMX) (Graen & Dansereau, 1970)</i>	18
3.2.7. <i>Healthy and Resilient Organization Model (HERO) (Salanova et al., 2012)</i> ..	19
3.2.8. <i>A review on health and well-being at work (Sonnentag et al., 2023)</i>	21





4. The effect of digital, soft-skills and entrepreneurship competences in the well-being	23
4.1. The effect of digital competences on well-being	23
4.1.1. <i>Digital competences framework</i>	23
4.1.2. <i>Digital competences and well-being</i>	26
4.1.3. <i>The effect of COVID-19 in promoting digital competences</i>	28
4.2. The effect of life competences on well-being	30
4.2.1. <i>The life competences framework</i>	30
4.2.2. <i>Life competences and well-being</i>	33
4.3. The effect of entrepreneurship competences on well-being	34
4.3.1. <i>The entrepreneurship competences framework</i>	34
4.3.2. <i>The relation between entrepreneurship competences and well-being</i>	36
5. Intervention programs of well-being at the workplace	37



6. The needs of the researchers at the workplace: Results of the focus group	41
6.1. Focus group members.	41
6.2. Current well-being situation of researchers at work	41
6.2.1. Could you provide a brief description of your role and tasks in your current position?	41
6.2.2. How would you personally define well-being and well-being at work?	43
6.2.3. Are you satisfied and happy with your work?	44
6.2.4. In your opinion, do you feel that you have achieved a balance between your personal life and work? If so, why do you think this is the case?	44
6.2.5. Does your work significantly impact your overall well-being? If yes, in what ways? Could you provide an example?	45
6.2.6. What aspects of your work contribute to boosting your overall well-being?	46
6.2.7. What aspects of your work undermine your well-being?	47
6.3. Changes associated with COVID-19 in terms of well-being and new competences.	48
6.3.1. Was your well-being at work affected by COVID-19? In what sense? Are these effects still preserve?	48
6.3.2. During the COVID-19 period, did you have the need to develop new skills? To what extent were you able to fulfill this need?	49
6.3.3. Currently – after the pandemic situation – do you think that you still have to develop new skills for developing your work properly (e.g., online lectures, PhD online defenses, etc.)	50
6.4. Needs in competences identified by the researchers to protect well-being at work.....	50
6.4.1. What life competences do you need in your work?	50
6.4.2. What entrepreneur competences do you need in your work?	51
6.4.3. What digital competences do you need in your work?	52
6.5. What should a game for young academics contain to help him/her increase the sense of job satisfaction and well-being?	55
7. Conclusion: GEMMA's integrated framework: results of the needs of the researchers at the workplace.....	57
7.1. The specific objectives of the GEMMA training approach.	57
7.2. The needs of the researchers about the balance between work and personal life.	58
7.3. The skills to be taught.	58
7.4. Pedagogical approaches and strategies to be employed.	61

The main
output of WP2

What is well-being?



VNIVERSITAT
DE VALÈNCIA

The initial conceptions of well-being:

SUBJECTIVE (or hedonic) WELL-BEING

Positive affect
Negative affect
Life satisfaction



GEMMA

(Diener, 1984)

PSYCHOLOGICAL (or eudaimonic) WELL-BEING

Self-acceptance
Positive relations with others
Autonomy
Environmental mastery
Purpose in life
Personal growth



(Ryff, 1989)



Erasmus+

What is well-being?

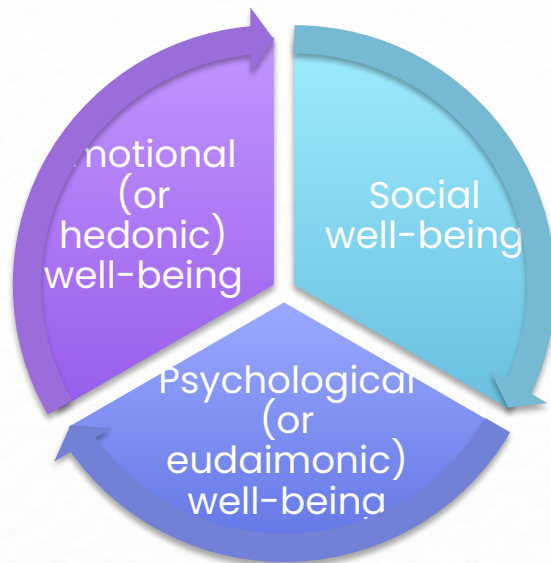


VNIVERSITAT
ID VALÈNCIA



The initial conceptions of well-being

Experience of positive
feelings about
oneself and life



Being connected to
others and valued by
the community



(Keyes, 2005)



Functioning well (referred to the six domains of Ryff)



The importance of considering well-being in the workplace

- When employees experience **high levels of well-being**, they are generally more **engaged, perform better, and take fewer unplanned sick leaves** (Hanebuth et al., 2006; Krekel et al., 2019).
- The **well-being of researchers** in academia is often neglected □ BUT academic research is full of challenges (e.g., pressures to **publish or perish, obtaining funding, or constant job insecurity while balancing teaching and research activities** (Nichols et al., 2022)).
- Academic researchers face **more mental health challenges** than other populations of similar age or education (Barry et al., 2018; Levecque et al., 2017). Particularly, predoctoral students and postdoctoral researchers seem to be more susceptible to common mental health issues than the general population (Friedrich et al., 2023; Moss et al., 2022).



