

# WP2-FIRST STRUCTURE OF THE REPORT

INTEGRATED MODEL FOR WELL-BEING AT WORK



# WP2: Objective

**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) programs aiming at strengthening an informed balance work/personal life, creativity and ability to catch the opportunities in the society**

# WP2: Objective

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**



**Co-design approach through focus groups**

## WP2: What does the model should include?

- The final model will define the training approach, by specifying the following:
  - the specific objectives of the GEMMA training approach.
  - the skills to be taught.
  - the needs of the researchers about the balance between work and personal life.
  - the pedagogical approaches and strategies to be employed.
  - the embedding of the serious game inside the training program.

# Activities in WP2

## PRACTICAL DESIGN OF THE INTEGRATED FRAMEWORK (LED BY UVEG)

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

1.1. Literature review on well-being model in the workplace **UVEG**



1.2. Draft of the index of the conceptual model



1.3. Literature review on Digital (**UTU and AMU and non-academic partners**), Entrepreneurial (**SGF and IASIS**), and Life Skills (**UVEG and UNIBA**)



1.4. Distribution of tasks between partners: **ALL**



## **Title: THE INTEGRATED FRAMEWORK OF GEMMA PROJECT: INCREASING WELL-BEING IN RESEARCHERS THOROUGH DIGITAL, LIKE AN ENTREPRENEUR COMPETENCES**

1. Definition of well-being (**UVEG**) : **15th of May**
2. Well-being at the workplace (**UVEG**) : **15th of May**
3. Well-being at the workplace's models (**UVEG**) : **15th of May**
4. The competences in the well-being improvement
  - 4.1. Digital competences & well-being (**UTU, AMU and non-academic partners**) : **15th of May**
  - 4.2. Life skills & well-being (**UNIBA and UVEG**): **15th of May**
  - 4.3. Entrepreneurship skills & well-being (**SFG and IASIS**) : **15th of May**
- 5 . The needs of the researchers at the workplace (**ALL: Results of the Focus Group**) : **15<sup>th</sup> of June**
- 6 . Intervention programs of well-being at the workplace (Evidence on MOOCs and serious games) (**UNIBA & UVEG**) : **30th of May**
7. GEMMA's integrated framework : **30<sup>th</sup> of the June**

# What is Well-being?

- Well-being is **complex and multifaceted** and can be influenced by a **variety of individual, social, and environmental factors**.
  -
- It is a broader concept that includes different dimensions of subjective, physical health, and social relationships, among others.
- 
- There are hundreds of studies that associate **well-being to positive outcomes** such as, **better health, general functioning, and live longer on average** (Lyubomirsky et al., 2011).



# What is Well-being?

- Well-being refers to an individual's **evaluation of their overall life satisfaction and happiness**, and the rate of positive and negative emotions perceived (Diener, 1984).
- In general, well-being **is more than being happy** (Dodge et al. 2012). It is a construct that encompasses, cognitive, and evaluative components (Diener et al., 2010).
- It is considered a **positive state that allows individuals** to function well in their daily lives and achieve their full potential.



# What is Well-being?

- One of the most widely accepted theories suggests that there are **two complementary approaches to conceptualizing and measuring well-being** (Keyes, et al., 2002; Ryan & Deci, 2001).
- The **hedonic approach** focuses on the **affective feelings** that a person experiences, such as calm or contentment, as well as satisfaction with specific aspects of the person's life. ***Hedonic well-being is based on the pursuit of pleasure and avoidance of pain.***
- The **eudaimonic approach** emphasizes **how satisfied a person is with the overall quality of their life**, as well as their **sense of purpose**. ***Eudaimonic well-being seeks to assess whether a person is living a fulfilling life, emphasizing on personal growth, self-actualization, and fulfillment of one's potential.***

# Conceptual model index (Draft)

## 1. Definition of well-being 2. Well-being in the workplace

- Wellbeing in the workplace refers to the physical, mental, and emotional health and happiness of employees in their work environment.
- Wellbeing in the workplace is associated with employees' health and performance. It is also associated to an increase in job satisfaction, and a reduction in absenteeism (Lowe et al., 2017)

# Conceptual model index (Draft)

## 3 . Well-being in the workplace models

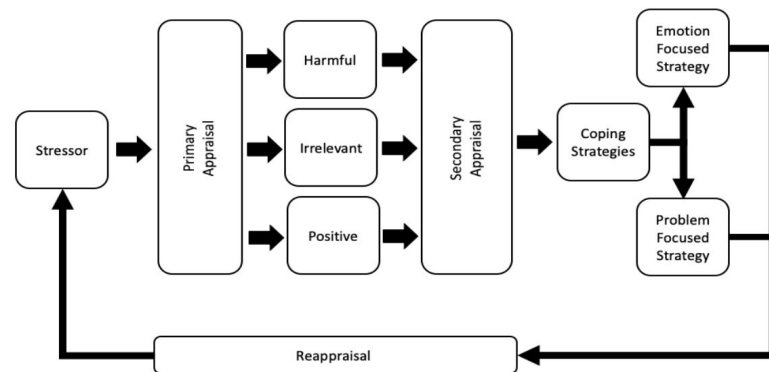
- There are many different approaches to conceptualize and promote well-being in the workplace.
- Early models focused primarily on **reducing stress as a way to enhance well-being.**



