

Scientific monograph entitled
ANALYSIS OF THE STATE OF THE ART ON WORK WELL-BEING
based on the research project WELLy:



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



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

Document type:	Deliverable (Intellectual Output-IO)
Document version:	3.0
Document preparation start date:	2019-09-03
Document end date (final version):	2020-10-01
Classification:	Public
Project Start Date:	2019-09-01
Project End Date:	2022-08-31
Deliverable Begin Date:	M1
Deliverable Due:	M9

DOCUMENT REVISION LOG

Version	Date	Description	Author
01	2019-09	Draft for partners	Annamarie Gorenc Zoran
02	2019-12	Update guidelines for literature review	Annamarie Gorenc Zoran
03	2020-02	Literature Review	Annamarie Gorenc Zoran
04	2020-03	Review of Literature Review	All partners
05	2020-04	Update of Literature Review	Annamarie Gorenc Zoran
05	2020-05	Case Study Data Collection	Alessia Bastianelli
06	2020-07	Editing	Annamarie Gorenc Zoran
07	2020-08	Results	Alessia Bastianelli
08	2020-08	Editing	Annamarie Gorenc Zoran
09	2020-09	Executive Summary, Conclusions, and Review	Annamarie Gorenc Zoran Alessia Bastianelli, Federica Lo Cascio
10	2020-09	Final review	Annamarie Gorenc Zoran All partners

Editors: Annmarie Gorenc Zoran, Alessia Bastianelli, Federica Lo Cascio

Peer-reviewers: Mirko Markič, Maja Meško

Published by Fakulteta za organizacijske študije v Novem mestu, Ulica talcev 3,
8000 Novo mesto

Year: 2020

E-access: <https://welly-project.eu/outcomes/>

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A catalog record of the publication (CIP) was prepared at the National and University Library in Ljubljana

COBISS.SI-ID=31731971

ISBN 978-961-6974-56-1 (epub)

ISBN 978-961-6974-59-2 (pdf)

ISBN 978-961-6974-60-8 (mobi)



Executive Summary

Annmarie Gorenc Zoran

There is substantial evidence showing that employee health, well-being and engagement are important for organisational success. If employees are in poor health and/or disengaged, there are potentially significant risks for their employer, such as: costs associated with sickness absence, presenteeism (employees present at work, but not performing because of health problems) and employee turnover and the legal or reputational risk. Conversely, where an employer looks after the health and well-being of the workforce and engages employees, they can expect positive gains, including improved performance and productivity. Academic and practitioner literature both provide evidence for the importance of employee health and well-being for individual and organisational performance. Work-related stress is now widely recognised as a significant problem as its costs can involve high levels of sickness absence, accidents, errors, low morale and poor performance. Work-related stress is conditioned by, and contributes to, major environmental, economic and health problems. It has a significant impact on the well-being of staff, their productivity and effectiveness, and much of it is likely to be preventable.

According to the English Institute of Health Equity (UCL, Workplace interventions to improve health and wellbeing, 2014) both physical and psychosocial work environments can affect health. Over the last decade, the literature exploring link between management behaviour and employee well-being has grown dramatically, and the consistent message is that the way employees are managed is a key determinant of their health and well-being. For this reason, it is necessary mapping competencies that a manager should own to be able to implement a correct approach for preventing and reducing stress at work. Once the management competencies needed for enhancing employee engagement, health, and well-being are identified, the challenge become to support managers to develop competencies and use them in the people management approach.

This is the purpose of the WELLY project that has been funded with support from the European Commission. WELLY's aim is to encourage a proactive approach and highlight the major role managers can play in reducing the problems of stress. For this reason, the profile of Work Wellbeing Manager is introduced, and a training course developed. But before this is to occur, one of the first outputs that provide the foundation for all further outputs is the State-of-the-Art Analysis (SOTA) to identify best practices in the management of work stress and well-being management, competencies for work well-being management, and the content for training programmes for work well-being management. The SOTA document before you consist of multidisciplinary and evidence-based content that guides the project's framework, but also as a transferrable product to any work environment. It also sets a benchmark for organisations in Europe as it collated a vast international desk of literature and field-based analysis, as well as showcases best practices that are currently differentiated across the European Union.

Five partner countries participated in the SOTA analysis and included viewpoints and results from individual country perspectives (i.e. Slovenia, Italy, Greece, Spain, and Portugal).

Specific steps taken in completing the SOTA are explained in chapter 1. The first topic in chapter 2 provides the framework for conducting a comprehensive literature review that all partners used as a framework. The literature review consisted of topics in Management of Work Stress, Well-being Management, Competencies for Work Well-being Managers, Training programmes for Work Well-being Managers, and Andragogic / pedagogic support and teaching/learning methods, strategies, and approach. The first three topics are divided into current trends or global research that was conducted in the EU and USA, and then divided by partner countries with overall findings for each topic. The last two topics have a similar division, where the initial topic is an overview of the findings and then divided by partner country findings. The final chapter of the literature review is a summary of the key findings from the literature review that was conducted. The results are diverse in partner countries where legislative requirements differ as well as research practices. Results also show that individual contexts differ based on cultural, organizational, political, and economic values and situations. Overall, we can say that based on the results from Slovenia, Greece, Italy, Portugal, Spain, EU, and USA that the literature on how to combat stress could be grouped into primary, secondary, and tertiary measures, viewing them at the individual, group, leader, and organisational levels, along with national and state policies. Common competencies of managers of well-being in all areas are knowledge, skills/competences, personal and social skills, self-organisation, ethics, being balanced, and connectedness and belonging. The key skills that need to be addressed in a training programme are psychosocial skills, professional skills, human resource management of well-being, leadership style and skills, creativity and innovation in organizational context, health and safety rules at work, ethical behaviour, mental health well-being, organizational empowerment, and corporate social responsibility.

To determine if there are similarities from the literature review with practical cases, case studies (SSI) were conducted per partner countries of employers or management that already incorporate well-being into their organizations. The goal was to determine the competencies that work well-being managers should have or acquire and to determine the training curriculum. An additional goal was to determine welfare policies and to identify policies that are most useful for improving employee's well-being. The aims, methods, and tools along with the sampling procedures, participants, and results are provided in the first part of chapter 3. This provided the basis for the development of the web surveys for employers and employees, which are detailed in the remainder of chapter 3. A limitation of the case studies were that there was a small sample.

Overall results of the literature review, case study, and surveys conducted in partner countries are noted in chapter 4. The data suggest that in each country there are various factors that play a role, such as the indicators outlined from the literature review and case studies, the specifics of each company, and probably the legislative-contractual aspects typical of each country. The final

chapter provides a synthesis of the indicators that need to be collected and guidelines on impact evaluation that outlines the steps needed for the next phase, which is to verify the impact of a manager for work well-being training programme. Specifically, we can say that the areas of competencies needed for Work Well-being Managers that were found from the review of literature, case study, and survey results are communication, analytical and critical thinking, relationship-building, strategic and organisational leadership, emotional leadership, andragogy, knowledge transfer and support methodologies, disability and diversity management, and stress management and work happiness.

Finally, we have to note that the pandemic COVID-19 that occurred globally, but more precisely in the EU in the early part of 2020 has generated a scenario of greater complexity from both a psychological and organisational point of view. Organisations perceptions of work well-being before and during the pandemic has a different dynamic in all spheres. We also have to consider certain economic impacts that may occur in organizations due to various measures that are placed to help prevent the spread of COVID-19 (e.g. lockdowns, border crossing closing, quarantine, layoffs, school closures) and the impact on individuals, their families, and loved ones. All of these factors (and more) had an impact on the quantity of data collection obtained as well as their responses. Considering the role of the human resource manager (HRM) who would also be in the role of a WWM, emerging research is showing that the competence of communication is enhanced, and not only communicating to employees, but be an intermediary between employees and managers. Following would be knowledge of digital competencies and knowing how to appropriately use such technologies to express ideas. In addition, competence of managing employees health and safety not only at the workplace but also at home with remote collaboration in teams. Intertwined would be knowing how to provide organizational support, as well as team building to provide the sense of belonging and decrease employees sense of isolation.

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1 INTRODUCTION TO THE RESEARCH PROJECT

Annmarie Gorenc Zoran & Federica Lo Cascio

Introducing the job profile of a Manager for Work Well-being to prevent and combat work-related stress (WELLY) is a complex project with innovation factors that consist of state-of-the-art techniques in fields such as human resource management, psychology, leadership, organisational behaviour, communications, and knowledge transference as well as adult pedagogy. Such a comprehensive, multifaceted approach draws expertise and supports from those sciences, and requires the development of a framework complying innovation and vanguard knowledge and means that were designed to determine the key competencies needed for a Work Well-being Manager. Thus, the project started with desk and on-field research activities to define the knowledge basis on which building the whole project structure.

The aim of the start-of-the-art analysis (SOTA) is to identify best practices in the management of work stress and well-being management, competencies for work well-being management, training programmes for work well-being management.

Project activities included state-of-the-art analysis in partners' countries (Greece, Italy, Portugal, Slovenia, Spain), EU and USA. Each partner provided a summary of literature and collection of case studies of companies that applied tools and rules to manage and guarantee the organisational well-being with particular attention to different work-related stress' effects and different work-life balance's impact depending on age and gender). This phase also considered which indicators need to be collected, monitored, and evaluated to calculate the business case/economic evaluation. Simultaneously to the literature study also empirical research was conducted through the development of a survey tool. In order to gather data directly from the organisations (employers and employees), a survey was launched and analysed (see phases of SOTA below in Figure 1).

This report was developed after matching both empirical and literature data, which contributes to the training framework and learning outcomes matrix that was used to guide all development actions: (1) matching empirical and literature data led to the definition of the Work Well-being Manager Professional Profile and Training Curriculum; (2) Main competencies that the Work Well-being Manager should have and/or acquire through a training course was defined to build a new professional specification; and (3) develop a common training model, learning contents, and training materials, with specific attention to diversity management and gender equality. The training framework presents content and learning outcome guidance notes on a module by module basis to support the development of work of partners, ensuring that all the areas of required learning identified in each of the local research reports were appropriately considered and addressed. Using this learning outcomes approach allows for the tailoring of learning content to take account of the different cultural patterns in partner countries without compromising the value of the learning resource.

As such, the state-of-the-art consists of multidisciplinary and evidence-based content that guides the project's framework, but also as a transferrable product to any work environment. It also sets a benchmark for organisations in Europe as it collated a vast international desk of literature and field-based analysis, as well as showcases best practices that are currently differentiated across the European Union.

The research also addresses the following key areas:

1. *What are the key skill areas that need to be addressed in the training course for Work Well-being managers?*
2. *What existing resources could be used or re-designed for use in the proposed training course to avoid duplication?*
3. *What are the most appropriate media formats for learning content for target groups?*
4. *What type of assessment framework would be most appropriate to facilitate the measurement of attainment?*
5. *What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework?*
6. *What are the most appropriate teaching and learning methodologies?*

The activities carried out in order to develop IO1 – Analysis of the State of the Art on Work Well-being were divided into 4 phases (see Figure 1. Graphical Representation of).

O1 - A1: Desk research: summary of literature and collection of case studies

An Analysis of the State of the Art in partners' countries, EU, and USA, was conducted as the very first project activity. Partners provided a summary of literature and collection of case studies of companies that applied tools and rules to manage and guarantee the organisational well-being, with particular attention to different work-related stress' effects and different work-life balance's impact depending on age and gender.

O1 – A2: Field research: development of a web survey to gather info, suggestions, and proposals from the organisations

In this task, the unified methodology for identification and comparative analysis of qualifications and key competencies of Work Well-being Manager as well as the tool(s) to be used in carrying the research was developed. This phase also considered which indicators need to be collected, monitored, and evaluated to calculate the business case/economic evaluation. Simultaneously to the literature study, empirical research was conducted through the development of a survey tool. A survey was launched and analysed to gather data directly from organisations (employers and employees). The experience of project partners in conducting the research of skills and competencies needed were gathered based on the implementation of previous EU projects, and from other studies was employed. The detailed methodology was based on the strategy of qualitative

and quantitative research, methods, techniques, and research tools having their origins in labour studies, vocational pedagogy, and psychology. Data from the experience of project partners, other projects, and the literature concerning skills, needs, and characteristics of job profiles related to mentoring, EU skills panorama, and European legislative documents were considered. The research techniques considered the situation in partners' countries and problems encountered during the field research in the past. In this task, the survey questionnaire to identify requirements of the standard of competences following the unified methodology was developed and implemented. The final methodology and survey were developed; the questionnaire was translated into respective national languages. Surveys were conducted among relevant stakeholders in all partnership countries. Each partner was responsible for identifying and selecting at least five key companies representing a fair and reliable sample in each country. The factors considered in choosing enterprises for questionnaires were as following: location, size, staff numbers, organisational structure, training, and welfare adopted measures. In total, the survey was completed by 48 companies in five countries (i.e. Slovenia, Portugal, Spain, Greece, and Italy + internally in the organisation of each partner country). Each partner first completed the survey inside its organisation, then contacted at least five other external SMEs and organisations. Surveys were directly sent to managers of SMEs and published online to reach a wider audience (e.g., LinkedIn, Facebook, EPALE, newsletter to send to mailing lists of each partner).

Thanks to initial field research (conducted in O1-A2), it was possible to study and adapt the activities to the needs emerging from the involved companies and their representative organisations. Through this approach, we outlined the Work Well-being Manager (WWM) valid for all the countries represented.

O1 – A3: Guidelines on Impact Evaluation: definition of indicators to be collected

Milestone O1-A3 Guidelines on Impact Evaluation: definition of indicators to be collected

Building on the results of the initial literature research, indicators collected from the enterprises and public information, an evaluation model was developed to assess costs (including training of WWMs) and the benefits of introducing a WWM. The model has to be flexible, as countries differ concerning costs and benefits arising from absence from work. At this stage, the evaluation model focused on the firm's perspective, while the societal perspective was developed in a later stage to evaluate the effects observed in the pilots.

O1 – A4: Analysis of the State of the Art (SOTA) on Work Well-being

The final release of this report on "Analysis of the State of the Art on Work Well-being" is available on the project website for free download. This document represents the evidence base of the project and the benchmark for all development work of the consortium.

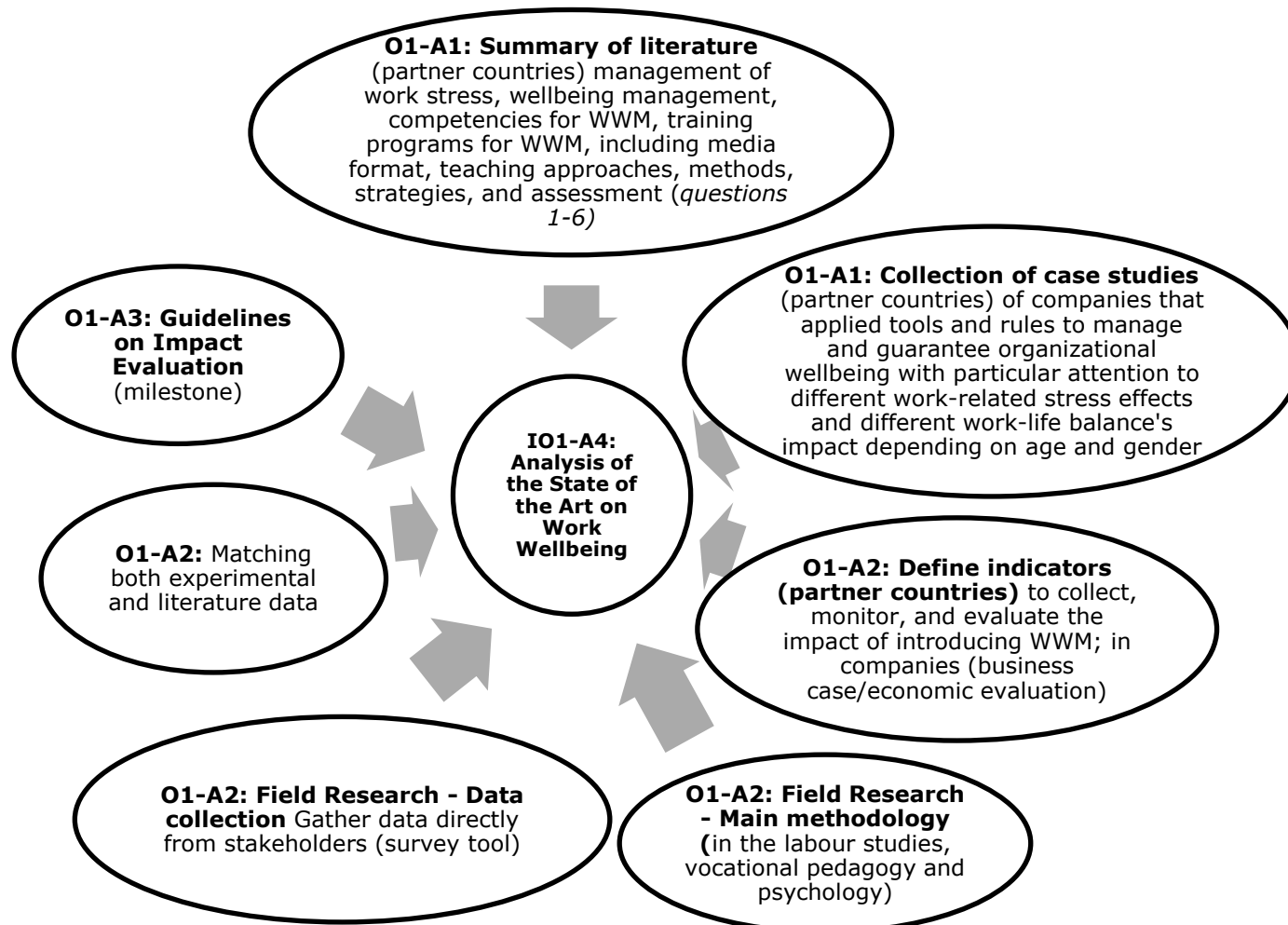


Figure 1. Graphical Representation of the Research Project Steps

2 REVIEW OF THE CURRENT STATE ON WELL-BEING MANAGEMENT

Annmarie Gorenc Zoran, Federica Lo Cascio, Alessia Bastianelli, Sílvia Silva, Patrícia Costa, Boris Bukovec, Giovanni Salvarani, Dzhaner Ahmed, Julia Bachousi, Célia Nunes, Serena Tassoni, and Daiana Colledani

Student contributors: *Gregor Blažič, Bojan Gorenc, Tjaša Gračner, Ema Husič, Patricija Kastelec, Maja Kozole, Andrej Mohar, Simon E. Pantar, Nataša Podnar, Boštjan Zagorc, Martina Zobarič*

See Table 1, Table 2, Figure 2 for a schematic representation of the literature review in terms of the topics, targeted countries, and type of literature review.