Main models of well-being

In the last 25 years, several theories aimed at improving the knowledge on well-being have been developed, emphasizing different aspects (Sonnentag et al., 2023):

- (a) several types of job stressors
- (b) the importance of job resources and
- (c) the fluctuation and dynamic processes underlying well-being

BUT also...the importance of analyzing **individual** and **organizational** processes (Bakker, 2015).

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
ID VALÈNCIA

Indicators of Well-being at Work Model (Fisher, 2014)

Subjective well-being (positive attitudinal assessment of work as well as the experience of positive and negative affect)

- **Job satisfaction** (cognitive judgement of their workplace experience)
- **Organizational commitment** (degree to which employees resonate with the organization's goals and values)
- **Affect**
- **Vigor** (feelings of physical strength, emotional energy, and cognitive liveliness)

Eudaimonic well-being (the sense of purpose and connection in the workplace)

- **Job involvement** (individual's identification with work)
- **Work engagement** (favorable and fulfilling mindset at work)
- **Thriving at work** (sensation of growth in one's and self-actualization)
- **Flow** (fully absorbed in a challenging task)
- **Intrinsic motivation** (feeling of pleasure, interest, and enjoyment experienced during work)
- **Meaning in work** (feeling fulfilled)
- **Calling at work** (perceiving the inherent meaning in one's job)

Social well-being (fostering of quality relationships in the workplace, creating a safe and positive work environment)

- Satisfying relationships at work
- Social support
- Feeling of belonging
- Positive and helpful social gatherings

A combination of the three dimensions should be considered as the "outcome variable"

(i.e., **What do we want to achieve with GEMMA?**)



GEMMA



Erasmus+

1. The specific objectives of the GEMMA training approach



UNIVERSITAT
DE VALÈNCIA

Self-reports of well-being at work

• The Daniels five-factor measure of affective well-being (D-FAW) (Russell & Daniels, 2018).

The standalone short-form 10-item Daniels five-factor measure of affective well-being (D-FAW).

In the section below, please indicate how you feel *right now, that is, at the present moment**. Please circle the most appropriate number on the six-point scale, where 1 = not at all to 6 = very much.

Happy	1	2	3	4	5	6
At ease	1	2	3	4	5	6
Anxious	1	2	3	4	5	6
Annoyed	1	2	3	4	5	6
Motivated	1	2	3	4	5	6
Calm	1	2	3	4	5	6
Tired	1	2	3	4	5	6
Bored	1	2	3	4	5	6
Gloomy	1	2	3	4	5	6
Active	1	2	3	4	5	6

*This focal instruction can be amended according to timeframe and context.

The Psychological well-being at work (PWBW) (Daenais-Desmerais & Savoie, 2011).

0	1	2	3	4	5
Disagree	Slightly agree		Moderately agree		Completely agree
#	#	Item			
IPWBW25	IPWBW80				
1	72	I value the people I work with. (OFV: J'apprécie les gens avec qui je travaille.)			
2	66	I find my job exciting. (OFV: Je trouve mon travail excitant.)			
3	18	I know I am capable of doing my job. (OFV: Je sais que je suis capable de faire mon travail.)			
4	79	I feel that my work is recognized. (OFV: Je sens que mon travail est reconnu.)			
5	41	I want to take initiative in my work. (OFV: J'ai envie de prendre des initiatives dans mon travail.)			
6	58	I enjoy working with the people at my job. (OFV: Je trouve agréable de travailler avec les gens de mon travail.)			
7	40	I like my job. (OFV: J'aime mon travail.)			
8	2	I feel confident at work. (OFV: J'ai confiance en moi au travail.)			
9	35	I feel that my work efforts are appreciated. (OFV: Je sens que mes efforts sont appréciés.)			
10	32	I care about the good functioning of my work. (OFV: Je me soucie du bon fonctionnement de mon travail.)			
11	55	I get along well with the people I work with. (OFV: Je m'entends bien avec les gens avec qui je travaille.)			
12	60	I am proud of the job I have. (OFV: Je suis fier de l'emploi que j'ai.)			
13	80	I feel effective and competent in my work. (OFV: Je me sens efficace et compétent dans mon travail.)			