# Conceptual model index (Draft)

## 3. Well-being in the workplace models

- The **"loss of resources" model** is based on Lazarus and Folkman's stress and coping theory.
- According to the model, **stress occurs due to the interaction between an individual and his/her environment.**
- Stress depend on the person's subjective evaluation of **whether he/she has sufficient coping strategies to deal with a specific and relevant situation.** A **coping strategy** is the **efforts** (cognitive and behavioral) **made** by the individual to **manage demands** that are assessed as exceeding the individual's resources.



# Conceptual model index (Draft)

## 3. Well-being in the workplace models

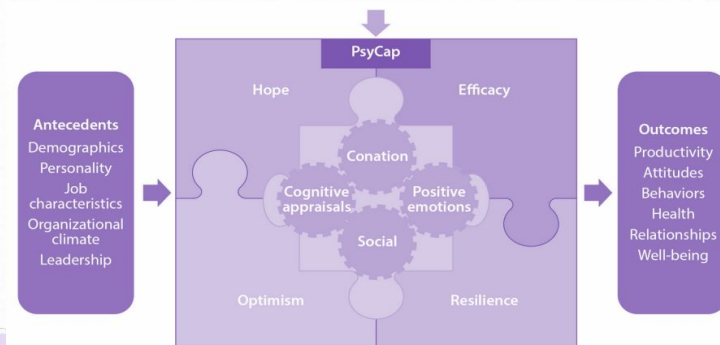
- Recent models prioritize promoting **positive factors to improve overall wellbeing**.
- Wilson et al. (2004) developed and test heuristic models of healthy organizations that included the **employees' health** and variables referring to the **organizational context**. They found that work characteristics influence psychological work adjustment factors that ultimately affect employees' well-being, and performance.



# Conceptual model index (Draft)

## 3. Well-being in the workplace models

- The **HERO model** (Healthy & Resilient Organizations; Salanova et al., 2012) aims to understand the characteristics of a healthy organization and how they contribute to the well-being of employees, both within and outside the work environment.
- This model is based on the **Psychological capital (PsyCap) construct** (Luthans et al., 2004). PsyCap refers to the *development of a positive psychological state*, theorized as a higher-order construct that is “composed” of:
  - **Hope** a positive state where individual has a goal-oriented determination (agency) and plan to achieve those goals (pathways).
  - **Self-efficacy** is the confidence in the person ability to achieve a goal.
  - **Resilience** is the capacity of cope with adversity
  - **Optimism** is a realistically-positive view of what can or cannot do.





# Conceptual model index (Draft)

## 4 . The competences in the well-being improvement

- All models includes the personal resources somehow.
- According to the EU, there are different competences needed to achieve personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion.
- The learning of these competences is meant to provide essential tools for citizens to achieve their full potential.

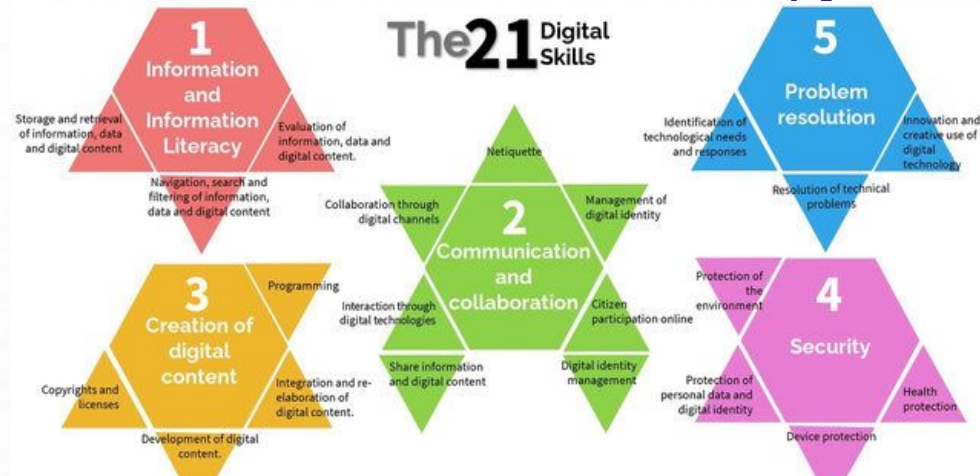


# Conceptual model index (Draft)

## 4. The competences in the well-being improvement

### 4.1. Digital competences (UTU, AMU and non-academic partners)

- Digital competences are defined as a 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).
- There are **5 key components** within the digital competences, which involve a total



## 4. The competences in the well-being improvement

### 4.1. Digital competences (UTU, AMU and non-academic partners)

COVID-19 pandemic, live, work, and interaction with others have accelerated the digitalization.