2.1 Steps for the Literature Review of EU & USA on Management of Work Stress, Well-being Management, and Competencies for Work-well-being Managers

An integrative review was decided upon, namely because of the criteria of inclusion, the methodology of inclusion, and critical analysis (Palmatier, Houston, & Hulland, 2018).

Using guidelines on integrative literature reviews in human resource management (e.g., Torraco, 2005, 2016) as well as Nielsen's et al. (2017) systematic review of the literature, the following scope was defined:

1. The literature review provides a value-added contribution and will provide the basis for additional outputs in the study, namely defining the competencies that work well-being managers require.
2. The authors assumed that based on existing literature there is a link between management behaviour and employee well-being, which has grown dramatically and the consistent message is that the way employees are managed is a key determinant of their health and well-being (Kelloway & Barling, 2010; Skakon, Nielsen, Borg, & Guzman, 2010).
3. The literature review is based on a conceptual structure cross-examining at the individual, group, leader, and organisational level in terms of management of work stress, well-being management, and competencies for work well-being managers.
4. The scope of the literature review was based on the last 10 years using a modified version of Nielsen's et al. criteria - top-tiered journals in the area of human resource management (HRM) and psychology from Thomson Reuters JCR with an impact factor of >1.5.
5. The research framework focused on literature in the EU (member states in the EU, including the UK) and the USA (the reason is that these studies are similar in culture to the EU) and include working-age adults in SMEs (small-medium enterprises) as participants. Mainly, articles were used (as opposed to book

chapters, proceeding papers, dissertations due to lack of determining rigour of published studies).

6. Quantitative, qualitative, and mixed-method studies were included.
7. Excluded were articles that did not include 'work' well-being (i.e., examining well-being at home without reference to work).
8. The search terms were determined for each specific topic and are noted in the specific sections (different spellings were used, i.e., UK, USA + interchangeable use of manager, leader was used as well).
9. Literature was sorted and was examined at the individual, group, leader, or organisational resource-level.
10. Titles and abstracts were first reviewed and based on the inclusion criteria were either included or excluded.
11. Discussion among peer-reviewers to discuss any discrepancies and final inclusion of literature review.

We used Day & Nielsen's (2017) and Nielsen's et al. (2017) definitions to conceptualize the concepts of psychologically healthy workplaces and resources. Day & Nielsen (2017) provided a definition for psychological healthy workplace, which is the basis of the WELLY project and Nielsen's et al. (2017) systematic review and meta-analysis of literature in the field of work well-being and performance examined 84 quantitative studies that included at least one workplace resources. As such, both these terms and respective definitions were used due to the rigour of the meta-analysis and breadth of the systematic review.

Psychological healthy workplace according to Day & Nielsen (2017) definition, which defines this as "ways in which organisations can foster individual well-being by focusing on the organisation, the workgroup, leaders and individual employees" (p. 296).

Workplace resources are classified according to Nielsen et al. (2017), and defined at the individual level as personal characters and behaviour (e.g., self-esteem, self-efficacy, competence), at the group level examines, for example, social support and interpersonal relationships between employees; at the leadership level as leadership characteristics, social interactions between leaders and employees, and at the organisation level on how work is organized, designed, and managed and may be seen as autonomy, skills variety, compensation schemes, social support, and performance appraisals (Nielsen et al., 2017, p. 103).

Following the above-noted definitions, the literature review on the management of work stress, well-being management, competencies of work well-being managers examined these areas from the perspective of how resources at the organisation, group, leader, and individual level are used to promote employee well-being (see Table 1).

To determine management behaviour and employee well-being, all four levels need to be examined and not just at the leader-level. For example, individual characteristics (i.e., individual level), interpersonal relationships among employees (i.e., group level); leadership style (i.e., leader level); and autonomy

(i.e., organisational level) influence management behaviour and employee well-being as well as provide a basis of competencies that a work well-being manager requires.

Table 1. Visual Representation of Categorisation

Individual level (personal characteristics & behaviour...)	Group level (social support, interpersonal relationships among employees, teamwork, characteristics, performance...)	Leader level (leadership characteristics and social interactions, leadership style...)	Organisational level (autonomy, skills variety, compensation, social support, performance appraisals....)
Management of Work stress			
Well-being Management			
Competencies for Work Well-being Managers			

2.2 Steps for the Literature Review of Partner Countries

1. The literature review provides a value-added contribution and will provide the basis for additional outputs in the study.
2. The authors assumed that based on existing literature there is a link between management behaviour and employee well-being, which has grown dramatically and the consistent message is that the way employees are managed is a key determinant of their health and well-being (Kelloway & Barling, 2010; Skakon et al., 2010).
3. The literature review is based on a conceptual structure cross-examining at the individual, group, leader, and organisational level in terms of management of work stress, well-being management, and competencies for work well-being managers.
4. The scope of the literature review will be based on indexed journals, relevant documents, and national governmental reports.
5. The research framework focused on literature in partner countries includes working-age adults as participants.
6. Quantitative, qualitative, and mixed-method studies were included, as well as review articles.
7. Excluded were articles that did not include 'work' well-being (i.e., examining well-being at home without reference to work).
8. If appropriate, literature was sorted and was examined at the individual, group, leader, or organisational resource-level (see Table 1).
9. Titles and abstracts were first reviewed and then based on the inclusion criteria were either included or excluded.
10. Discussion among peer-reviewers to discuss any discrepancies and final inclusion of literature review.

2.3 Steps for the Literature Review of Training Programmes for Work Well-being Managers, Andragogic/Pedagogic Support and Teaching/Learning Methods, Strategies, and Approaches of EU Research and Partner Countries

For the topics on training programmes, curricula, and teaching, a narrative literature review may be used when the purpose is to identify relevant research, developments on a vast topic (Templier & Paré, 2015, p. 118). As such, a narrative approach will be used for training programmes and andragogical/pedagogical teaching methods (see Figure 2 on Visual Representation of Literature Review for IO1-A1) and Table 2 on a visual representation of the organisation of the literature review.

STEPS FOR LITERATURE REVIEW OF PARTNER COUNTRIES

1. The literature review provides a value-added contribution and will provide the basis for additional outputs in the study; namely defining the andragogic and pedagogic methods, techniques, and approaches for designing a training module for work well-being managers
2. The authors assumed that based on existing literature there is a link between management behaviour and employee well-being, which has grown dramatically and the consistent message is that the way employees are managed is a key determinant of their health and well-being (Kelloway & Barling, 2010; Skakon et al., 2010).
3. The literature review is based on a conceptual structure cross-examining training programmes, media formats, teaching approaches, methods, strategies, and assessment for work well-being managers.
4. The scope of the literature review will be based on indexed journals, national governmental or association reports, white papers and so on.
5. The research framework focused on literature in partner countries includes programmes and training programmes for work well-being managers or of a similar topic.
6. Quantitative, qualitative, and mixed-method studies were included, as well as review articles and relevant websites.
7. Titles and abstracts were first reviewed and based on the inclusion criteria were either included or excluded.
8. Discussion among peer-reviewers to discuss any discrepancies and final inclusion of literature review.

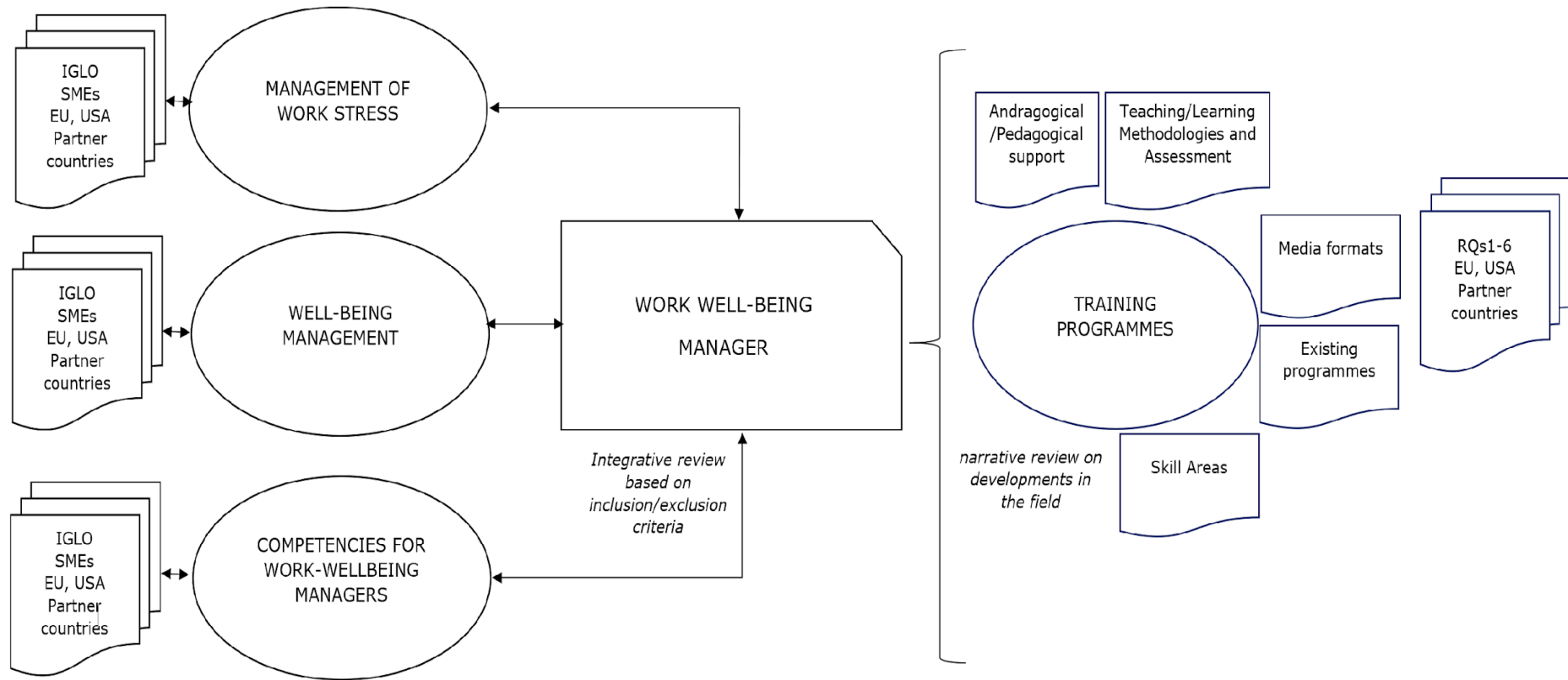


Figure 2. Visual representation of literature review O1-A1

Table 2. Organisation of the Literature Review

MANAGEMENT OF WORK STRESS, WELL-BEING MANAGEMENT, AND COMPETENCIES FOR WORK WELL-BEING MANAGERS		TRAINING PROGRAMMES FOR WORK WELL-BEING MANAGERS, ANDRAGOGIC/PEDAGOGIC SUPPORT AND TEACHING/LEARNING METHODS, STRATEGIES, AND APPROACHES	
EU & USA RESEARCH	PARTNER COUNTRIES	EU & USA RESEARCH	PARTNER COUNTRIES
Integrative literature review (see Torraco, 2005, 2016)			
The literature review provides a value-added contribution and will provide the basis for additional outputs in the study; namely defining the competencies that work well-being managers require.	The literature review provides a value-added contribution and will provide the basis for additional outputs in the study.	The literature review provides a value-added contribution and will provide the basis for additional outputs in the study; namely defining the andragogic and pedagogic methods, techniques, and approaches for designing a training module for work well-being managers	
The authors assumed that based on existing literature there is a link between management behaviour and employee well-being, which has grown dramatically and the consistent message is that the way employees are managed is a key determinant of their health and well-being (Skakon et al. 2010, Kelloway and Barling 2010).			
The literature review is based on a conceptual structure cross-examining at the individual, group, leader, and organisational level in terms of management of work stress, well-being management, and competencies for work well-being managers (see Table 1).		The literature review is based on a conceptual structure cross-examining training programmes, media formats, teaching approaches, methods, strategies, and assessment for work well-being managers.	
The scope of the literature review will be based on the last 10 years using Nielsen's et al. criteria - top-tiered journals in the area of HRM and psychology from Thomson Reuters JCR and Scopus with an impact factor of >1.5	The scope of the literature review will be based on indexed journals, seminal work, and national governmental reports.	The scope of the literature review will be based on indexed journals, national governmental or association reports, white papers and so on.	
The research framework focused on literature in the EU (member states in the EU, including UK) and USA (the reason is that these studies are similar in culture to EU)	The research framework focused on literature in partner countries	The research framework focused on literature in EU and USA,	The research framework focused on literature in partner countries includes training programmes for work well-being managers or of a similar topic.
The research framework includes working age adults as participants in small, medium, large enterprises		The research framework includes training programmes and teaching strategies for work well-being managers or of a similar topic.	
Quantitative, qualitative, and mixed-method studies were included	Quantitative, qualitative, and mixed-method studies were included, as well as review articles and relevant web sites.		
Excluded were items that did not include 'work' well-being (i.e. examining well-being at home without reference to work).		Excluded were items that were not for adult population (e.g., training programmes for children, methods for teaching children)	
The search terms "work" + "stress" + "management" "work" + "wellbeing" + "management" "Work" + "stress management" + "skills" "work" + "stress management" + "competencies" (competences)		free to use key words	

"employee engagement" + "stress"
 "employee engagement" + "management"
 "health" + "stress" + management"
 "healthy" + "workplace"
 "engagement" + "employee"
 "happiness" + "employee"
 "human resources" + "management" + "wellbeing"
 (interchangeable use of manager, leader, supervisor was also used
 as well as well-being, satisfaction, engagement, happiness).
 (different spellings were used i.e., UK, USA + interchangeable use
 of manager, leader was used as well).

Literature was sorted if it was examined at the individual, group, leader, or organisational resource-level.	If appropriate, literature was sorted if it was examined at the individual, group, leader, or organisational resource-level (see Table 1).	TOPIC 3 answers the following ?s: What are the key skill areas that need to be addressed in the training course for Work Well-being managers? What existing resources could be used or re-designed for use in the proposed training course to avoid duplication? TOPIC 4 answers the following ?s: What are the most appropriate media formats for learning content for target groups? What type of assessment framework would be most appropriate to facilitate the measurement of attainment? What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework? What are the most appropriate teaching and learning methodologies?
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Titles and abstracts were first reviewed and based on the inclusion criteria were either included or excluded.
 Discussion among peer-reviewers to discuss any discrepancies and final inclusion of literature review.

In addition, case studies were collected from individual partner countries that was based on the following schematic overview (see Figure 3).

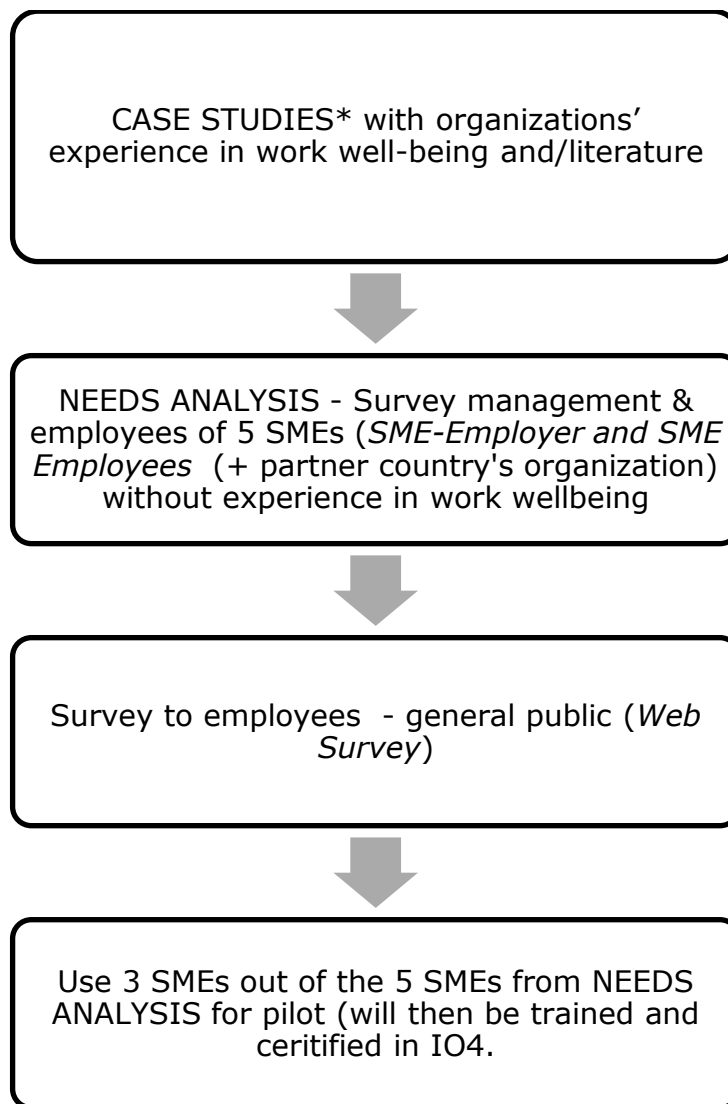


Figure 3. Schematic overview of case study protocol. *Note.* *Case studies were based on interviews conducted with enterprises that exercise work well-being within their organisations.