Correction Key

Interpersonal Fit at Work: Items 1, 6, 11, 16, 21

Thriving at Work: Items 2, 7, 12, 17, 22

Feeling of Competency at Work: Items 3, 8, 13, 18, 23

Perceived Recognition at Work: Items 4, 9, 14, 19, 24

Desire for Involvement at Work: Items 5, 10, 15, 20, 25



GEMMA

Erasmus+

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
E VALENCIA

Self-reports of well-being at work

The Work Well-being Questionnaire (Parker et al., 2011)

Item	Factor 1	Factor 2	Factor 3	Factor 4
Is your work fulfilling?	0.83			
Do your daily work activities give you a sense of direction and meaning?	0.82			
Does your work bring a sense of satisfaction?	0.82			
Does your work increase your sense of self-worth?	0.78			
Does your job allow you to recraft your job to suit your strengths?	0.64			
Does your work make you feel that, as a person, you are flourishing?	0.62			
Do you feel capable and effective in your work on a day-to-day basis?	0.57			
Does your work offer challenges to advance your skills?	0.56			
Do you feel you have some level of independence at work?	0.56			
Do you feel personally connected to your organization's values?	0.52			
In general terms, do you trust the senior people in your organization?		0.79		
Do you believe in the principles by which your organization operates?		0.75		
Do you feel content with the way your organization treats its employees?		0.75		
Do you feel that your organization respects the staff?		0.70		
How satisfied are you with your organization's value system?		0.66		
Compared with your organization's "ideal values," to what degree are actual work values positive?		0.61		
Do people at your work believe in the worth of the organization?		0.56		
At a difficult time, would your boss be willing to lend an ear?				
Is your boss caring?				
Do you feel that your boss is empathic and understanding about your work concerns?				0.77
Does your boss treat you as you would like to be treated?				0.74
Does your boss shoulder some of your worries about work?				0.73
Do you feel your transactions with your boss are, in general, positive?				0.71
Do you believe that your employer cares about his or her staff's well-being?				0.48
Does your work eat into your private life?				
Do you feel stressed in organizing your work time to meet demands?				0.77
Do you feel excessively pressured at work to meet targets?				0.76
After work, do you find it hard to wind down?				0.75
Do you find yourself thinking negatively about work outside of work hours?				0.60
Do you feel that you can separate yourself easily from your work when you leave for the day?				-0.55
Does your work impact negatively on your self-esteem?				0.54

Organizational
Respect for the
Employee

Employer
Care

Intrusion of
Work into
Private Life

Employee well-being in
organizations questionnaire (EWB)
(Zheng et al., 2015).

LWB (生活幸福感)

- Q1. I feel satisfied with my life.
- Q2. I am close to my dream in most aspects of my life.
- Q3. Most of the time, I do feel real happiness.
- Q4. I am in a good life situation.
- Q5. My life is very fun.
- Q6. I would hardly change my current way of life in the afterlife.

WWB (工作幸福感)

- Q7. I am satisfied with my work responsibilities.
- Q8. In general, I feel fairly satisfied with my present job.
- Q9. I find real enjoyment in my work.
- Q10. I can always find ways to enrich my work.
- Q11. Work is a meaningful experience for me.
- Q12. I feel basically satisfied with my work achievements in my current job.

Workplace
well-being

PWB (心理幸福感)

- Q13. I feel I have grown as a person.
- Q14. I handle daily affairs well.
- Q15. I generally feel good about myself, and I'm confident.

Q16. People think I am willing to give and to share my time with others.

- Q17. I am good at making flexible timetables for my work.
- Q18. I love having deep conversations with family and friends so that we can better understand each other.



GEMMA



Erasmus+

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
ID VALÈNCIA

What do we want to change in researchers to increase wellbeing?
(Sonnentag et al. (2023))