#### Positive effects on well-being

- Mastery of digitalization produces a positive impact on workplace mental health
- Higher levels of digitisation are associated with higher quality of life.
- Digitalization allows to increase efficiency and productivity as it allows for faster and more efficient processing of information, reducing the time and effort required to complete tasks.
- Technologies play an essential role by providing a limitless variety of information resources, improving social interaction and favouring psychological well-being and mental health (Sun et al., 2022)

#### Negative effects on well-being

- Lack of these competences can trigger technostress, that can can affect productivity, job satisfaction, employee engagement and trigger negative affect (anxiety, fear,...).
- Lack of skills can lead to privacy hopelessness
- Overuse of digitization can have negative impacts on our physical and mental health

# Conceptual model index (Draft)

## 4 . The competences in the well-being improvement

### 4.2. Life skills (UNIBA and UVEG)

- **Life skills** are personal attributes that enable individuals **to effectively communicate, collaborate, and adapt in various settings.**
- They are **more “transferable”**, which means: useable in different jobs, which is the reason they are so useful. In the end, this makes you more flexible in terms of employability, which is very necessary for the current rapidly changing job market.
- Life skills are closely linked to an individual's wellbeing as they contribute to **positive interpersonal relationships, effective communication, healthy work environment,**

# Conceptual model index (Draft)

## 4. The competences in the well-being improvement

### 4.2. Life skills (UNIBA and UVEG)



# Conceptual model index (Draft)

## 4 . The competences in the well-being improvement

### 4.3. Entrepreneurship skills (SFG and IASIS)

- 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.
- These skills are directly related to entrepreneurial tasks and provide advantages within the entrepreneurial process.
- EntreComp is a common reference framework that identifies **15 competences** in **three key areas** that describe what it means to be entrepreneurial.

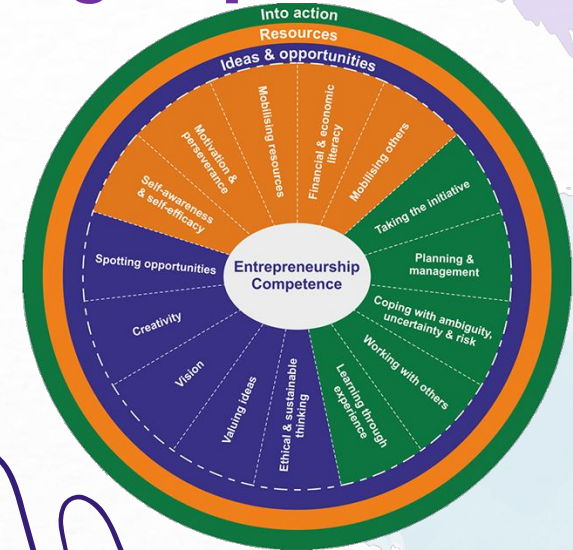


# Conceptual model index (Draft)

## 4. The competences in the well-being improvement

### 4.3. Entrepreneurship skills (SFG and IASIS)

- Developing and mastering the Entrepreneurship competencies can lead to improved resilience, self-efficacy, time management, social skills, financial management, and innovation, which can positively impact an entrepreneur's mental, emotional, and financial wellbeing.



# Conceptual model index (Draft)

## 4 . The competences in the well-being improvement

**TASK OF THE PARTNERS: Which specific skills do we choose to promote a *development of a positive psychological state*?**

Literature  
review on  
well-being and  
the specific  
skills

Focus group  
input



# Conceptual model index (Draft)

## 5 . The needs of the researchers in the workplace

Focus groups using  
the information of  
the literature review

Each national Partner will organize the same focus-group in order to involve researchers (in a broad sense from the PhD students to the full professors) in providing:

- feedback,
- suggestions about the newborn conceptual training model and
- meeting the researchers' beliefs, credence and proposals.

# Conceptual model index (Draft)

## 6 . Intervention programs of well-being at the work-place:

Literature review of:

- MOOCs
- Serious games

## A2.7 (led by UVED? UVEG) Practical design of the integrated framework. (M4-M6)

This activity will deliver the integrated framework merging the entrepreneurial, digital and soft skills addressed for researchers and in order to balance the ratio work/personal life considering the telework, providing strategies and assessment methods for an auto-evaluation

**Deadline of the chapter: 15<sup>th</sup> of July?**



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## So.... When should be written the chapter?

(50–60 pages) (A2.7) (M.6)

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7. GEMMA's integrated framework 30th of the June

**FINAL  
VERSION:  
15th of July?**



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**Thanks for your  
attention**