2.4 Management of Work Stress

2.4.1 Current Trends (global research EU & USA)

Individuals and organisations alike are constantly confronted with an increasingly complex and dynamic environment. Changes are occurring in virtually all areas of the environment, which in turn leads to a constant need for change on a societal, organisational, and personal level. To successfully battle stressful situations and determine their consequences, we have to, from the beginning, define what we consider “stress” to mean and to determine what its causes or correlations are (Sutherland & Cooper, 2000, p. 44). According to Sutherland and Cooper, we can put sources of stress into six categories:

1. work stress (workload is too high, workday is too long, shift work, physical work)
2. stress stemming from role responsibilities (ambiguous roles, levels of responsibility for others, conflict of roles)
3. stress from interpersonal relationships at the workplace
4. stress from a career relationship
5. stress from factors related to organisational structure, climate, and culture
6. stress from work and family-related situations (p. 44).

Stress is defined as a syndrome, which gives an organism a nonspecific reaction to an experience in its environment. If we adopt the definition to the context of the work environment, we can define stress as a noticeable imbalance between the demands of the work environment and the capabilities of the individual to meet those demands when failing can have negative consequences. Stress is a generic term, which refers to a temporary process of coping. Burnout is the final stage of stress and occurs when we are no longer able to cope with a situation. Burnout leads to the development of negative viewpoints and behaviours towards work in an organisation, in the development of negative emotions and fatigues, which might not occur when stress has not yet become burnout (Bilban, 2009, p. 21).

Measures for preventing adverse side effects of stress in the workplace are divided into primary, secondary, and tertiary (Tetrick & Winslow, 2015, p. 5):

- primary measures are proactive and preventative, focused on preventing unwanted circumstances (a systems approach is used in organisations),
- secondary measures are focused on preventing risk factors for stress development in individuals and groups,
- tertiary measures are focused on individuals or groups that are combating distress occurring from long term adverse effects of work-related stress.

Well-being and health of employees are vital for employers and their organisations, as well as for the families of employees dealing with stress. Stress management interventions strive towards amelioration of stress and are often focused on fixing imbalances created by the work environment (Tetrick & Winslow, 2015, p. 1).

On the topic of Management of Work Stress a total of 57 articles were reviewed and 11 were chosen (see Table 3) following the criteria in Table 2.

Table 3. Management of Work Stress Articles

Articles in EU	Impact Factor
Litchfield et al. (2016)	2.468
Limm et al. (2010).	2.376
Bhui, Dinos, Stansfeld, & White (2012)	2.468
Moura, Orgambidez-Ramos, & Gonçalves (2014)	1.63
Bailey, Madden, Alfes, & Fletcher (2017)	7.6
Schaufeli & Salanova (2011)	2.3
Articles in the USA	
Quick & Henderson (2016)	2.468
Grawitch, Ballard, & Erb (2015)	1.875
Tetrick & Winslow (2015)	7.179
Calderwood & Ackerman (2016)	1.875
Hoert, Herd, & Hambrick (2018)	2.636

We took into account the **IGLO** categorization of the articles, which is sorting the articles, whether the research was based on the **I**ndividual, **G**roup, **L**eader, or **O**rganisation level.

Main Findings for EU

Table 4 shows the main findings of the literature review.

Table 4. Management of Work Stress Findings in EU

Unit	IGLO/org. size	Main findings
Litchfield et al. (2016)	I, G, L, O / all sizes	Significant sources of stress at the workplace stem from: demands, control, support, relationships, roles, and changes in the work environment. Absence from work due to stress is harmful or negatively influences the health of people with heightened degrees of mental and physical problems. Studies show that emails and social media can put stress on people and their families, while simultaneously undermining their productive work. The benefits of the "Work well model" have been shown to be crucial at an organisational, as well as the individual level of an employee. Shaping the work environment is key when determining the psychological reactions of people to their own work, their satisfaction with work, motivation, and success. How individuals are managed also strongly influences their well-being. The well-being of employees and the organisation are inseparably tied together. The further we get into the 21st century, the more important well-being in the work environment is becoming, and employers will be playing an increasingly more important role at determining the mental and physical state an employee is experiencing. Research has shown that the well-being of employees is best-taken care of in northern European countries and that these measures are also being incorporated in other European countries as well.
Limm et al. (2010).	I and more L / large	In studies on the long-term effects that occur when coping with work stress, in regard to psychological and biological reactions, 174 employees from lower or middle leadership positions were studied. The same tests were repeated on 154 employees one year later. To determine healthy behaviour present in employees, questions were given in regard to physical activity (particularly in regard to sports) and sleep patterns. The study also measured the circumference of the waist of employees, their blood pressure, and their biological reaction to stress (a measure of cortisol and amylase levels), mental health (depression, anxiety) and work stress (ERI). To maintain health, it is important to have a balance between workload that an employee receives and the reward for that workload . Employees need to be respected and treated with dignity (mainly by their boss), as well as have career options and security of job employment . The most common forms of handling stress are cognitive behavioural training, meditation, relaxation, deep breathing, workout, keeping a daily journal, time management and

		<p>setting goals. These approaches or methods have been shown to be feasible in the work environment and have been well received by organisations due to their ability to create positive behavioural change and positive physiological changes. The effects were modest, however, and more studies need to be conducted to support the health benefits of such approaches further. The research further states that better work conditions for employees must be the main goal for work stress, despite it being a hard, but necessary task.</p>
Bhui, Dinos, Stansfeld, & White (2012)	especially I, L, O / various sizes	<p>Psychosocial stressors at the workplace are a major cause of anxiety and depression, suicides, and issues with family matters. The research consisted of a total of 23 systematic reviews of 499 primary studies. Programmes for physical activity have shown a lower number of missed hours and absenteeism. Cognitive behavioural programme studies showed the most significant improvements in mental health on an individual level compared to other methods. Stress in the workplace can lead to physical health problems, psychological troubles, and missing work due to disease. Stress, depression, and anxiety represent 46% of all lost days of work due to disease and are the most significant cause of absenteeism. Psychological stress at the workplace, such as work overload, low decision-making privileges, low social support, high psychological demands, the imbalance between rewards and workload, and low job security are listed as the causes of anxiety and depression related to stress. Organisation wellness programmes have a positive effect on lowering absenteeism and increasing satisfaction in the workplace. This was the only meta-analytic study to look at intervention and results of such programmes at the organisational level.</p>
Moura, Orgambide z-Ramos, & Gonçalves (2014)	I / various sizes	<p>The study looked at the role of stress and work engagement as prerequisites for satisfaction at the workplace. The researchers used online questionnaires to study a sample of 312 employees. The analysis showed that satisfaction with work was related to role conflict and work engagement. The results support the JDR (Job Demands-Resources) model, which states that positive results, such as satisfaction with a work role, predict motivation and desire for employment at the organisation. At a practical level, the JDR model presents a frame for understanding motivation at the workplace, as well as engagement and satisfaction of employees. The JDR model is a theoretical framework that attempts to merge two relatively independent research fields: stress research and motivation research. Several studies have shown that demand for work create high levels of work pressure and that emotional needs and stress in work roles can lead to burnout, unemployment, low job satisfaction and worse health. In contrast, work resources, such as social support, feedback on successful work assignment and independent work can increase motivation, which leads to an increased capability to learn, satisfaction with work done and employee engagement and loyalty to the organisation. Engagement of employees has shown itself to be one of the ways for organisations to measure their investment into human capital. Engagement is defined as a motivational and positive construct related to work and is characterized by liveliness, dedication, and absorption. For liveliness, it is typical that a high level of energy is present, which is shown during work with dedication and high levels of subjective importance given to the work. Enthusiasm and challenges are related to work that is being done, while absorption is related to high levels of concentration and happiness at work. Work engagement helps individuals to combat stress and cooperation between co-workers efficiently, likewise, leads to success at the individual and organisational level. The study found that engagement decreases with stress and that there exists a positive and important correlation between work engagement and satisfaction at work. The result is in line with other research, which showed a positive relationship between engagement and satisfaction and negative relationship between stress and ambiguous work roles. The JDR model presents a framework for understanding employees and their engagement at work. The JDR model can be used to formulate strategies for engaging employees and increasing quality of work, while simultaneously improving well-being and satisfaction of employees.</p>
Bailey, Madden, Alfes, & Fletcher (2017)	I, G, L, O / all sizes	<p>The study is mostly focused on the influence employee engagement has on several factors. We can say that the study is looking to test out the statement that a high level of engagement improves organisational success and well-being of individuals. Engagement has certainly become one of the most important concepts in management in the past few years. Several studies show how higher levels of engagement can lead to increased profit and competitiveness of the organisation. Several studies also show that higher engagement has beneficial effects on mental health and focus on achieving</p>

results, which is seen in the liveliness and dedication of employees. Engagement is a profound and one of a kind construct, composed of cognitive, emotional, and behavioural components. Engagement can be dealt with at the level of the group and not just the individual. Encouraging engagement of employees brings positive results, such as well-being and success. Individuals that experience positive emotions take advantage of a greater degree of behavioural responses and have a higher likelihood of success. Positive leadership can create a higher degree of engagement, while negative leadership, which uses an aggressive approach, can lead to lower levels of engagement. Likewise, cooperation on an individual level can lead to better cooperation and engagement of the group. Most studies found that engagement was positively correlated with various indicators of success, such as successful teamwork and results, loyalty of customers and quality of care, due to the positive work climate engagement creates. A relationship between engagement and general health was also found, which is to be expected. There was also mention of an association between lower engagement and higher levels of stress and burnout. Also, associations between satisfaction with life and work engagement were also found. Several independent studies have shown a positive relationship between engagement and work capabilities, positive affect, and speed of daily regeneration. The results of the study have shown that engagement was mostly correlated with satisfaction with work and loyalty to the organisation. There also exists a correlation between **engagement and stress and burnout**.

Schaufeli & Salanova (2011)	I, G / all sizes	The research is mostly concerned with levels of engagement of individuals and work groups, as well as the negative effects of possible consequences of burnout . The work is composed of several assignments, where the employees are predicted to show different levels of engagement with different assignments. This is even more dependent on whether or not the correct conditions are given for the assignments, such as workload, control, rewards, community, fairness, and values . An important finding is that the relationship between satisfaction and success is stronger if both are judged on a collective level. Collective work engagement is more than the sum of individual work engagement. Under certain conditions work engagement can cause burnout. Studies have shown that a lack of reciprocity can lead to burnout. When employees put in much effort and personal resources into their own work and do not get the correct response from their manager (e.g., appreciation, opportunities for learning and development,...), they can experience increased stress and burnout , due to their homeostasis between giving and receiving can become imbalanced.
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Main Findings for USA

Table 5 shows the main findings of the literature review.

Table 5. Management of Work Stress Findings in USA

Unit	IGLO/org. size	Main findings
Quick & Henderso n (2016)	I, G, L, O / various large org.	Work stress is unavoidable and sometimes also an essential needed element of the work environment; however, it is not desirable, as can be seen in dysfunction in the organisation or in the medical, psychological or behavioural issues that can result from stress. The article quickly goes over the causes that create health risks and that are correlated with stress in the workplace. The article then goes into the use of preventative measures for stress , which are taken from preventative medicine and care for public health, which attempts to take advantage of the positive effects of stress and take away the negative health effects. The article emphasizes that organisation protection and prevention of circumstances that lead to stress in the workplace. These measures must be adapted to each individual's personality and life circumstances, which can lessen the impact of stress and improve the well-being with positive psychology, particularly with the help of the theory of preventive stress management (TPSM) . Measures that are taken in regard to organisational protection , prevention and well-being of the individual raise the general public health in the work environment. In addition, these measures can also have a positive effect on the employee's family life.

Grawitch, Ballard, & Erb (2015)	I, G, L, O / various large org,	The study attempts to explain the key practices that are used to create a healthy work environment by using a holistic approach to dealing with stress in modern organisations. It uses concrete descriptions of how to incorporate, detect and balance work and private life , health and safety, in addition to how to increase growth and development with practices that can help lower the amount of stress through proactive handling of workload. The authors find that despite several organisations striving to create a positive environment for work and well-being, they are having troubles with where to start tackling the problem. Currently, several approaches emphasize the approach at the individual level , which are combined with already existing organisational practices. They recommend that through a broader set of changes in organisational processes. The combining of knowledge or best practices for creating psychologically healthy employees , levels of interventions for coping with stress, in addition to a framework for searching for and taking advantage of personal resources (PRA framework - personal resource allocation framework) represents a comprehensive framework for handling stress at the workplace, which can be adapted to the individual needs of organisations, departments within those organisations, as well as the individual needs of employees. With the acceptance of this broader perspective, the organisation can more strategically attempt to solve stress-related issues, which has the effect of more efficient stress management and a strong influence on stress-related results.
Tetrick & Winslow (2015)	I, G, L, O / various large org.	The health and well-being of employees are important not only for employees but also for their families, as well as their organisation. In this article, a literature review is done on handling stress in the workplace, as well as measures that are mostly based on lowering the demands of the work position that are creating stress. In this article, the theme of health at the workplace and wellness programmes from a primary, secondary, and tertiary measure are looked at, as well as a framework that is defined by the JD-R model (job demand-resources). The primary measures are proactive and preventative in their nature, focused on preventing unwanted circumstances and are as such used in systems approaches in organisations. In contrast, tertiary measures are focused on individuals and groups that are dealing with stress and need help healing from the negative effects of the stress. Secondary measures are often focused on taking away various risk factors for the development of stress in individuals and groups of individuals. Measures for handling stress strive towards improving and often focus on resource regeneration, which the work environment has exhausted, where the promotion of health in the workplace and wellness programmes work in preventative ways for the betterment of personal and workplace resources for employees. It seems that there exists a trend of inclusion of stress prevention as a key component of wellness programmes in the workplace. Despite being relatively rare on the level of an organisation, there is an increasing amount of evidence that organisational measures can be very effective in creating a positive and healthy work environment, particularly in combination with interventions on an individual level.
Calderwood & Ackerman (2016)	I / in health care	Work stress is important for the health and well-being of the employee. The work health community is aware that one of the biggest factors in these relationships can be negative response to work , which has been shown to include constant thoughts focused on work (cognitive response), the constant negative effect that stems from work (affective response) and changes in behaviour outside of work hours, as a response to work factors (behavioural response). Many theories of work stress are based on the knowledge that employees will react to everyday stressors at work, even outside of work hours and that this has a negative response (off-job reactivity; OJR) and will affect health, well-being and success of employees. In all of these theories, there is a consensus that the result of OJR can be seen in negative physical and psychological symptoms, which prevent the employee from regenerating from a day's work. The theory of affective events (AET - affective events theory) presents a promising approach to leadership studies of stakeholders in daily work-related stressors and characteristics related to OJR. The basic principle of this model is that the affective response influences behaviour and attitude towards work. When dealing with precursors of these responses, where both factors are environmental, such as everyday events and perceptions of the environment, inner or endogenous factors represent a key influence on predicting effective responses. In the article, the authors studied

relative contributions to everyday stressors at work, affective traits, and **subjective sensations of stress** on negative responses outside of work hours. The relationships between these factors have been judged in a study of nurses (n = 75), who filled out a questionnaire that gave insight into self-reported everyday stressors of work and their reactions outside of work hours for a period of four workdays. The result of several multiple level analysis showed that the model of major influences best described data when it was predicting cognitive, affective and behavioural responses to everyday stressors at work, as well as effective qualities and subjective perceptions of stress related to work. A string of multiple levelled analysis showed that **subjective perceptions of stress** in the work environment was predominantly in regard to predicting behavioural responses, while with predictions of affective responses negative characteristics had a predominant influence.

Hoert, Herd, & Hambrick (2018)	I, L, O / various large org.	The purpose of this article is to study the relationship between support from management for the promotion of health and decreased stress in the work environment, the use of wellness programmes and healthy behaviours. The study was done on four different organisations (a bank, private university, wholesale supplier, and a public university) in the southwestern USA. Sample size in the study (n = 618). The results of the study show that the employees' sense that the management support for the promotion of health is connected to inclusion in the promotion of health programmes with positive health behaviours of employees. The employees, who reported higher levels of management support for health also reported higher participation in wellness programmes, lower amounts of stress at work and higher positive health behaviours. Results of the analysis, which studied organisational differences found that with smaller organisations and those organisations with less developed wellness programmes, the management level of support has a smaller influence on healthy behaviours of employees. The results also show that further studies are needed to determine the mechanisms with which management support for health influences engagement of employees in these programmes, influence on stress at work, healthy behaviours and productivity , as well as other important behaviours at work.
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Overall Key Findings

We then combined the individual levels to form our key findings for the EU (see Table 6) and the USA (see Table 7).