We need to identify the mechanisms or predictors of
well-being

Workplace
factors

Individual
factors



GEMMA

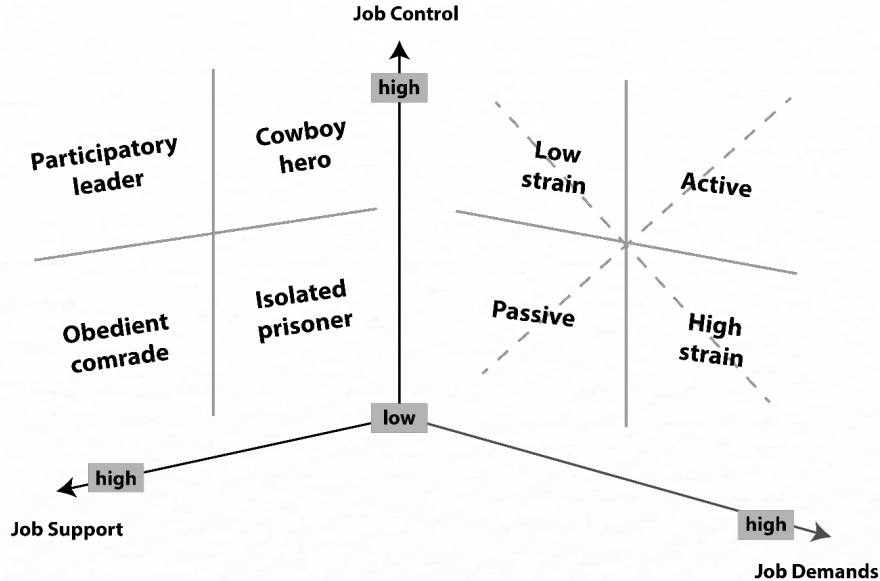


Erasmus+

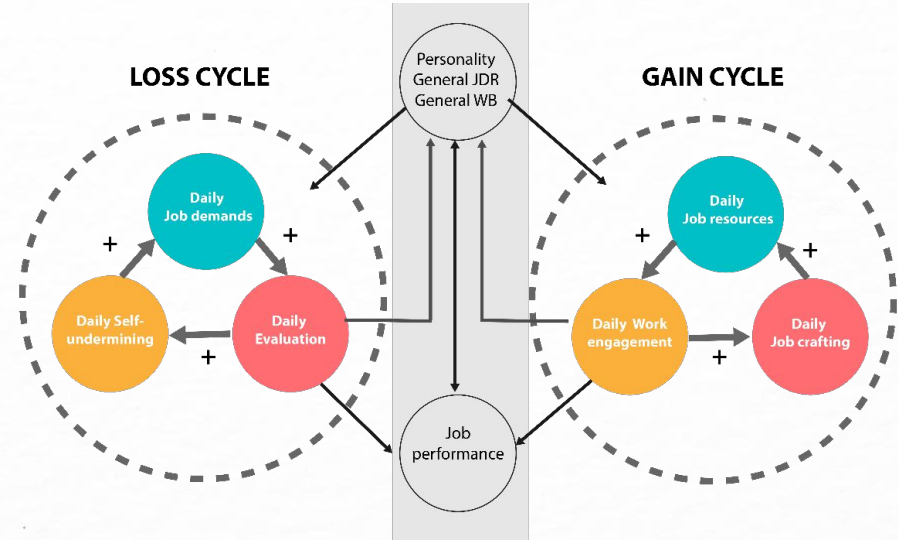
Main models of well-being in the workplace



VNIVERSITAT
DE VALÈNCIA



The three-dimensional Job Demand-Control-Support (JDCS) model (adapted from Karasek & Theorell, 1990).

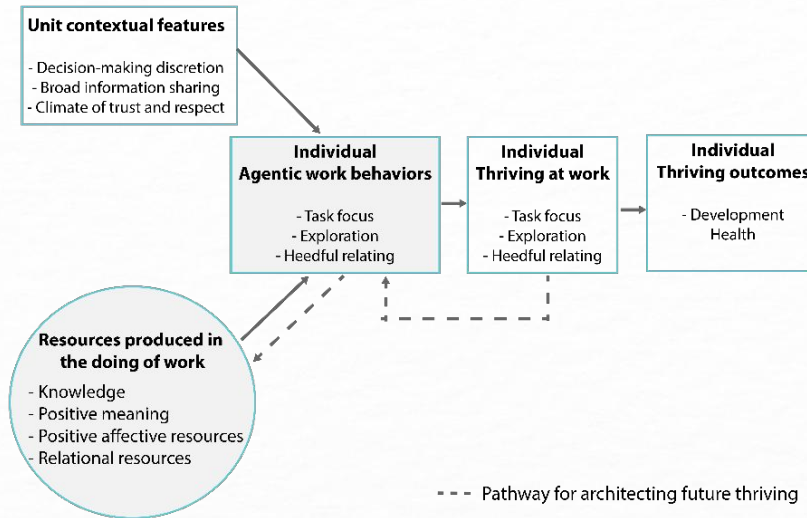


The Job Demand-Resources Model (JDR) (Demerouti et al., 2001)

Conservation of Resources (COR) Theory (Hobfoll, 1989; 2002)

Main models of well-being in the workplace

The social embedded model of thriving (SEMT) (Spreitzer et al., 2005)



Thriving: the psychological state in which individuals experience both a sense of vitality and a sense of learning work (Spreitzer et al., 2005, p. 545).



Emphasizes the role of:

- **social relationships**
- **workplace environment**
- **active behaviours of the individual**

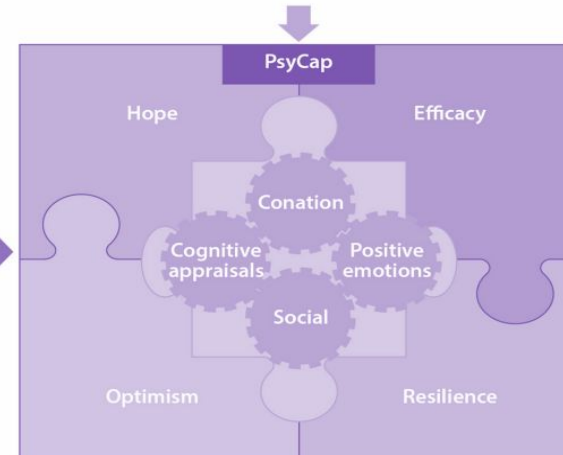
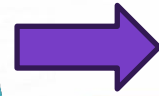
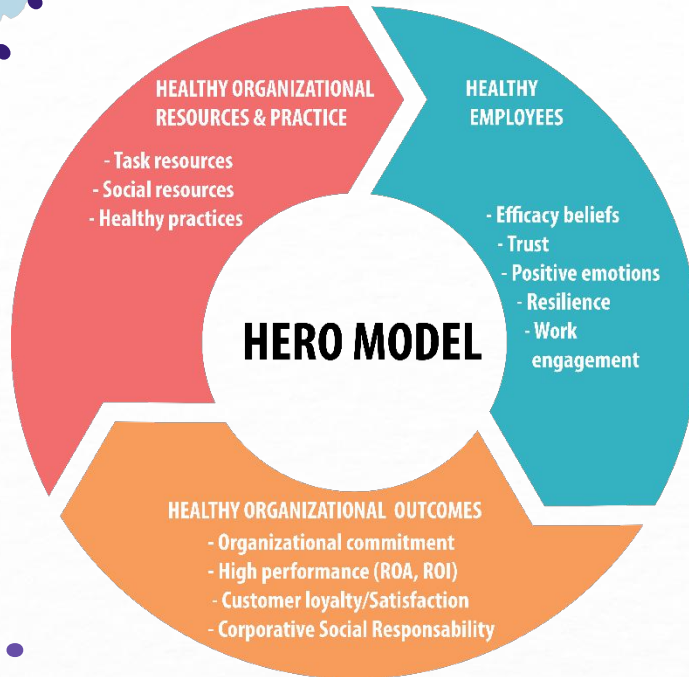
in promoting well-being and positive outcomes

Main models of well-being in the workplace



VNIVERSITAT
DE VALÈNCIA

Healthy and Resilient Organization Model (HERO) (Salanova et al., 2012)



The focus of HERO organization is not fostering optimal functioning of the organization but also focuses on improving employees' and teams' processes

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
ID VALÈNCIA

What do we want to change in researchers to increase wellbeing? (Sonnentag et al., 2023)

Received: 13 May 2022

Revised: 4 November 2022

Accepted: 22 December 2022

DOI: 10.1111/peps.12572

ORIGINAL ARTICLE

**PERSONNEL
PSYCHOLOGY** WILEY

A review on health and well-being at work: More than stressors and strains

Sabine Sonnentag¹

| Louis Tay²

| Hadar Nesher Shoshan³



GEMMA



Erasmus+

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
ID VALÈNCIA

What do we want to change in researchers to increase wellbeing? (Sonnentag et al., 2023)

WORKPLACE FACTORS	INDIVIDUAL FACTORS
<ol style="list-style-type: none">1. individual factors (e.g., job resources in terms of autonomy, learning opportunities and task variety);2. interpersonal factors (e.g., emotional and instrumental social support, working in a team);3. leadership factors (e.g., modelling health and well-being in the employees)	<ol style="list-style-type: none">1. a proactive behavior to influence their own work context;2. a prosocial behavior with others at work;3. an adequate emotion regulation at work;4. being able to perform recovery activities at work and outside the work, and5. setting boundaries between work and private life



GEMMA



Erasmus+

1. The specific objectives of the GEMMA training approach



VNIVERSITAT
DE VALÈNCIA

Overview of GEMMA framework

Strategies to change the predictors

- Life competences
- Entrepreneur competences
- Digital competences



European Commission

Predictors of the outcomes

Workplace and organizational factors

- Individual workplace factors
- Interpersonal and team factors
- Leadership factors

Behavioral factors

- Proactive behavior
- Prosocial behavior
- Emotional labor
- Recovery activities and physical exercise
- Boundary management

Hedonic
Eudaimonic
Social

Health and Wellbeing

- Hedonic wellbeing
- Eudaimonic wellbeing
- Physical health

Outcomes of GEMMA project

Outcomes

- Perceived job characteristics
- Performance and productivity
- Creativity
- Financial outcome

(Fisher, 2014)

(Sonnentag et al., 2023)

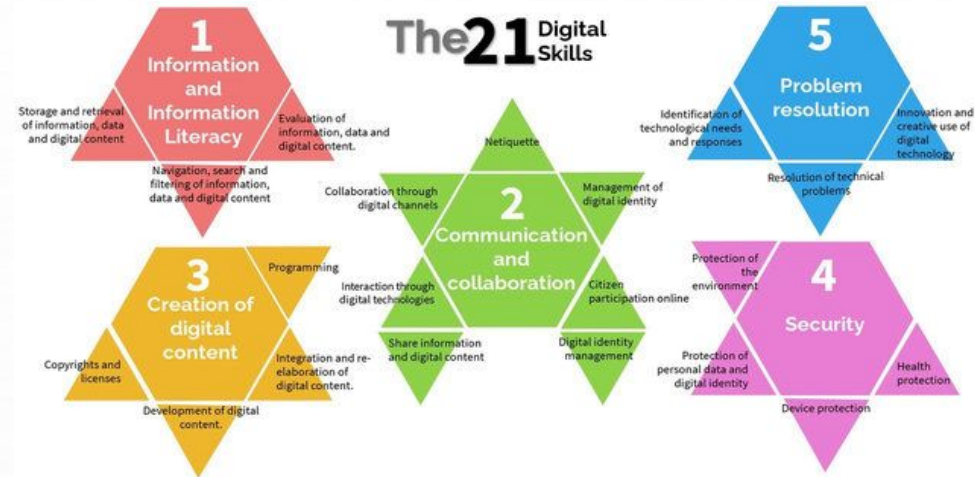
1. The specific objectives of the GEMMA training approach



VNIVERSITAT
E VALÈNCIA

Digital competences

- Combination of **knowledge, skills** and **attitudes**, that include a confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society (Council Recommendation on Key Competences for Life-long Learning, 2018)
- 5 key components** □ involve **21 competences**



1. The specific objectives of the GEMMA training approach



VNIVERSITAT
E VALÈNCIA

Life skills

• **Life skills** are personal attributes that enable individuals **to effectively communicate, collaborate, and adapt in various settings.**

• Life skills are closely linked to an individual's wellbeing as they contribute to **positive interpersonal relationships, effective communication, healthy work environment, manage stress, build resilience, and maintain a positive work-life balance.**

• Research has shown that employees with strong soft skills are more likely to experience job satisfaction, engagement, and overall well being (Mayer, et al., 2008; Grant et al., 2010).