Table 6. Key Finding for EU by IGLO

I - Individual level (personal traits, behaviour...)	G - Group level (social support, interpersonal communication between employees, teamwork, characteristics, efficiency...)	L - Levels of leadership (characteristics of leadership in social interactions, style of leadership...)	O - Organisational level (autonomy, compensation, social support, yearly meetings, feedback...)
<p>Causes of stress: The significant sources of stress at work stem from demands, control, support, relationships, roles, and changes. Lack of respect and fairness (particularly from superiors) negatively influences employees. There exists a correlation between engagement and stress -> smaller engagement means more stress and the possibility for burnout.</p> <p>Stress management:</p>	<p>Stress management: Encouraging engagement of employees bring positive results, such as a high level of well-being and success. Cooperation on an individual level leads to better cooperation and engagement of the</p>	<p>Causes of stress: Negative leadership, disconnectedness between employees and aggressive control, negatively influence the engagement of employees and increase stress.</p> <p>Stress management:</p>	<p>Stress management: The beneficial approach is the "Work well model" approach. Participation in organisational wellness programmes associated with a reduction in</p>

Most common methods for handling stress are

cognitive training of behavioural skills, meditation, relaxation, deep breathing, physical exercise, wellness programmes, keeping a journal, time management, and setting goals. In a lot of organisations, the model JDR (Job Demands-Resources), programmes for engaging employees. A connection was found between engagement and general health. Work engagement helps individuals to combat stressful work efficiently. Several independent showed a positive correlation between engagement and work capabilities, positive affect, satisfaction with work and daily regeneration. For motivation, employees must be rewarded for finished work. It is important for the well-being of the employee with a work position, career opportunities, and job security—clearly defined information of the expectation, connected to a role. Ambiguous expectations of roles (subjective) are connected to higher pressure and lower satisfaction with the work environment, such as a clear expectation in regard to roles. Good relationships are just as important with co-workers and leadership, as well as good communication with the leader of the development strategy, to prevent inconsistencies. Considering individual characteristics (capabilities, identity of the assignment, the meaning of the assignment, autonomy, feedback) for their motivation and success. To lower stress it is also important to have physical activity and a balanced diet and a healthy general lifestyle.

Signs and consequences:

A heightened degree of mental health (depression, pressure, anxiety, sleep disorders) and physical problems (high blood pressure, pain in the stomach, sweating, fatigues), which is shown as an inability and not being prepared to work, low satisfaction with work. All of this leads to poorer health, burnout. The consequence is that absenteeism from work or even quitting a job. A widespread problem with suicides is family life. According to research, 46% of absenteeism is due to stress, which is the highest percentage of any factor.

group. Cooperation, intrapersonal support of co-workers and good relationships between employees lead to individual, as well as organisational success. Collective work engagement is more than the sum of individual engagement. The agility of the group is also important, for which are essential: self-organisation, iteration, focus on customers, exchange of information, cooperation, and intrapersonal trust.

The more positive forms of leadership create a greater degree of engagement of employees and lower stress. The method of managing people highly influences their well-being: respectful and responsible (managing emotions and integrity), management and communication of current and upcoming work, management of individuals within a group, management of tough situations.

absenteeism and greater job satisfaction. More and more organisations are looking for employees who take the initiative and respond creatively to the challenges of work, as engagement is both at the individual and organisational levels. As a result, employees are more satisfied with their work, dedicated and efficient at work.

Table 7. Key Finding for USA by IGLO

I - Individual level (personal traits, behaviour...)	G - Group level (social support, interpersonal communication between employees, teamwork, characteristics, efficiency...)	L - Levels of leadership (characteristics of leadership in social interactions, style of leadership...)	O - Organisational level (autonomy, compensation, social support, yearly meetings, feedback...)
<p>Causes of stress: The cause for work stress is a broad collection of different occupational and work stressors, such as career demand, social support, workload, work conditions (sounds, temperature, light), the form of the workplace, interpersonal relationships, social density, managing techniques, peer pressure. Noteworthy are also relationships between work and family, which represent one of the most common risks for the emergence of stress at work. Reaction to everyday stressors at work, as well as outside of work time can cause adverse reactions (off-job reactivity; OJR) and has an impact on the health, well-being, and success of employees.</p> <p>Managing stress: Preventative measures for stress are seen in three ways: primary, secondary, and tertiary. Primary is focused on preventing stress by managing individuals' perceptions of their stress, better personal workplace, or environment, as well as maintaining a balance between work and private life. Among the main techniques are positive interpersonal relationships and social support. Secondary measures are focused on reacting, in order to help an individual at managing negative energies associated with stress, balancing emotions, and physical readiness. Tertiary measures are focused on therapies and consulting for maintaining the health and normal functioning of individuals who had their homeostasis disrupted by stress.</p> <p>Signs and consequences: When we are exposed to extended amounts or strong enough stress factors, we can start experience signs of pressure or unhealthy consequences in 3 forms:</p>	<p>Causes of stress: Conflict of roles with teamwork, workload too high, ambiguous assignments</p> <p>Managing stress: The introduction of positive psychology, social support, tolerance, civic virtue. The implementation of positive psychological measures (PPI - positive psychology interventions) on a primary, secondary, and tertiary level of the individual, as well as organisational level *social support network, support of management, support of co-workers, autonomy at work, educational programmes)</p>	<p>Managing stress: Organisational leaders give a budget politics and influence on the focus of the organisation for achieving its vision, assignments, strategic planning, and goals, as well as the broadness and support of wellness programmes. Strategic and organisational leaders serve as the face of the organisation and play a big role in the formation of the whole culture of the organisation, including how this culture emphasizes well-being in the organisation. The promotion of health of leading departments in the organisation and in higher leadership positions is directly linked to higher participation of employees in wellness programmes, lower levels of stress at work and higher degrees of positive health behaviours. Results of the research analysis, which studies the organisational</p>	<p>Managing stress: The combination of knowledge or best practices for the creation of psychologically healthy work places, levels of intervention and managing stress, as well as a framework for searching for and satisfying own resources (PRA framework – personal resource allocation framework), as a holistic approach to managing stress at the workforce, which is possible to adapt to the needs of different organisations, departments within the organisations and employees. With the acceptance of this broad perspective, the organisation can strategically approach stress in employees, which has the effect of efficient management of stress and a more substantial influence on results related to stress. The organisational approach focuses on primary measures and aims for long term success.</p>

<p>-health problems (the development of cardiovascular disease, the formation of cancer, muscular pain, and limitations), which can lead to a long absence from work. - psychological issues (anxiety, depression, burnout, which is shown as fatigue, cynicism, lack of personal accomplishments) - behavioural problems (abuse of alcohol, tobacco, and drugs, which leads to aggression, violence, and industrial accidents). All of this negatively influences work presence, productivity, work accidents, and with this related injury or even death at the workplace, as well as health care costs.</p>	<p>differences show that a smaller organisation and those with less developed promotional programmes have a lesser degree of influence of leadership support for the promotion of health on the health behaviours of employees.</p>
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2.4.2 Slovenia

A total of 15 articles were found (see Table 4) and using the criteria in Table 2 a total of 7 articles were used for Management of Work in Slovenia. The following databases were used to search for the articles: dLib (Digital Library of Slovenia), EBSCO, Web of Science, Scopus, and Google Scholar using the keywords in Table 8.

Table 8. Keywords for Literature Review of Work Stress in Slovenia

"delo" + "stres" + "menedžment" ("work" + "stress" + "management")
"delo" + "dobro počutje" + "menedžment" ("work" + "wellbeing" + "management")
"delo" + "obvladovanje stresa" + "spretnosti" ("work" + "stress management" + "skills")
"delo" + "obvladovanje stresa" + "kompetence" ("work" + "stress management" + "competencies")
"angažiranost zaposlenih" + "stres" ("engagement" + "stress")
"angažiranost zaposlenih" + "menedžment" ("engagement" + "management")
"zdravje" + "stres" + "menedžment" ("health" + "stress" + "management")

The articles used for the review of literature are seen in Table 9.

Table 9. Management of Work Stress Literature in Slovenia

Kožuh & Arzenšek (2011)
Dernovšek Hafner (2012)
Zaviršek Mikolič (2013)
Podjed (2014)
Mikša (2015)
Jeriček Klanšček & Bajt (2015)
Rožman, Grinkevich, & Tominc (2019)

Main Findings

Table 10 shows the main findings based on the articles found for Slovenia.

Table 10. Management of Work Stress Findings in Slovenia

Unit	IGLO/org.size	Main Findings
Kožuh & Arzenšek (2011)	I, G, L, O / various large org.	<p>The main experience of stress, associated with an increased threat to a person's self-image, respect or dread due to loss of social security. A tendency towards stress is especially frequent with people with work zeal, constant pressure, or impatience and with people, who work under constant pressure. Stress at work starts due to too much pressure, dissatisfaction with work, increased responsibility, competitiveness, feelings of inadequacies or bad interpersonal relationships. Managers are some of the most stressful jobs that exist. At the top of most threatened careers is management, followed by technical experts, architects, students. Stress at the workplace, which lasts longer, leads to fatigue and is thus one of the causes of burnout. An important factor of stress is work position, which is connected to too much work. It is especially true for workplaces of leaders - managers often work longer hours, telephone a lot, accept multiple visits and are presented with many meetings. They work with organisational changes, with restructuring, corporate takeovers and last but not least, they are fighting global recessions. In a managerial work environment, there are often ambiguities of roles, when a manager finds themselves in the peak of various pressures of superiors and employees, co-workers, and customers. With middle management, the possibility for the development of conflicts is higher, more significant is also the tendency towards stress and the consequences associated with it. With middle management, the possibility for the development of conflicts is higher, more significant is also the tendency towards stress, and with-it related consequences. Managers need achievements, fame, validation, and that begins a competitive battle, which is another source of stress. With managers, there is the problem of competitiveness, rivalry, which increases pressure. Bad managerial relationships in the work environment are important sources of stress. Organisational culture is a climate that can influence the good or bad state of employees and their efficiency at work. Organisational stress can be due to its vastness more profound than the stress of individual employees, as it comes from a stressful state due to a high number of employees. Organisational stress can be solved in two layers, at the level of the individual employee or at the level of the whole organisation. On average, the most stressful of stressors are those that are based on the relationships between employees and other managers (for example bad relationships in the organisation, a lack of friendly atmosphere between co-workers, a lack of support of other managers, bad communication, an insufficient amount of feedback..) Immediately after are stressors, which are related to the work of managers (for example, a forced rhythm of work, too much work, the tempo is too fast, organisation of work, the implementation of new programmes). Results in Slovenia show: the calculation of arithmetic means of key groups of variables show that middle managers, participants in research on average are most stressed out by stressors that are based on managerial work. From this group, the highest ratings are given for: a feeling of too much workload, mediation between upper management and employees, ratings of productivity, employees making mistakes at work. On second place were stressors, which are based on the relationship of co-workers and leadership of the organisation. In these groups, most stressful ratings of stress were not enough interpersonal communication or encouragement of employees, interpersonal conflicts, and critics of the leadership of the organisation, based on skilled on the skill level of their work. This is followed by stressors, related to organisational culture and climate. In this group, the participants stated that most stressful were the style of leadership, organisation of work, authority of top management, as well as bad motivation of employees at work. On average, the least stressful were the work conditions.</p> <p>The role of the organisation at managing stress is to recognize symptoms of stress in employees and to plan the prevention of the start of different factors, which can cause stressful states in employees. In the context of</p>

the development of skills for managing stress, it is recommended that there are regular educations and training in the organisation, particularly of leaders and leading employees, so that they know how to recognize and prevent forms of harmful stress. The positive organisational climate and the feeling of connectedness among employees are positively related with the type of measures for managing stress, among which we attribute **free wellness**, access to gyms, care for healthy food and organisation **training programmes**, which help employees with stress management. Of course, this begins with coping with stress first with each individual. Regular exercise and hobbies, which relax, have a significant impact on maintenance, strengthening and protecting our health and increasing our productivity. In the study, it was found that the most frequent way of managing stress is on the level of the individual to maintain psychological and physical stamina. They pointed out mainly hobbies outdoors, such as golf, gardening, hunting, and fishing. Based on the results of the study, we can conclude that organisations are just as responsible for creating ideal conditions between employees, as well as the content of assignments. To improve the climate, it is important to **increase connections between collectives**, support mutual cooperation and to encourage top management to allow employees more **autonomy** with their decision making. Top managers should be focused and trained to know how to create a pleasant work environment and connectedness among employees for optimal delegation of work assignments.

Dernovšček I, L / various
Hafner large org.
(2012)

Stress at the workplace can affect whoever and wherever. It can occur in each department or sector of an organisation of all sizes. It can influence the health and safety of individuals, as well as the health of the organisation and national economies. **The psychological symptoms** of stress at the workplace can be shown with irritability, dissatisfaction with work, worry, lack of energy and enthusiasm, a feeling of being caught in work, changes in behaviour and other. **The negative consequences of stress** at the workplace are poor health and well-being of the employees, the appearance of psychological and physical disease, lower productivity due to increased absenteeism, presentism and fluctuations, conflicts between management and employees, as well as issues of balancing personal and work life, such as: 1. how fast and how hard one needs to work for the realization of a task, 2. is there enough time for the completion of the task, 3. the amount of work, which needs to be done, 4. how much work does someone need to do under time pressures, 5.the level of concentration, which is demanded for the fulfilment of a certain assignment, 6. the presence of conflicting demands, 7. how many times does a pause or slowing down of work occur because we are dependent on the work of others. Important decisions in regard to work can be: the possibility of planning work, the management and control of work time - flexible work time, planning pauses, organisation of work area, choice of co-workers. An important assignment is also that of **middle management**, to make sure good relationships exist between co-workers, to solve conflict and to **encourage teamwork**. That way one can often find so-called "sandwich positions": split between responsibility for the decision making of superiors on one side and to take care of the well-being and to represent the interests of employees on the other side. Psychological pressures, stress at the workplace and the possibility for the development of stress-related disease is increasing, when we at work have to high work demands and low decision-making authority. The answer to the question, how do we, with high psychological demands at the workplace, lower fatigue and prevent burnout, is: with **high levels of autonomy** or the ability to make decisions. For higher levels of inner motivation for work, it is important that at the workplace there is a high degree of **social support**. The priority of management should be that the inner part of an organisation is encouraged by potential support systems between co-workers and is worried about a support system in relation to management-employee.

Zaviršek Mikolič (2013)	I / various large org.	<p>Stress is a reaction from the environment, which disturbs our physical and/or psychological state. A stressful event causes the rise of hormones in the body (adrenalin, cortisol), which give certain reactions. We differentiate between short term, which is positive, and long-term stress, which can negatively influence our health. The signs of positive stress are high motivation and positive agitation, creativity, efficiency, success, boldness, capabilities of clear and rational thinking. Chronic stress due to its long-term effects, influences our health and disturbs our everyday functioning and leads to disease. Among the long term adverse effects of stress are unexplained headache, sleeplessness, problems with concentration, irritability, loss of the desire for sex, dizziness, problems with stomach, irritable bowel syndrome, increased blood pressure, dietary issues, pain in neck and back, chronic fatigue, lower immune system. We differentiate 3 main groups of stressors:</p> <p>background stressors – sound at the workplace, forced work rhythm, everyday rush to work, lack of material goods, inadequate apartment conditions.</p> <p>personal stressors – disease, death, loss or change of workplace, conflict situations at the workplace and personal environment, retirement.</p> <p>• environmental stressors – earthquakes, floods, tsunamis, flight accidents, fires on which we cannot have influence. Stress in the work environment is most frequent and is caused by too much demand and influence to stress: inability to understand superiors, co-workers and subordinates, too little time, to finish work assignments, not receiving proper recognition for completed work, we cannot complain, too much responsibility, the job is not reliable, prejudice due to age, race, gender, uncomfortable... special forms of stress represent humiliation, harassment, threats, and similar. What can we do on our own? First, we must recognize the factors of stress and our reaction to stress. After which we in the work environment we organize as best we can, so as to lower the level of stress. We first prioritize assignments by importance and decide to first start with the hardest tasks, we set clear goals, we look at changes from a positive viewpoint, we accept problems as challenges and not a threat, we reject unrealistic demands from co-workers or superior, we give ourselves regular vacation, we reward ourselves for well done work, we think positively (we focus on our advantages and not our; in all things we try and find something good) and we get rid of negative thinking (we do not focus on events on which we have no influence, as we cannot change them). We take time for ourselves (we go on walks into nature, we read an interesting book, we listen to relaxing music, we work out and hang out with those, whom we care about). If we cannot do it ourselves, we look for help in an apothecary or at the doctor. At an apothecary, they can give us advice on behavioural techniques, as well as supplements, or off the counter medicine, which contains valerian, passionflower, hops, roseroot, protein or teas, such as Melissa or mint tea, as well as antioxidants and Royal Jelly.</p>
Podjed (2014)	I / various large org.	<p>We have a golden trio for managing stress. The golden trio is our mind, our body, and our breath. With its help we can achieve two key goals: current relaxation and long-term inner peace. Spirit, body, and mind are deeply connected. When we are angry, our breath changes, our muscles and body become tense. If we, for example, use breathing exercises for some time, our breathing and body relax. If for example, for some time we do breathing exercises, the breath and mind relax. Not all methods are appropriate for use during work hours. Meditation is a wonderful technique with deep effects, but for it we need time and peace. Among the more known methods of relaxation with the help of the mind fall under positive self-affirmation, humour, cognitive restructuring, visualization, methods of "emptying head" (e.g., STOP technique), lowering goals or expectations, AAABC techniques, to distract ourselves as much as possible... people, who think positively, live longer, have a lower risk for the development of cardiovascular disease, are more resilient to cold, rarely get ill with depression, and so forth. Working out, healthy food and hanging out with positive people, contribute importantly, so that we are</p>

positive. We do various techniques for positive thinking. Breathing exercises are thus popular, because people quickly feel positive effects, such as a more relaxed body, calming the mind and relaxation of the breath. There exists a wide range of breathing exercises. One of the best techniques for managing stress, which we can use at work is abdominal breathing or breathing with solar plexus. We all know the benefits of relaxation, which we feel after long term intense sports activity. We lie down on a backrest and enjoy, as the body is pleasantly relaxed, the mind is empty, and the breathing is relaxed. The techniques, which can, through our bodies, help relax, are numerous. Among them are **exercise**, walks, gardening, yoga, stretching. Shutz autogenic training, massage, Pilates, cleaning the basement, Alexander technique and so forth. At the job, we must be more practical. It is practical that every 45 minutes we stand up from our computer or work machine, take a short **pause**. We take advantage of it for walks, stretching, relaxing eyes, shaking our muscles and similar. If possible, we do exercise for an area where we may have problems. The best results are a combination of various techniques. We chose those that are closest to us. Different techniques of breathing, moving, and thinking can help us to **relax**. When we reframe our thoughts, we feel relieved, but it is more important that it brings us long term inner peace. The research shows without a doubt the benefits of **relaxation techniques**.