GEMMA



Erasmus+

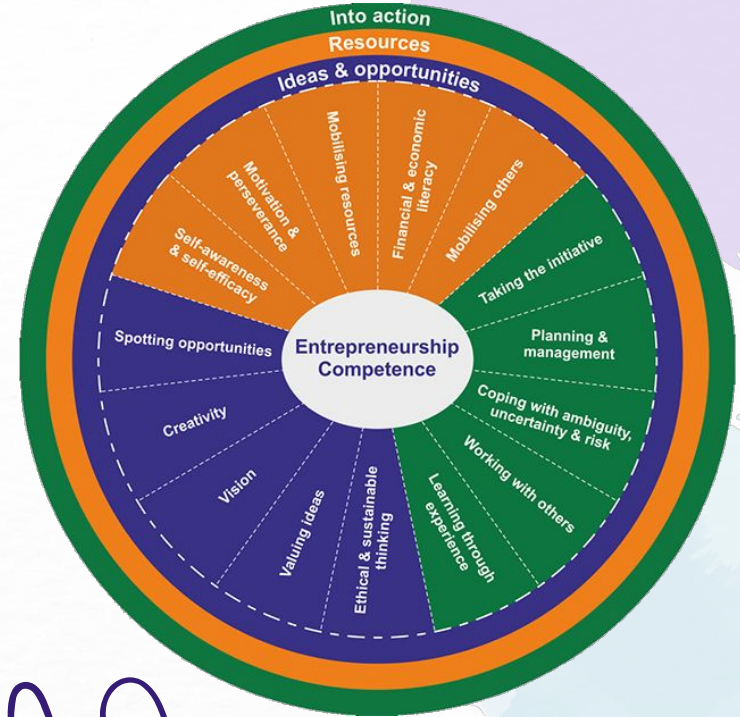
1. The specific objectives of the GEMMA training approach



VNIVERSITAT
E VALÈNCIA

Entrepreneurship skills

Entrepreneurship competences are skills and attitudes that people need to be entrepreneurial and create value for others. Refers to the capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social.



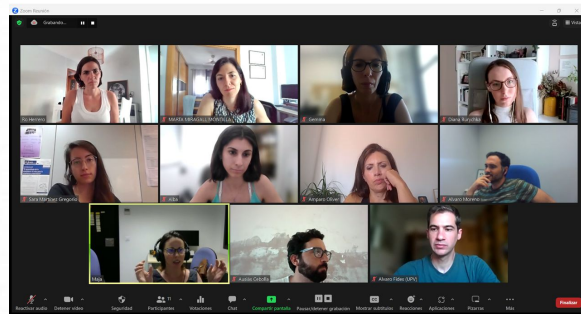
Which specific skills do we choose to promote *well-being in researchers*?



VNIVERSITAT
DE VALÈNCIA

***Results of the needs of the researchers
from Spain, Poland and Greece (N = 26)***

Focus
group
input



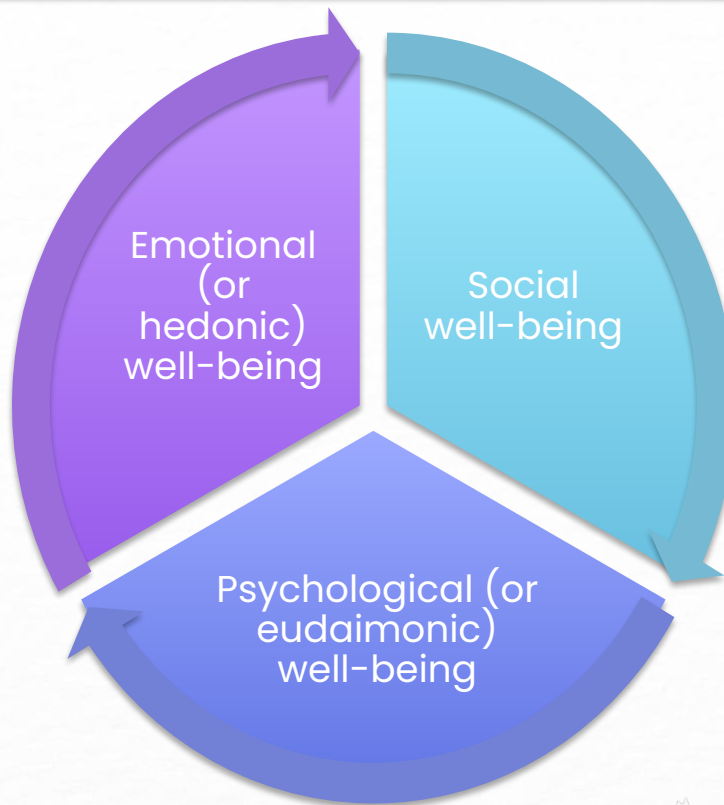
2. The needs of the researchers about the balance between work and personal life.