Mikša
(2015) I / various
large org.

The work environment is often the cause of stress, which can show itself in the form of symptoms of mental issues. From this perspective, **physical activity**, a good way of battling stress at the workplace and contributes to a healthier **work environment**. The best way of blocking reactions to stress is regular **physical exercise**. The workplace with high demands and low possibility of decision making is related to the intensity of experiencing stress. The possibility of decision making is low. Employees at these workplaces are most exposed to disease, related to stress. Fatigues, anxiety, depression and disease or morbidity are common occurrences. Stress at the workplace can be explained with a model, where on one side the demands and on the other side the personal capabilities for managing these. Among the demands fall: too high expectations, low control, bad social support, low capabilities of decision making, low job security and unproportionate work-pay. Work or the work environment is potentially a source of **stress**. **Physical characteristics**, such as light, noise, vibrations, being exposed to certain chemicals or biological material, can lead to heightened stress. **Organisational work** and shift work influence the rhythm of wake and sleep, metabolic rate, levels of sugar in the blood, mental efficiency, work motivation and family and social life. The definition of stress stems from the relationship between the perception of demands and the rating for the development of only these has a key role in the perception of stress. Stress has several effects on the organism. Influences from external sources can cause **long term disease** not only due to short term unpleasant feelings. Stress or the reaction to stress are some of the most important causes of **cardiovascular disease**, which are the most common cause of death in the developed world. The best way to block reactions to stress is **physical activity**. When stress is involved, caused by the work environment, the most effective intervention has been shown to be **cognitive-behavioural therapy**. Regular physical activity can lead to lower absenteeism from work. Regular exercise has a positive influence on **mental health or emotional states**. The effects of stress can be lowered with regular physical activity.

Jeriček
Klanšček &
Bajt (2015) I / various
large org.

People respond to **experiencing stress** in different ways. Typical signs and symptoms, which occur with most, for example, are faster heart rate, faster breathing, heightened blood pressure, tense muscles, cold hands and feet, increased alertness, stomach problems, feeling of fear or threat, sleeplessness, feelings of lacking power, anxiety, sadness, negative thoughts, heart-pounding, irritability, isolation - therefore it is in relation to **bodily signs**. Research shows that people, who experience **negative stress can** often be met with the escape from reality and **risky behaviour**, for example, increasing alcohol, tobacco, unhealthy food

consumption, as well as exercising less. Not all stress is bad or negative. For a normal life, some stress is necessary. Therefore, we can under the influence of short term, weak stress work better, mainly if it is for stress in challenges that can be handled. This type of stress is important for the development of the individual (learning, advancement, adaptation to a changing environment). On the other hand, negative, long-lasting, too strong, too frequent, or too condensed periods of stress prevent productive, efficient work and have **damaging influence** on multiple areas of an individual's functioning. Signs and **symptoms of burnout** can manifest at the emotional, bodily, behavioural and motivation of thinking. **Emotional signs** are for example, depression, crying, emotional burnout, increased pressure, irritability, feelings of anxiety, loss of purpose for humour. **Mental signs** are hopelessness, feelings of powerlessness or guilt, low self-esteem, inability to concentrate, forgetfulness; bodily signs are seen as headaches, nausea, dizziness, pain in muscles, disturbance of sleep, chronic tiredness. **Behavioural signs** are hyperactivity, impulsivity, too much caffeine, tobacco, alcohol, and illicit substances, not exercising, compulsive complaining, mistakes at work, frequent fights with co-workers. At the workplace burnout can be seen with **decreased efficiency**, low output and minimal productivity, fluctuations, increased **absenteeism due to medical reasons**, increased number of injuries and other accidents. Ways of combating stress, which are seen as more successful, are:

1. Recognizing stress symptoms (increased heart rate, sweaty palms, shaking...), recognizing different types of stress (positive, negative), being aware that there is not life without problems and that negative stress can be beneficial.
2. A change in the environment and its demands: change of environment (temporary - change of environment, relief, constant - change of environment, job, and so forth., which enables stress). A schedule from the environment, which gives us stress when there is no solution.
3. Change of capability of coping and support for already received capabilities and coping strategies.
4. Considering our own capabilities, becoming aware with what we can cope and what we cannot (with things, which we cannot change, we do not burden ourselves).
5. We focus on security factors (define what encourages us or where we are good at)

It is important to learn different strategies for handling different levels of work:

- Physical level: relaxation of muscle tension with different physical activities, which influence directly stress responses: different techniques of relaxation, abdominal breathing, exercise, dancing, relaxing activities, moderate physical activity.
- Mental level: change of thought, positions, beliefs and self-talk, which are focused on stressful events: changing negative thoughts with positive/neutral ones (with this we take into account that too much positive thinking can have its pitfalls), learning of well-being (avoiding perfectionism), self-teaching - we give ourselves instructions to carry out tasks, we learn to solve problems in steps and practical techniques (we develop viewpoints and strategies, how to solve problems, we think in steps, which we have to carry out, so that the problem is correctly handled and that we reach a solution), active coping (we actively approach a problem, and we try and remove it or influence it for direct action, increased stress and attempts at coping in levels), humour.

The level of emotions and behaviour: self-control of behaviour (expressing feelings respectfully and confidently, not aggressively and passively), assertiveness (confidently defend own interests, demanding what belongs to us), training social skills (communicating in different environments, with different people, in different situations, compromises/agreements/adaptation), building a web of friends (social support), planning and better organisation of work and free time (e.g., the care for a calm work environment, work in stages or according to priorities,

Rožman, I, G, L, O /
Grinkevich, various large
& Tominc org.
(2019)

ensuring time without distraction, when we have more demanding mental assignments, we have "official time" for communicating through telephone or email)

Employees of different ages are combating with different kinds of **work stress** and different symptoms of **burnout** when working their work. The role of age when **forming workplaces** and the work itself should not be neglected. In the article, it was researched what the age **differences of stress** are researched, as well as the symptoms of burnout and age on the well-being and satisfaction at work. The contribution is based on the research, which includes a questionnaire of the employees in two age groups (those younger than 50 or older employees between 50 and 65 years of age). Results show that there are **statistically significant differences** with work stress and symptoms of burnout at the workplace between older and younger employees. On average younger employees sensed higher levels of **work stress** and burnout in relation to the older group. Results also show that work stress, behavioural and emotional burnout, as well as age play an important role in the well-being of employees. The demographics of the world workforce is changing (**ageing population**), which brings new research questions. All the more important is how to ensure that people stay content with their work and in different life cycles. The quality of work has a considerable influence on its employees at the workplace, where they spend a lot of their time.

Key Findings

We combined the key findings of the Slovenian review of literature at the individual level (see Table 11).

Table 11. Key Finding for Slovenia by IGLO

I - Individual level (personal characteristics, behaviour)	G - Group level (social support, interpersonal relationships among employees, teamwork, characteristics, efficiency...)	L – Leadership level (characteristics of leadership and social interactions, style of leadership...)	O - Organizational level (autonomy, compensation, social support, yearly meetings, assessment..)
<p>Causes of stress: Stress at the workplace can be explained with a model, where on one side there are high demands and on the other, there are individual's capabilities for handling stress. Definition of stress stems from the relationship between the perception of demands and the assessment of the capability of fulfilling these as a key role when experiencing stress. We differentiate between 3 main groups that cause stress:</p> <ul style="list-style-type: none"> • stressors from the background - exposure to certain chemicals and biological substances, lighting, vibration and noise at the workplace, a forced rhythm of work, everyday rush to the way to work. • personal stressors - the loss or change of workplace, conflict situations at the workplace, retirement. 	<p>Managing stress: For better work climate, it is logical to heighten the connection among collectives, support cooperation and encourage top management to allow employees more autonomy at work. Top managers should as such be</p>	<p>Causes of stress: In the topmost threaten groups, due to stress, are managers - managers often work longer, telephone a lot, take several visits and are present at a lot of meetings. They are in charge of organisational changes, restructuring,</p>	<p>Causes of stress: Organisational stress due to the broadness can be more profound than the stress of the individual employee, as it stems from the stressful state of several employees. The research in Slovenia has shown that the most stressful</p>

• stressors from the environment - we cannot influence these. Stress in a work environment is most often caused by too much workload, too high of demands or too high expectations and low levels of decision making, low self-control, bad social support, no job security and exposure to factors of stress, such as misunderstandings with superiors, co-workers and subordinates, too little time to finish work assignments, for the complete work we do not get the expected recognition or equal pay, we do not have the option to complain, too much responsibility, the job is not reliable, unsuitable work needs. Special forms of stress are seen as humiliation, harassment, threats and similar.

Managing stress: First, we have to recognize the factors of stress and our reaction to it. Then we have to in a work environment organize as best we can, to lower the level of stress. The assignments are sorted according to importance and we first focus on the most important tasks, we set clear goals, we look at changes from the positive viewpoint, we accept problems as challenges and not a threat, we reject unrealistic demands from co-workers or superiors, we take regular holidays, we reward ourselves for good behaviour, and we think positively (we focus on our advantages and weaknesses; in each thing, we try and find something good) and we get rid of the negative thoughts (we do not put pressure on ourselves with events, on which we cannot influence, as we cannot change them). We make important decisions in regard to work, such as: the possibility of planning work, organising, and controlling work time - flexible work time, planning breaks, the organisation of the work environment and the choosing of co-workers. Also important is the task of middle management, to care for good relationships between employees, solve conflict and encourage teamwork. The methods of coping with stress, which are seen as the most successful are: 1. Seeing stress symptoms; 2. A change of environment and its demands; 3. Change in the capability of coping and support; 4. Taking into account all capabilities; 5. Focus on security factors.

There exists several different strategies on different levels: 1. **Physical level:** In research it is being seen that the most frequent form of managing stress at the level of the individual psychological and physical conditions. Regular sports activity and hobbies, which relax us, are a key factor in maintaining, strengthening, and protecting health and increase work productivity. They emphasized mainly hobbies, such as golf, gardening, hunting, and fishing. Other methods: walking, relaxing muscle tension with various physical activities, which influence directly the stress response: different technique of relaxation, abdominal breathing, exercise, massage techniques, dancing, drawing, listening to music, gardening, yoga, movement, Shultz autogenic training, massages, Pilates, cleaning the basement, Alexandrian technique and other forms of relaxing activity. 2. **Thought Level** Among most

focused and capable to create a suitable working environment, connecting all employees and delegating work.

taking over organisations and last but not least, they are fighting a global economic crisis. In the managers workplace there appear no clarity of roles, when the manager finds themselves in the centre of various pressures from superiors or subordinates, co-workers, or customers. With managers there is a big problem of competitiveness, rivalry, which increases pressure. The main experience of stress is related to the threat to the persons self-image, self-respect, or the fear of losing job security. Stress at work appears due to overwhelming workloads, dissatisfaction with work, increased responsibility, competitiveness, feelings of inadequacies or bad interpersonal relationships. An important source of stress is also bad interpersonal relationships in the workplace. A leaning towards stress is especially frequent with a big work zeal, constant stress, or impatience as well as with people under constant pressure. The

job is influenced by the style of leadership, organisational work, the authority of top management and poor motivation of employees at work.

Managing stress: It is suitable that the work organisation in the case of stress at the workplace focuses on health, learning and productivity. These three activities are strongly tied together; among them it is important to reach harmony so that they can strengthen each other. The organisational culture and climate can influence both the good and bad emotional states of their employees and the efficient working of the organisation. Organisational stress is important for solving two layers, at the layer of the individual or the organisational level. In the framework of skills for managing stress, the organisation must host regular

well-known forms of relaxation with the help of the mind to fight positive self-approval or techniques for positive thinking, meditation, humour, cognitive restructuring, visualization, methods of "emptying the mind" (e.g., STOP technique), lowering the goals or expectations, AAABC technique, with which we can distract ourselves, change our minds, positions, beliefs and self-talk, which are focused on stressful events: exchanging negative thoughts with neutral/positive thoughts (here we take into account that too much positive thinking can have its own pitfalls), learning well-being (avoiding perfectionism), self-teaching - we dictate the steps for completing an assignment, we learn to solve problems according to steps and practical techniques (we develop positions and strategies, how to start solving a problem, thinking by using steps, how to solve them to get the problem under control or come to a conclusion), active confrontation (we actively approach a problem and remove it or influence it, so as to prevent its negative side effects - it involves encourage to direct action, increase stress and attempts at confronting the problem in levels), humour.

3. Emotional and Behavioural Level: self-control behaviour (expressing feelings respectfully and confidently, not aggressively and passively), assertiveness (confidently defending our interests, demands, that which belongs to us), training of social skills (communicating in different environments, with different people, agreements/compromises/adaptations), creating a network of friends (social support), planning and better organisation of work environment and free time (e.g., care for a quiet working environment, working stages or priorities, ensuring time without distractions, when we have more intense thought assignments, we create "office hours" for meetings on the phone or electronic mail. We also know

4. Food supplements or over the counter medicine, which has valerian, passionflower, hops, rose root, milk protein, as well as Melissa or mint, or antioxidants and royal jelly.

5. Relaxing at the workplace: One of the most effective breathing techniques for managing stress, which we can use at work, is abdominal breathing or breathing through the stomach and so forth. At our job we have to be more practical. It is useful that every 45 minutes we stand up from the computer or work machine, take a short break. We can take advantage of it, so that we take a walk, stretch, relax our eyes, shake our muscles and similar. When it is about stress, created at the workplace, the most efficient method is cognitive-behavioural therapy.

6. Other methods of relaxation: we read an interesting book, listen to relaxing music, hang out with positive people and with those, who like us, healthy food. If we can do it ourselves, we look for technical support in our apothecary or at our doctor. **Signs and consequences:** Typical signs and symptoms, which appear with most, such as increased heartbeat, fast breathing,

research in Slovenia shows that on average the most stressful are stressors, which are focused on the relationship between co-workers or other managers (for example, bad relationships in the organisation, lack of friendly mood among co-workers, poor communication, too little reciprocal information...). In second place are stressors, focused on the work of the manger (for example, a forced rhythm of work, too much pressure, the tempo is too fast, the organisation of work and the implementation of new programmes.

educations and training of leader and leadership co-workers, in order to recognize these, lower the amount of stress, among which we can count free wellness, access to gyms, care for healthy food and organisation of programmes of training, which help employees deal with stress

increased blood pressure, tense muscles, cold hands and feet, increased wakefulness, upset stomach, feeling of fear or threat, sleeplessness, feelings of powerlessness, anxiety, sadness, crying, negative thoughts, pounding of the heart, irritability, isolation, fatigue, anxiety, depression and emotional fatigue, anxiety, depression, hopelessness, feelings of powerlessness and guilt, low self-esteem, inability to concentrate, forgetfulness; physical signs can be seen as headache, nausea, dizziness, muscle pain, disturbance of sleep, chronic fatigue, loss of sense of humour and disease, Psychological symptoms of stress at the workplace are shown as irritability, dissatisfaction with work, worry, lack of energy and enthusiasm, worry, lack of energy and inspiration, feelings of being trapped, change in behaviour and other. The negative consequences of stress at the workplace are bad health and well-being of others, psychological and physical disease, lower levels of productivity due to increased absenteeism, presentism and fluctuations, conflicts between management and the difficulty of balancing personal with professional life. Among the long term effects on health can be an unexplained headache, lack of sleep, problems with concentration, irritability, loss of sex drive, dizziness, stomach problems, elevated blood pressure, diet issues, back and neck pain, chronic fatigue, lower immune system response. Stress or the reaction to stress is one of the most important causes of cardiovascular disease, such as the leading cause of death in the developed world. Research shows that people who experience negative stress, relieve their stress by running away or risky behaviour, they have a higher alcohol intake, tobacco intake; they do not eat healthily, they move less. Negative, long-lasting, overpowering, too numerous or too condensed stressful situations enable productive, efficient work and have a damaging influence on several areas of an individual's productivity. Several signs of burnout are hyperactivity, impulsivity, increased caffeine intake, tobacco intake, alcohol, or other illicit substances, stopping sports activities, compulsiveness, complaining, mistakes at work, frequent arguments with workers. At the workplace, the burnout is shown as a smaller efficiency, lower output and minimal productivity, fluctuation, increased absenteeism due to health problems, increased number of accidents.