VNIVERSITAT
DE VALÈNCIA

"feeling satisfied"
"happiness"

**What the defined the
"outcome variable" of
well-being?**



"good
atmosphere" and
"feeling
appreciated"

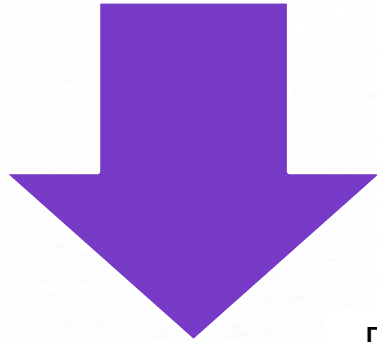
"task aligned with
the own values"
"progress and
growth"

Fisher (2014)

2. The needs of the researchers about the balance between work and personal life.



VNIVERSITAT
DE VALÈNCIA

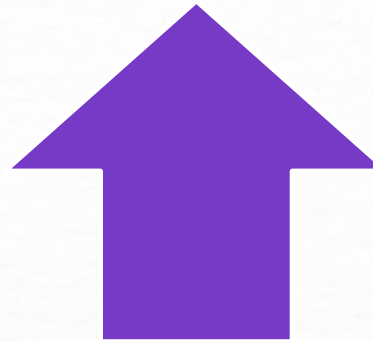


Personal

Difficulties in a
balance



Profession
al



Causes:

- lack of boundaries at home
- unexpected tasks
- mental overload
- career instability

2. The needs of the researchers about the balance between work and personal life.



VNIVERSITAT
DE VALÈNCIA

Protective variables of well-being

Feeling part of the group, building new relationships	TEAMWORK FACTORS	Bad atmosphere, mobbing
Task aligned with the own values, academic freedom, variety on the tasks, new learning, lack of resources to access to equipment, materials and collaborators	INDIVIDUAL FACTORS OF THE WORKPLACE	Excessive administrative demands, "multitasking", not being able to focus on research
Clear rules	LEADERSHIP FACTOR	Excessive expectations of employers
Intrinsic motivation, developing new skills	PROACTIVE BEHAVIOR	-
Setting boundaries between work and life	BOUNDARIES BETWEEN WORK AND LIFE	Difficulties setting boundaries, family obligations
Capacity of flexibility and tolerate uncertainty	EMOTIONAL REGULATION	The frustration about the fact that an "end product" is not immediate

Risk variables of well-being

2. The needs of the researchers about the balance between work and personal life.



VNIVERSITAT
DE VALÈNCIA

When discussing the *competences* that are useful for work, researchers highlighted the following:

a) **LIFE COMPETENCES:**

- Personal area: Self-regulation (e.g., self-confidence), Flexibility, Pursuit of well-being through adoption of a sustainable lifestyle.
- Social area: Collaboration, Empathy, and Communication (e.g., assertiveness)
- Learning to learn: Growth mindset, and Critical thinking

a) **ENTREPRENEUR COMPETENCES:**

- Ideas and opportunities (e.g., spotting opportunities, creativity, vision)
- Resource acquisition (e.g., self-awareness and self-efficacy, motivation, and perseverance with established goals), mobilizing resources and mobilizing others.
- Immediate action (e.g., taking initiative, planning and management, coping with uncertainty).

a) **DIGITAL SKILLS:**

- Information and data literacy (e.g., Information retrieval, Information gathering, and Information storing, Information processing)
- Communication and collaboration (e.g., interaction through digital technologies, collaborating through digital technologies)
- Safety (e.g., Personal and research data protection, protecting health and well-being)



GEMMA



Erasmus+

2. The needs of the researchers about the balance between work and personal life.



VNIVERSITAT
DE VALÈNCIA

LEARNING INTERVENTIONS

- ✓ **To learn skills** and acquire **resources** associated with their tasks at work (e.g., interaction with the students, preparing applications for soliciting funds, reading and writing reviews, acquiring digital competencies to efficient and innovative research practices, university resources)
- ✓ **Interpersonal interactions** (e.g., interaction with students, reacting to real-life situations).
- ✓ Participants specifically highlighted the role of **digital** and **life competences**

2. The needs of the researchers about the balance between work and personal life.



Regarding the characteristics of the intervention, researchers expressed the following preferences:

Platform

Asynchronous platform

Advice on the skills to learn

Possibility to pace their progress

Contents

Independent learning

Multimodal contents

Assignments

To facilitate the skill acquisition

Built-in help

Forum of doubts

Universities resources Access

Feedback

Perspective on the progress and achievement

Timeline

Brief learning periods

Deadlines



3. The skills to be taught



VNIVERSITAT
DE VALÈNCIA

Predictor variables of well-being (based on Sonnentag et al., 2023)	Hypothesized competence to change the predictor variable (Note. The * represents that skills that were highlighted by the researcher at the focus group)
Individual factors of the workplace (e.g., job resources in terms of autonomy, learning opportunities and task variety)	<p><i>Life competence:</i></p> <ul style="list-style-type: none">- Growth mindset *- Critical thinking *- Managing learning <p><i>Digital competences:</i></p> <ul style="list-style-type: none">- Information and data literacy*- Digital content creation- Safety*- Identifying digital competence gaps <p><i>Entrepreneurship competences:</i></p> <ul style="list-style-type: none">- Spotting opportunities, creativity, vision, valuing ideas and sustainable thinking *- Self-awareness and self-efficacy, motivation and perseverance *- Taking the initiative and learning through experience *

The * represents that skills that were highlighted by the researcher at the focus group)



GEMMA



Erasmus+

3. The skills to be taught



VNIVERSITAT
DE VALÈNCIA

Interpersonal factors of the workplace (e.g., emotional and instrumental social support, working in a team)	<i>Life competence:</i> <ul style="list-style-type: none">- Empathy *- Communication *- Collaboration * <i>Digital competences:</i> <ul style="list-style-type: none">- Communication and collaboration * <i>Entrepreneurship competences:</i> <ul style="list-style-type: none">- Working with others
Leadership factors of the workplace (e.g., modelling health and well-being in the employees)	<i>Life competence:</i> <ul style="list-style-type: none">- Empathy *- Communication *- Collaboration *- Pursuit of well-being * <i>Digital competences:</i> <ul style="list-style-type: none">- Communication and collaboration * <i>Entrepreneurship competences:</i> <ul style="list-style-type: none">- Spotting opportunities, creativity, vision, valuing ideas and sustainable thinking *- Mobilizing others *- Taking the initiative, planning and management *

The * represents that skills that were highlighted by the researcher at the focus group)



GEMMA



Erasmus+

3. The skills to be taught



VNIVERSITAT
DE VALÈNCIA

Proactive behavior by the employee	<p>Life competence:</p> <ul style="list-style-type: none">- Growth mindset *- Critical thinking *- Managing learning <p>Entrepreneurship competences:</p> <ul style="list-style-type: none">- Spotting opportunities, creativity, vision, valuing ideas and sustainable thinking *- Self-awareness, motivation and perseverance, mobilizing resources, financial and economic literacy, and mobilizing others *- Taking the initiative, planning and management *
Prosocial behavior by the employee	<p>Life competence</p> <ul style="list-style-type: none">- Empathy *- Communication *- Collaboration *
Emotion regulation by the employee	<p>Life competence:</p> <ul style="list-style-type: none">- Self-regulation *
Recovery activities at work and outside the work	<p>Life competence:</p> <ul style="list-style-type: none">- Flexibility *- Pursuit of well-being *
Setting boundaries between work and private life	<p>Life competence:</p> <ul style="list-style-type: none">- Flexibility *- Pursuit of well-being *

The * represents that skills that were highlighted by the researcher at the focus group)



GEMMA



Erasmus+

4. Pedagogical approaches and strategies to be employed

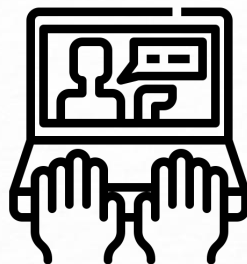


VNIVERSITAT
DE VALÈNCIA

DIGITAL HEALTH WELL-BEING INTERVENTIONS

Massive open online courses (MOOCs)

- Contribute to **fostering specific employees' competencies** (Karnouskos, 2017)
- Adaptable, flexible and scalable (Tu & Sujo-Montes, 2015)



Serious games / Game-based learning

- Computerized games aimed for serious purposes (i.e., education or instruction) rather than just mere entertainment.
- Grounded in active learning methodologies.
- Fosters **individual engagement** and provides **challenges** that motivate the achievement of learning goals (Romero et al., 2014).



GEMMA



Erasmus+

Next steps



VNIVERSITAT
DE VALÈNCIA

- In order to **finish the chapter** □ UVEG will share the document indicating in the comments the specific fragments that should be reviewed by specific partners.
- **Review of the finished chapter** by all the partners.
- Adding the **results of the focus groups** carried out in **Finland** and **Italy**.
- **Approving the theoretical framework** framed by UVEG:
 - **How do we agree on the competences to be developed in the researchers (selection by the consortium, personalisation, ...)?**
 - Not sure about what is expected on these section □ *"5. The embedding of the serious game inside the training program"*.
 - **Selecting the assessment instruments** to measure the outcome variables
- Decide on the **deadline to finish the theoretical framework**



Thanks for your attention

People involved in the WP2 at the UVEG:

- Diana Burychka, Post-doctoral Student
- Rocío Herrero, Assistant Professor
- Lucas Ansín, *Undergraduate Psychology student*
- Carmela Sanchez, *Undergraduate Psychology student*
- Gema Varela, *Undergraduate Psychology student*
- Laura Giménez, *Undergraduate Psychology student*
- Rosa Baños, *Full Professor*