Overall Findings in EU, USA, and Slovenia

Based on the most essential conclusions of articles from individual regions: the EU, USA and Slovenia is a graphical representation of combined characteristics/variables. In Figure 4, Figure 5, Figure 6 are different Venn diagrams with common characteristics or variables of each region for the cause of stress formation, managing stress, and signs and consequences of stress.

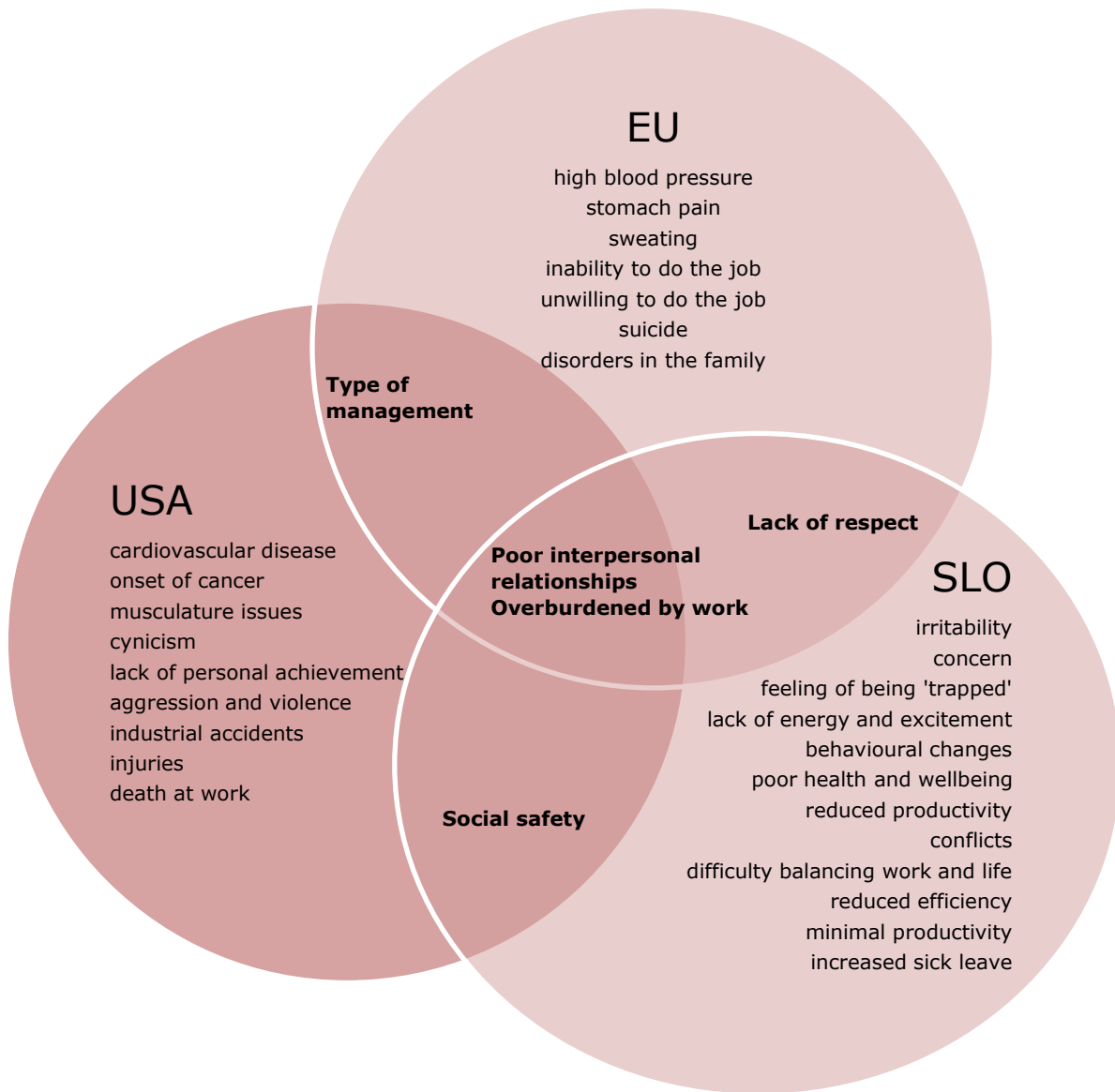


Figure 4. Venn Diagram of Stress in EU, USA, Slovenia

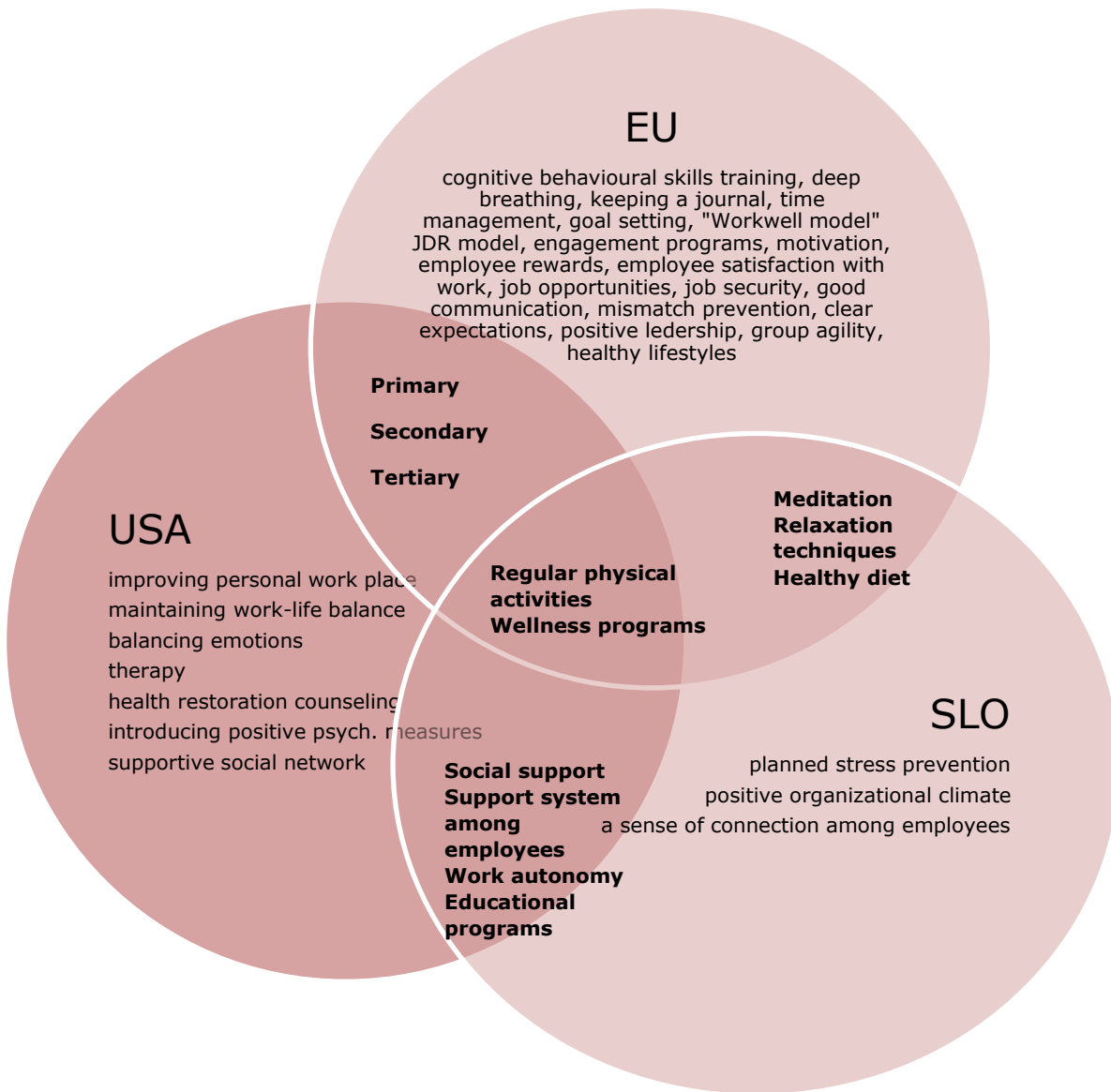


Figure 5. Venn Diagram of Stress Management in EU, USA, and Slovenia

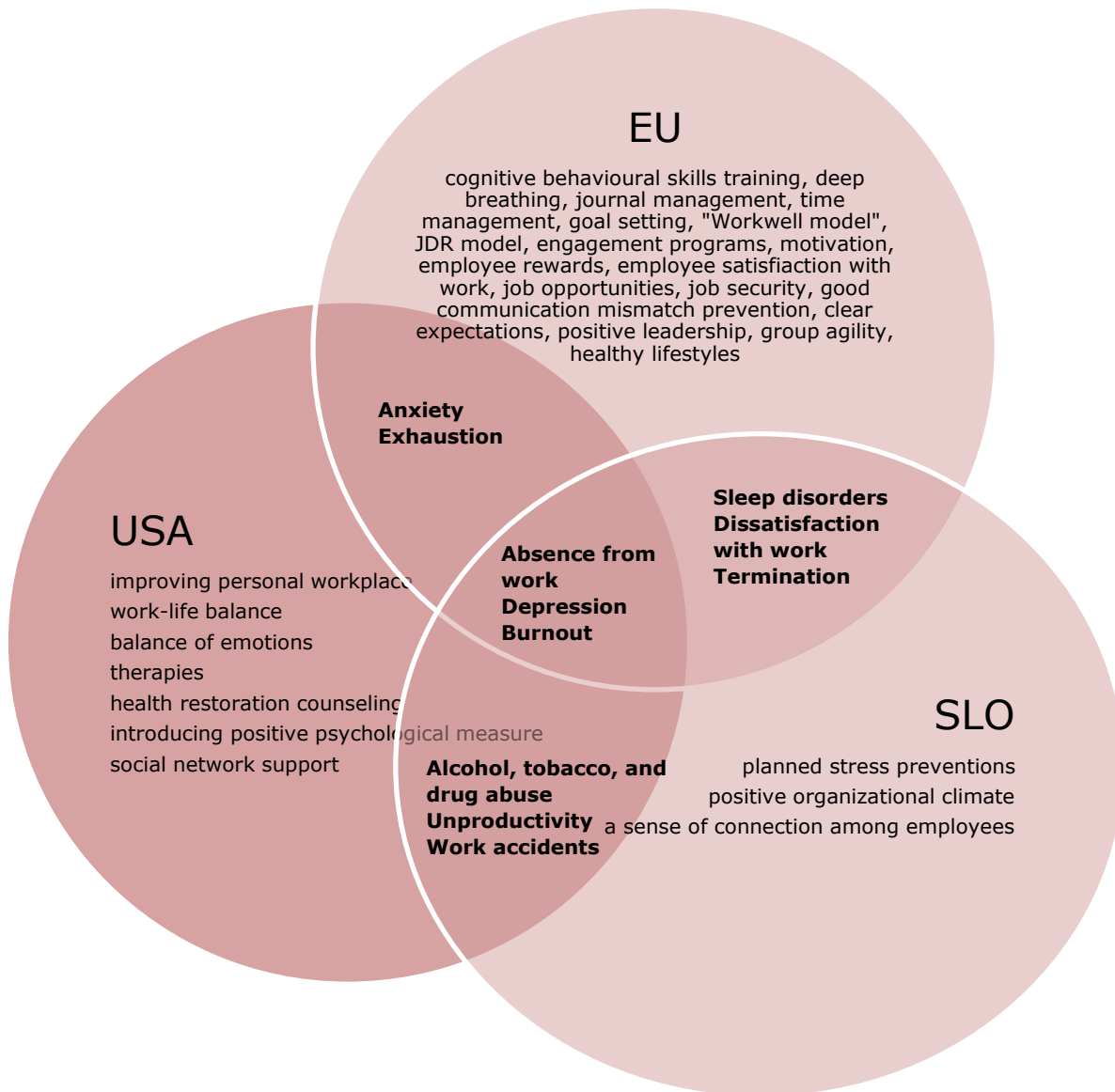


Figure 6. Venn Diagram of Symptoms and Outcomes of Stress in EU, USA, and Slovenia

2.4.3 Greece

Work stress causes strain and long-term negative consequences (physically or mentally) to the person experiencing it. Based on Cooper and Marshall's (1976) seminar work on stress, they identified the factors of occupational stress, which are:

- workload
- lack of recognition or reward
- insufficient time to complete work
- role of the person in the company
- work relationships between the employees and the employers
- development opportunities (personal or professional)
- lack of clear job description

- lack of ability to express complaints
- stereotypes regarding age, sex, and religion
- exposure to violence, threats, and blackmail
- chances of small mistakes with serious and significant consequences
- unpleasant or physically hazardous working conditions.

In recent years, after the economic crisis in Greece, employees face high situations of burnout and heavy workload until very late at night, causing increased rates of work stress. Stress does not affect only the well-being of employees but the proper functioning of companies.

In Greece, employees usually work more hours than in the rest of Europe, 45.4 hours per week compared with the average of 38.4 in 27 EU Member States. Although in Europe there has been a decrease in working hours the last 15 years, in Greece the hours have been increased to 10 working hours a day, 5 days a week (Eurofound 2019).

Management of work stress is a priority for employees to get proper training and education, this is what emerged from the research of the Chamber of Commerce and Industry of Thessaloniki, addressed to hundreds of employees. Unfortunately, Greek employees do not train in management of work stress, unless they seek it or under company training programmes.

The basic condition of management of work stress training is employees first to train necessary skills that surround the topic.

In Greece, two to three employees suffer from work stress, but how can an employee understand that he/she is suffering from work stress? The most common traits are the stress to interact with another person (colleagues or customers), the stress of the working deadlines (time stress), the workload and multitasking. Sometimes, the stress of deadlines also has a positive impact on motivating employees. However, of course, this requires the non-very frequent appearance of these symptoms. Table 12 shows various types of anxiety systems.

Table 12. Anxiety Symptoms

Physical	Emotional
Headaches	Anger
Stomach aches	Volatility
Muscle aches	Irritability
Dizziness	Lack of control
Breathing difficulty	Low self-esteem
Insomnia	Lack of motivation
Allergies	Criticism
Weight loss/weight gain	
Increased blood pressure	
Psychological	Behavioural
Decision-making difficulty	Lack of time to rest
Reduced creativity	Long hours of work
Negative thoughts	Poor time management
Worry	Isolation
Depression	Problems in close relationships
Irritation	Giddiness
	Excessive anger/Physical violence
	Addition to cigarettes, coffee, alcohol, and sedatives

Note. Reprinted from Work stress management - Reconciliation of professional and personal life. (pp. 26–27), by P. Kutrouvidis, 2013, Publications of the General Secretariat for Lifelong Learning (<https://www.openbook.gr/diaxeirisi-ergasiakou-agxous/>).

How to manage or reduce work stress? The working environment and the attitude of the employer and managers play a significant role in managing or reducing work stress. Even if employees become trained or acquire the proper skills, and the working environment does not encourage or promote stress management, there can be no decisive result in stress prevention or reduce. Apart from that, or even the appropriate strategies applied to an organisation, a new way of management appeared to work. The balance between personal and work life, a positive attitude to life and a supportive social environment, helps to reduce work-related stress. Promoting constructive behaviours and strengthening the psychological and physical health of employees contribute to tackling the phenomenon.

On the employee's side, exists a variety of techniques that helps to reduce work stress, breathing exercises, meditation, physical exercise, and massage. As long as the employee is at work, it is useful to set prioritization to daily tasks.

On the organisation's side, an effective process is:

- assessment of the factors that contribute to stress
- implementation of techniques that reduce stress
- progress control and adaptability of the technique used if it is necessary.

2.4.4 Italy

Psychosocial risks are aspects related to planning, organisation, and management of work which are influenced by the environmental and social factors in which the work is carried out (Cox & Griffiths, 1996). These factors can cause the employee to eustress, positive stress that allows him to react to external stimuli adequately, or stress, which reduces the efficiency of the employee and can be a source of risk for his health.

Stress, therefore, is a state of activation that occurs when people face situations that are believed to threaten their physical or psychological well-being. These reactions are called stressors, and the reactions to them are called stress responses. Stress, in the organisational context, arises when an individual feels an imbalance between organisational and environmental demands and resources available to deal with these requests.

Because of recent information received by the EU, indicating the high prevalence of psychosocial risks in the workplace that affect employees health, whose main cause is stress, PRIMA-EF, the European risk management model, has the purpose of framing practices, outlining preventive-actions and help all organisations through a guide.

In Italy, with the introduction of the new *Testo Unico in materia di Salute e sicurezza sul luogo di lavoro* (Ministry of Labour and Social Policies, 2008, D Lgs. 81/2008 and subsequent amendments), the assessment of work-related stress risk has become mandatory for every company. This assessment must be divided into two phases: the first, which is mandatory and conducted through direct observation and checklists, involves the detection of objective and quantifiable stress risk indicators that can be divided into three categories: sentinel events (sick leave, accidents at work), content factors (environment and work rates) and context factors (autonomy in work, conflicts). If there are no risk elements from the preliminary assessment, the employer is required to insert the results of the DVR (Risk Assessment Document) and plan a monitoring every two years. If, on the other hand, from the first analysis, elements of risk were found, the second more in-depth assessment takes place. This second phase consists of an assessment of the employees' subjective perceptions of the factors associated with stress (satisfaction, trust in the organisation, quality of relationships, schedules, and so on). In this second phase, standardized questionnaires, interviews and focus groups are mostly used. Then the company works to implement corrective actions.

INAIL has made available a methodological manual for the implementation of the work-related stress risk assessment, which must be carried out together with the RSPP, the occupational physician and the RLS. (Castaldi et al., 2011)

The INAIL methodology for the assessment and management of work-related stress, validated by the Dipartimento di Medicina, Epidemiologia, Igiene del Lavoro e Ambientale (Dimeila) is a major part of the operation in Italy and in other European countries such as France and Great Britain.

In Italy there is also SPISAL, which is one of the supervisory bodies responsible for prevention and safety in the workplace. The main task of SPISAL is to verify the application of the rules on hygiene and safety in the workplace, as well as to recognize

cause and responsibility in cases of accidents and occupational diseases. (Colombo, Golzio, & Bianchi, 2019).

From 2014 to 2017, the SPISAL of the Veneto Region welcomed 1,040 employees with individual problems related to work-related stress. 66% of them work in the private sector, the rest in the public one. It has been seen that the most effective intervention is not that at a purely individual level, but also accompanied by an intervention on the system, or on the work environment.

According to the results of the national INAIL project entitled *Monitoring and intervention plan to optimize the assessment and management of work-related stress* (D'Orsi & Ballottin, 2016), the corrective actions implemented by organisations at risk, which have led to greater results are manifold, such as the introduction of a code of ethics and behaviour (to identify correct and incorrect behaviour), the clear definition of criteria for career advancement, work planning, the distribution and alternation of shift work, a communication plan that involves all employees, the diffusion of an organisation chart and company procedures to facilitate identification with the company.

Training measures to prevent work-related stress risk are also important, especially at the managerial level. Finally, it is essential to promote the ability to manage individuals and groups, the involvement, control and development of autonomy, attention to the task and to other people, both by superiors and subordinates (Ballottin & Berto, 2019).

According to an Esener survey on new emerging risks, promoted by the European Agency for Health and Safety at Work (Eu-Osha), Italy ranks among the top five European states for attention to psychosocial problems in the place of work. The survey found out that 94% of Italian sample companies are regular in assessing risks, against the European average of 76%. The reasons are mainly related to avoiding sanctions, respecting employees' needs, and maintaining corporate reputation. Another important result is that 90% of the sample companies train managers on the prevention of psychosocial risks.

The document "Rest @ Work - Reducing Stress at Work" drafted within a project funded by the European Union, analyses the phenomenon of work-related stress in Italian SMEs. According to the first results of the project, several changes in the world of work are promoting an increase in the complexity of the management of work, such as the aging of the active population, insecurity, atypical working hours and an increasingly HR management individual and result oriented. New technologies and new ways of working that "break down" space-time barriers also have a very strong influence (Nardella, Iudicone, & Sansonetti, 2017).

One of the models that has guided research in the field of work stress in recent years is the demand-control-support model of Karasek and Theorell (1990), according to which people experience more adverse reactions to stress are those who perceive high job demands, lack of control and resources to deal with them and low social support. On the contrary, those who perceive high job demands but also high social support and control, are characterized by high levels of motivation and job satisfaction (Cortese & Emanuel, 2016).

Based on this model, in 2016 an analysis of some variables was carried out by the Department of Psychology, University of Turin, that investigated the relationship between job satisfaction (defined as an "emotional state, positive or pleasant, resulting from the perception of one's work activity") and emotional exhaustion (defined as "long-term consequence of stress and excessive work demands, which can affect the person's energies and performance at work"), with some job requests (load/efforts) in a multinational pharmaceutical company in Northern Italy (Cortese & Emanuel, 2016).

The research, conducted through the use of focus groups and questionnaires, has shown that, within the framework of the question-resource model, the latter (job resources) have a significant role in job satisfaction, suggesting to focus on professional relationships with supervisors, fostering a culture oriented towards justice and equity, and with colleagues, in order to consolidate and strengthen collaboration and support. Another important support factor was the clarity of roles and work procedures.

The results on job requests, on the other hand, showed a correlation between them and emotional exhaustion. Excessive high loads and efforts correlate with low motivation and high stress. Thanks to this research, various actions have been activated which have been shown to be linked to the experiences of employees' malaise and well-being, such as work tables for the simplification and adaptation of procedures, training plans for superiors in order to develop greater skills in managing the team, performance evaluation, workload redistribution, roles and responsibilities, also involving employees (Emanuel et al., 2016).

Also, in 2013, the University of Turin carried out research on the identification of work-related risk factors in a large-scale ASO in Northern Italy (2334 employees divided into 53 structures). During this research, a preliminary analysis was made regarding sentinel events, with subsequent interviews, focus groups, checklists, and observations.

The results report that a first analysis did not reveal any critical issues associated with the indicators of Stress Related Work. However, the phases reported medium / low risk factors on the following indicators: "Work environments and ergonomic conditions", "Interference in carrying out the activities" and "Shift work". To decrease the risk, several interventions have been implemented. For the first indicator, some rooms have been reorganized to make them more functional, ergonomic, and adequately equipped. For the second indicator, the hospital moved to minimize unnecessary interruptions and distracting factors, such as the creation of protected areas for the preparation of drugs, the preparation of posters in the wards with the indication of the timing for administration, filters to regulate access to the departments. For the third indicator, work was carried out to reorganize shift cycles, the duration and times of shifts, weekend shifts and the number of consecutive nights. Finally, training interventions were proposed for managers in order to support them in the management of the group and individuals, as well as in the preventive sphere, "compulsory" training courses relating to the control and coping of related Work Stress (Cortese & Emanuel, 2016).

2.4.5 Portugal

The literature review on studies with Portuguese individuals was conducted on search engines B-on and Scielo, using the defined keywords, both in English and in Portuguese. Besides those keywords, we also included “work stress” and “work stress prevention”. Following the guidelines provided, we scanned the abstracts, and excluded those papers that did not focus on the work context and/or did not include employees. In the end, our literature review includes 67 studies, from which 20 are in Portuguese and the remaining 47 in English.

Table 13 describes the types of sample and methodology of all the studies. Most studies were done with health professionals (42 studies), especially nurses (25 studies), and present a quantitative and cross-sectional design (50 studies).

Table 13. Types of samples and methodology of studies

Sample	Methodology
Nurses: 25	Quantitative, cross-sectional: 50
Other health professionals: 17	Quantitative, other: 5
Safety/military: 11	Qualitative: 6
Teachers: 4	Mix-methods: 2
Other: 10	Intervention programme: 3
	Review: 1

The vast majority of the studies presents the antecedents of work-related stress or burnout (cf. Table 14). From these, organisation and individual-level antecedents are the most reported. At the organisational level, we find references to type of schedule, such as shift work (e.g., Coutinho et al., 2018), emotional job demands (e.g., Sacadura-Leite et al., 2019) and lack of autonomy and bureaucracy (e.g., Capelo & Pocinho, 2016; Santos, Barros, & Carolino, 2010). At the individual-level, cognitive appraisal (e.g., Gomes, Faria & Gonçalves, 2013) and being a woman (e.g., Teixeira et al, 2013) negatively influences work-stress, whereas empathy (e.g., Ferreira, Afonso, & Ramos, 2020) and resilience (da Silva et al., 2017) are reported as having positive consequences for well-being. Leadership was the area with less studies presenting it as an antecedent of stress experiences or as a well-being promotor.

In terms of the management of work stress and well-being, 17 studies reported findings. Most of these studies (11) is focused on individual coping strategies. For example, Laranjeira (2012) reports that the most frequently used coping strategy by nurses was self-controlling, followed by problem-solving and seeking social support. Similar conclusions were reached by Pocinho & Capelo (2009) and by Almeida (2012), who report that control strategies are the most common, followed by escape strategies and symptom management in teachers and psychologists, respectively. When interventions and stress management programmes are presented, they are also focused on individual-level activities and competences, such as relaxing (Borges & Ferreira, 2015), irrational beliefs (Jesus et al., 2014), mindfulness, emotion regulation strategies, resilience, and empathy (Lapa et al., 2017). Despite the high prevalence of individual coping strategies, other papers generally highlight the need to change or intervene on

organisational-level issues: human resource management processes (Moreira & Machado, 2014), or other (e.g., Reis et al., 2018).

Table 14. Studies by IGLO

Individual level (personal characteristics & behaviour...)	Group level (social support, interpersonal relationships among employees, teamwork, characteristics, performance...)	Leader level (leadership characteristics and social interactions, leadership style)	Organisational level (autonomy, skills variety, compensation, social support, performance appraisals...)
<p>Primary and secondary cognitive appraisals partially mediated the relationship between occupational stress and burnout at work stress and burnout are negatively related to secondary cognitive appraisal (e.g., coping potential and control perception). (Gomes, Faria & Gonçalves 2013)</p>	<p>[Psychosocial risks] social relationships (Coutinho et al., 2018)</p>	<p>[Psychosocial risks] leadership (Coutinho et al., 2018)</p>	<p>Organisational level (autonomy, skills variety, compensation, social support, performance appraisals...)</p>
<p>Portuguese nurses have higher mean scores in Total Stress (2.2962 ± .43731) than the Spanish (2.2518 ± .46651) and in the "Death and Dying" and "Lack of Support" dimensions (Gonçalves et al. 2018)</p>	<p>The dimensions that generated higher levels of stress were 'dealing with patients' (Joaquim et al., 2018)</p>	<p>Significant work-related risk factors: for emotional well-being, Impossible to express myself, not having recognition by superiors (Baylina et al., 2018)</p>	<p>The professional variable that more dimensions of stress and engagement influences, is the type of schedule, with rotating hours inducing more stress and less motivating than fixed hours (Gonçalves et al., 2018)</p>
<p>The highest psychosocial risks emerged in the personality (Coutinho et al. 2018)</p>	<p>Relational job characteristics' psychological effects are positively and significantly related to work engagement and act as job resources, being positively related to nurses' enthusiasm and energy towards their work (Santos et al., 2016)</p>	<p>Which less leader support related to more WFC (Campaniços Cavaleiro, Gomes, & Lopes, 2019)</p>	<p>Formal power, informal power, access to opportunities, and access to resources were significant and negative predictors of core burnout. Opportunities, resources, and informal power had a direct influence on core burnout. Formal power and informal power showed an indirect influence, mediated by opportunities and resources, on core burnout. (Orgambidez & Almeida, 2019)</p>
<p>More negative work experience in professionals who assessed their activity as more threatening, less challenging and with less potential for confrontation with the work demands (Gomes & Teixeira 2013)</p>	<p>For social well-being, Exposed to the risk of sexual discrimination (Baylina et al., 2018)</p>	<p>and interpersonal conflicts with superiors were identified as the main sources of stress. (Santos, Barros, & Carolino, 2010)</p>	<p>[Psychosocial risks] workplace demands, shift work (Coutinho et al., 2018)</p>
<p>Female status increases the risk of burnout (Teixeira et al., 2013)</p>	<p>Main stressful factors for nurses' low supportive relationships (Laranjeira, 2012)</p>	<p>Overwork (Joaquim et al., 2018)</p>	<p>Autonomy and supervisor support (Carvalho & Chambel, 2017) for emotional well-being: Have to simulate good mood and/or empathy; Social well-being: have to hide my emotions (Baylina et al., 2018)</p>
<p>Nurses in the early phase of their career have higher stress levels (Rodrigues & Ferreira, 2011)</p>	<p>The worse the interpersonal relations are, the higher stress levels nurses feel (Rodrigues & Ferreira 2011)</p>	<p>For social well-being, career progress is almost impossible (Baylina et al., 2018)</p>	<p>For social well-being, career progress is almost impossible (Baylina et al., 2018)</p>
<p>Female nurses demonstrated lower levels of mental health than male nurses. De Carvalho et al. (2019)</p>	<p>The study shows that the main stress sources are found in students' lack of discipline or improper behaviour (Pocinho & Capelo, 2009)</p>	<p>main stressful factors for nurses are patient death and dying, emergencies (Laranjeira, 2012)</p>	<p>main stressful factors for nurses are patient death and dying, emergencies (Laranjeira, 2012)</p>

<p>of personal accomplishment), the group of residents showed significantly higher mean scores (Ferreira, Afonso, & Ramos, 2020)</p>	<p>Positive and statistically significant association between bullying and stress perception (Borges & Ferreira, 2015)</p>	<p>The dimensions related to the area of management emerged as the main focus of psychosocial risks (Meira & Coelho, 2019)</p>
<p>In general, empathy scores showed an inverse relationship between depersonalization ($r = -0.390$, $p < .0001$) and lack of personal accomplishment ($r = -0.447$, $p < .0001$). (Ferreira, Afonso, & Ramos, 2020)</p>	<p>Emotional exhaustion related negatively to supervisor-rated individual performance among permanent employees, but not among temporary employees. We conclude that the relationship between emotional exhaustion and supervisor-rated individual performance is conditional upon contract type (de Cuyper et al., 2014)</p>	<p>Nurses experience stress in an emergency room as a result of feelings of dissatisfaction and difficulties in meeting patient needs while preserving human dignity. (D'arc De Souza, Pessoa JÚnior, & Nunes de Miranda, 2017)</p>
<p>Empathic concern was positively associated with compassion satisfaction as well as with compassion fatigue. (Duarte, Pinto-Gouveia, & Cruz, 2016)</p>	<p>The existence of professional conflicts with other professionals was significantly associated with [burnout] development (Pereira et al., 2016)</p>	<p>An inadequate physical work structure leads to higher stress levels (Rodrigues & Ferreira, 2011)</p>
<p>Cognitive appraisal became central in predicting nurses' mental health, explaining more variance in the group that did shift work and had non-precarious job contract (Simões, Gomes, & Costa, 2019)</p>	<p></p>	<p>Nurses working in psychiatric services show higher levels of mental health compared to those who do not work in psychiatric services (de Carvalho et al., 2019)</p>
<p>Professionals with less positive cognitive evaluation processes about work showed higher occupational stress and burnout and less commitment towards work (Baganha, Gomes, & Esteves, 2016)</p>	<p></p>	<p>Shift work moderated the relationship between challenge perception and psychological distress - which was stronger for shift work nurses (Simões, Gomes, & Costa, 2019)</p>
<p>There are negative correlations between emotional exhaustion and resilience, and positive correlations between personal accomplishment and resilience (da Silva et al., 2017)</p>	<p></p>	<p>A positive relationship between high levels of emotional exhaustion among nurses, and very high number of deceased patients ($p=0.012$), high fatality rate ($p=0.036$) and a high proportion of elderly patients ($p=0.025$). (Sacadura-Leite et al., 2019)</p>
<p>The comparative analysis demonstrates a more negative professional experience in professionals that evaluated their work as more threatening and less challenging, and in those with less confrontation potential to deal with work demands. (Gomes & Teixeira, 2013)</p>	<p></p>	<p>For most psychosocial dimensions, the organisational design and management system in place, as well as the overall cultural environment in which it operates, create a much stronger and more decisive impact than job-specific factors (Coelho et al., 2018)</p>
<p>We conclude that the higher the chronic fatigue, neuroticism and cognitive anxiety, the higher the nurses' tendency to reduce self-accountability and fear.</p>	<p></p>	<p>It was reinforced that job demands and lack of control could contribute to employees' stress and, once individual' energy was drained, the WFC could emerge (Carvalho et al., 2018)</p>
		<p>The loosely coupled factors that emerge inside bureaucratic organisations cause significant stress among officers, and</p>

This relationship may become circular and lead to disruptive behaviour such as indifference, conflict, among others. The consequences of these behaviours can translate into absenteeism, performance mistakes or intention to quit (Martins et al., 2016)

complementary research is necessary to analyse the fallacious nature of the recursive attribution of police stress to bureaucratic characteristics (Domingues & Machado, 2017)

The causal direction of the relationship between organisational demands and burnout is reciprocal. Also, we found that the reciprocal model, including cross-lagged reciprocal relationships between organisational demands/supervisory support and burnout/engagement, respectively, is what fits the data best. (Ángelo & Chambel, 2015)

Issues related to lack of professional autonomy, lack of organisation in the hierarchical command chain, lack of professional and social recognition, disorganisation in task distribution (Santos, Barros, & Carolino, 2010)

Inappropriate behaviour and student's indiscipline, bureaucratic and administrative work, inadequate policies for discipline intervention, time pressure and work overload (Capelo & Pocinho, 2016)

A comparative analysis highlighted the shift with significant differences in depersonalization, with higher values in rotative shifts. (da Silva et al., 2017)
The shift work of 35-week hours and the role accumulation increase the risk of mental and psychic load and (Ferreira & Ferreira, 2014)
Nonsatisfaction resulted from the exhaustive exposition to workload and oncologic patient death (Bordignon et al., 2015)

The dimensions related to the area of management emerged as the main focus of psychosocial risks. (Meira & Coelho, 2019)

2.4.6 Spain

Traditionally, stress has been analysed from an individual perspective, a psychophysiological and subjective approach according to their own experiences that had consequences on the health and well-being of the individual. The stress situation is caused by a deficit mismatch between the demand of the environment (or own individual demands) and resources available for facing demand. According to Karasek's model, different levels of work demands and control capacity result in different levels of stressed employees (Peiro, 2001).

However, lately theoretical and methodological approaches have been made from a collective perspective, considering not only personal sources but also social components, collectives and workplace conditions as variables considering an individual's well-being. This approach considers variables forgotten in previous approaches and contributes to solving them with different methodology.

In Spain, burnout on employees has not been widely analysed and was only after the 1980s when it started to be developed as a discipline (Hombrados-Mendieta & Cosano-Rivas, 2011). According to National Survey on Working Conditions "Encuesta nacional de Condiciones de Trabajo" carried out by Ministry of Labour and Social Security in 2015 presented a stressed working population, with 36% inquired feeling "sometimes" stressed and 30% feeling "always" stressed. Groups with a higher level of stress were technicians and support professionals (34%) and employees from the Health Sector (37%) (Instituto Nacional de Seguridad e Higiene en el Trabajo, 2015).

In the European framework, the European Agency for Security and Health at Work (2020) carried out the ESENER (European Survey of Enterprises on New and Emerging Risks), a survey that provides a cross-nationally comparable information on working conditions and risks. Spain is situated as the third with most people feeling workplace risk carried out regularly, approx. 94% of total enquired only surpassed by Italy and Romania.

The Spanish Government has adopted some measures for ensuring employees' well-being and health not only physical but also mental. Most relevant is Law of Labour Risk Prevention "Ley de Prevención de Riesgos Laborables" of 1995 which contemplated psychosocial factors from different approaches: risk sources, elements affecting employees' vulnerability, business' mechanisms for preventing risks and consequences of these risks (Peiro, 2001). Under any type of psychosocial conflict not solved from the employer, this law protects the employee (art 108.4) with possible court decisions like suspension of the employment relationship and the obligation of payment of salaries, the transfer of job or the reduction of working time (UGT, 2020).

Not only psychosocial risks are approached from national regulation, but also in the European framework—the European legislation established in the Directive 89/391/CEE regulations on stress, harassment, and violence in work. Furthermore, the European Agreement on mental health and well-being recognized the importance of working place and encouraged business to take voluntary measures.

Despite all regulatory framework, Spanish authorities do not supervise working conditions for employees. This could be seen with the low rate of labour inspection, only with 35% of employees, lower than EU-28 average according to the ESENER survey.

Studies carried out have determined main factors causing burnout in Spanish employees were growing bureaucratization, lack of resources, role ambiguity and the intense contact with clients. A collective approach rather than individual for analysing stress at the workplace has been determined thorough longitudinal and cross-sectional studies the direct effect of social support, job satisfaction and life satisfaction in levels of stress, and overall individual well-being (Gil-Monte, 2003).

Many agencies and institutional bodies work for ensuring employees well-being, such as unions. In Spain, General Union of Workers (UGT) "Union General de los Trabajadores" and Workers' Commissions (CCOO) "Comisiones Obreras" elaborate manuals for employees in order to detect possible stress or other psychosocial problems in the working environment as well as defend their rights (UGT, 2020). At the national level, maximum responsible is the Ministry of Labour, Migrations and Social Security who ensures employees' rights to be accomplished and avoid any type of conflict in the working environment.

In Spain, management of stress and well-being has been implemented in different sectors with high levels of stress and pressure. One is the military sector, introducing programmes for psychological strengthening such as "Comprehensive Soldier Fitness" or "Trauma Risk Management". Those programmes enhanced soldiers' health, security, and efficiency by introducing variables like positivity, affection, self-control, hardiness personality, or altruism. Another variable with growing relevance is leadership, as the key variable managing stress, but its application in rigid organisations as the army is not supported. For analysing, investigating, detecting, and intervening stress and psychosocial situations, OTAN has created the Mental Health Advisory Team (MHAT) as a supportive body for soldiers (Bandera, García-Silgo, & Pastor, 2014).

Also, the health sector stress is present and a significant variable determining employees' performance. The introduction of "New Management" in the health sector has implemented changes in working conditions under a flexible reorganisation in line with new neoliberal public management. Even those changes were taken under a willingness to improve negative aspects, the 2008 crisis supposed an increase of stress, emotional overload, and job insecurity. Under many studies carried out with the purpose of enhancing these conditions, main risk factors detected were high work overload, high pressure on time and progressive reduction of resources and demanding access to them (López, 2012). Also is considerable the stress level on teachers from primary and secondary schools (Doménech & Gómez, 2010) and at the university level (Vera, Salanova, & Martín, 2010) with considerable consequences on their performances.

The lack of proper stress management supposes professionals are not performing as well as they potentially could do. Stress management measures have been progressively implemented but is needed still with multi-level social support (colleagues, superiors, institutions, and users) for guaranteeing employees' well-being.

2.4.7 Overall Findings EU, USA, and Partner Countries

The results of the comparison of articles on the topic of causes of stress, stress management, and consequences of stress showed that the most common cause of stress is too much workload and poor interpersonal relationships in the organisation, a significant influence on stress can also be the type of leadership, too little respect, as well as a lack of feeling of social support.

When handling stress in all regions that were reviewed, the most considerable commonality were primary measures that were at the individual level, such as regular exercise, healthy lifestyle. In contrast, at the leader level, there was a high level of autonomy for employees and social support at the organisation level. Also important was the development of psychologically and physically appropriate work environments, the use of educational and wellness programmes, and finally, the encouragement of healthy relationships within the organisation. The working environment and the attitude of the employer and managers play a significant role in managing or reducing work stress. Even if employees become trained or acquire the proper skills, and the working environment does not encourage or promote stress management, there can be no decisive result in stress prevention or reduce.

We found that individual steps to combat stress could be grouped into primary, secondary, and tertiary measures (Tetrick & Winslow, 2015) at the individual, group, leader, and organisational levels (Nielsen et al., 2017) along with national and state policies and regulations.

Unsuccessful primary and secondary measures at the individual or management level in an organisation lead to tertiary measures. These are focused on lowering negative effects of too much stress at the individual or group level. Too much stress is seen in burnout and heightened absenteeism due to health problems, such as anxiety, fatigue, dissatisfaction with work, which lead to unproductive, increased numbers of work accidents, and finally, into alcohol, tobacco, and illicit drug abuse.

2.5 Well-being Management

2.5.1 Current Trends (global research EU & USA)

The research question is focused on the meaning of well-being of managers and co-workers in an organisation. Well-being heightens the level of quality of life, health, and capabilities for success at work, that is why it is necessary to know various approaches for improving well-being or create them ourselves.

Well-being is an extensive area, and it encompasses different satisfaction with life (i.e., general health condition, family life, friendships, recreation, spiritual life, satisfaction with the work environment, and so on). With employees well-being is vital for their health and the good of the organisation; however, it is harder to maintain it. It is usually not enough to lower only the negative factors, but also to increase the positive. An

intervention is into the functioning of the organisation, its social relations, and so on. Healthy work environments are those that have healthy and respectful relationships between employees and other departments, which cooperate in various activities that encourage psychological and physical well-being of co-workers. These kinds of measures are meant to encourage and support physical and psychological health and well-being of all employees. Much research has shown that a lack of positive emotions bring stress in the work environment (Day & Nielsen, 2017, p. 1-3).

Management of well-being is based on healthy work environments, and even though many employees have workplace stress, they can also be a source of support and positivity. It is important to have healthy employees at work (as well as in society), helping employees improve and maintain their well-being is of utmost importance. It is a key purpose of all organisations that healthy workforces and organisational success are connected. The organisation can create healthy workplaces with encouragement, which are focused on the method of organisation, the form of work, social relationship, in leadership, which are responsible for the well-being of employees and the development of individual resources.

Based on the meaning of healthy employees and depending on whether it is a healthy workforce connected with good organisational success, encouragement of employees must be the priority of all organisations. Despite this, many organisations do not follow this principle and in turn, lower the health of their employees.

What specifically is well-being or health? They are in general defined as the whole of different pleasure in life or work, which are enjoyed by a person (this can be seen in the dichotomy of being satisfied or not satisfied with social life, family life, recreation, spirituality or satisfaction or dissatisfaction with work, pay grade, the potential for promotion or with co-workers). Similarly, the world health organisation defined it as "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 2015 in Day & Nielsen, 2017, p. 296). Health needs to be looked at holistically and encompasses not only negative factors but also positive (Day & Nielsen, 2017, p. 296-297).

Well-being is composed of different life pleasures, which are experienced by individuals. It is one of the key areas for achieving set goals of the organisation. If the employees in the organisation feel good, are motivated, get promotions, and are building a career, they have with their work become more productive and successful; consequently, this has positive effects on the organisation. In the opposite case, stress at the workplace can have a negative impact on how business is carried out; in this case, the employees do not feel well in their work environment. The literature on the management of well-being is present through various portals, in physical form in libraries, as well as managers or individuals who are in charge of educating about well-being look at these sources often, as it is in their best interest for their employees or co-workers to feel better. There are several research articles, which give insight into factors that influence well-being and how the implementation by management or monitoring of well-being in employees can help the organisation succeed (Day & Nielsen, 2017, p. 296).

Based on the various definitions, Heginbotham and Newbigging (2013) summarized the five forms of well-being into Maslow's hierarchy of needs, which may overlap. The five forms includes psychological well-being at the pinnacle of the pyramid that means 'a sense of mastery and control, purpose, and meaning' (p. 16), below that is emotional well-being that is defined as the "ability to understand the value of one's own emotions and use them positively" (p. 17), following is social and familial well-being meaning "positive relationships with others, then subjective well-being is the way people experience quality of life" (p. 17), and at the bottom is personal economic well-being that refers to "having sufficient resources for an acceptable life" (p.17).

The American Nurses Association in health care for critically ill people defined six ways to create and maintain a healthy work environment: quality cooperation, communication channels, effective decision-making, educating staff, authentic leadership, and fast reaction time. The general strategy for Europe 2020 also includes two key items: health and well-being. Through health and well-being, we can strive towards a smart and sustainable economic growth, as it is a healthy economy that depends on the health of the population. The European Directive for measures to improve security and health of the employee states that it is necessary to adapt the work of the individual and not the opposite. For better well-being in the workplace, there needs to be an endeavour from management, all employees and the whole organisation, which must be based on the encouragement for personal development of an individual and the option for them to make decisions (Lorber, 2018, p. 150-151).

Values are fundamental in an organisation, values that guide the behaviour of the organisation and influence the relationship of the organisation with itself and with other people. Values are goals and occurrences, which we much appreciate and which guide and influence our behaviours. Without a doubt, it is preferred that people internalize values based on behavioural patterns observed in the family, school, and friends, as they represent a way to become socially functioning. Nevertheless, when we start talking about organisations or employees, it is crucial that we have a compromise between individual and organisational values. Organisational values most times strengthen a feeling of personal efficiency; they encourage norms, hard work, care, ethics, and, finally, also decrease the levels of stress at work. For the successful functioning of an organisation, the employees must know these values and understand them, which is hard, if their personal values are different. Personal values are deeply embedded in the standards from which our worldview and views of ourselves are dependent on (Cimermančič, 2017, p. 89-90).

Burnout is in the final stages of stress, which can lead to low work engagement, unemployment, and further health issues. It is often the result of an imbalance between demands and the work environment/abilities of the individual and failing to meet those demands and its negative consequences. In well-being, an important aspect is preventing burnout. In occupational settings burnout can be seen in three aspects: emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach & Jackson, 1981) and are the subsets of one of the most used instruments to assess burnout, which is Maslach Burnout Inventory (Maslach & Jackson, 1981, 1986).

Employees are the most important capital of an organisation, which is why it is important to know their emotional intelligence. Their emotions are mental processes, which influence our attitude towards events, objects, or people, and they define the way we function. Emotional intelligence can be learned and is defined as our ability to use our emotions to respond to situations correctly. High emotional intelligence of an employee has a positive influence on her/his functioning, efficiency, and success. In the past, IQ tests were only used by organisations, but currently, 80% of the success of the organisation is attributed to emotional intelligence (EQ) (Mervar, 2017, p. 57-60).

A successful leader must be dynamic, positive, and has to encourage her/his employees while doing assignments. In addition to the main characteristics, such as: emotional stability, dominance, humour, ethical principles, emotional intelligence, ability to communicate, charisma, it is one of the essential traits of a good leader to motivate. They definitely should not forget that the leader must be responsible for her/his own actions and that they are not outsourced to others (Laznik, 2018, p. 82-83).

Leadership is increasingly becoming less ethical, at least in the banking industry. The case of the banking industry employees in Italy and Spain will be discussed. In previous years, banking organisations have been seeing a lack of skilled employees. Based on the current state, which most banks are going through, they will have to incorporate innovations in their sector, to move from traditional systems to a more adaptable model and attitude. The key challenges with this are dedication to and satisfaction with their work position and to have a good relationship between their style of leadership and their positive relationship with skilled employees. A leader must invest time and work into developing talent and not just the organisation. What works or what it means to be an inspirational leader? They have a vision and higher goals and are capable of gaining respect and encouraging their employees. An inspirational leader gives meaning to needs and actions. They are capable of seeing needs and to ensure positive energy, motivation of their employees and thus gain respect and the recognition of fairness. Previous research has shown that the well-being of employees is not dependent on physical work but of the psychosocial environment (Salas-Vallina, Simone, & Fernández-Guerrero, 2020, p. 162-163).

In a meta-analysis conducted by Fisher and Boer (2011) on a sample of 28 countries for state of anxiety, a sample of 24 countries on trait anxiety, and 46 studies on student samples showed that individualism was significant across most analysis or models that the results produced (p. 173). The authors further commented that among collectivistic societies, an increase in individualism caused greater anxiety, whereas, among individualist societies in Europe, increased individualism caused an increase in well-being. Nevertheless, the results also showed that too much individualism might be detrimental.

On the topic of Well-being Management, a total of 14 articles were reviewed and five were chosen (see Table 15) using the criteria in Table 2.

Table 15. Well-being Management Articles and Categorisation

Research region	Literature	Individual level shows - shows the personal characteristics of employees, their behaviour and so forth.	Group level- shows the interpersonal relationship between employee and teamwork	Level of a leader - shows the meaning of a leader, their characteristics and leadership style	Organisational level- takes into account autonomy, compensation, assessment and so forth.
USA	Shanafelt & Noseworthy (2015)			X	X
USA	Guest (2017)	X	X		
EU	Skakon et al. (2010)			X	
EU	Di Fabio & Kenny (2019)	X			
EU	Salas-Vallina, Simone, & Fernández-Guerrero (2020)	X		X	X

Main Findings for USA

In the last 30 years the theory and research for managing human resources and well-being of employees has achieved great progress. We can connect that success of organisations is correlated with the success of employees. Pressures at the workplace and in broader society are creating an increasingly greater threat to the prosperity of employees. For this reason, an analytical approach is needed for human resources. Guest (2017, p. 22–23) believes that information technology can bring too much workload, disruption at the workplace, and influence the quality of recovery time. The recommended analytical model is based on research about politics and practices in the area of human resources, for which it was shown that they work as precursors of well-being of employees and positive work relationships. The model is based on the assumptions of switching theory, to recommend that well-being of employees and positive work relationships indirectly as well as directly influence success. This will be achieved with their influence on the attitude of employees, their motivation, and their behaviour (Guest, 2017, p. 22-23).

The first group of practices is focused on investment into their employees. Improved education and development and ensuring trust in the future of the organisation contribute to the feeling of security and towards the development of personal efficiency, which is an important precursor to well-being. The second group is focused on engagement at work. Warrs analysis of previous well-being emphasizes opportunities for monitoring and the use of skills and diversity at work. The third group is focused on creating a positive social and physical environment in the quality of work-life (QWL) literature, which especially emphasized as the precursor to well-being and positive work relationships. It incorporates prioritizing the health and security of their employees, ensuring opportunities for social interaction in the work environment, avoiding violence

and harassment, encouraging equal opportunities and diversity, ensuring fair rewards, often associated with high base pay, and assuring job security.

The fourth group concerning human resources focuses on the role of voice, characteristics, emphasized by QWL in HRM. The proper HR practices include broad two-way communication, opportunities for individuals to express their opinion, including questionnaires on their positions on topic and proper forms of collective decision-making. These practices are foundational characteristics of a work environment and support the perspective of stakeholders; however, they often are not included in models, which are more focused on the success of the management of human resources. The fifth group expresses the importance of organisational support for ensuring well-being of their employees and includes pay grades. Participative, supportive management and organisational climate fall under this category, which enables more natural cooperation among employees. It incorporates the support of families and the adaptiveness of work arrangements.

The model that we previously described holds two relevant fundamental suggestions. The first is that the presence of five groups of human resource practices will be correlated associated with more significant well-being and favourable work conditions. Well-being will manifest itself in greater psychological and physical health, as well as positive social relationships at work.

The goal of the questionnaire, which was conducted at Mayo Clinic, was to determine the influence of leadership of the organisation on satisfaction and burnout of individual doctors, who work for a large organisation. In October 2013, they surveyed doctors and scientists, to determine the degree of burnout using validated tools. The medical doctors also rated leadership characteristics of their direct supervisor, using a Likert-type scale. Out of the 3896 surveyed scientists, 2813 responded. Supervisor results in each of the 12 spectrums of leadership and combined results of leadership were strongly correlated to results of burnout and satisfaction of individual doctors (Shanafelt et al., 2015, p. 432–440).

Research by Allen, Lehmann-Willenbrock, and Sands (2016) was to determine whether meetings in the organisation represent an important context for understanding organisational behaviour and attitude towards employees, as most employees spend a great deal of their time in meetings and subsequently complain about them. On the other hand, meetings have a positive perspective, which can empower individual employees. Participants in the study were working in various organisations in southwestern USA. There were 148 individuals and about half (48%) were male. The age of the participants was between 24 and 65 years old. 46.2% were co-workers, 44.9% were supervisors, managers, and directors. The remaining 8.5% were in higher positions or the highest positions. Results of this research were that leaders must at the end of each meeting ask participants about what they believe about the previous meeting, to tell their opinions, express their concerns about how to better the meetings, leaders should use their "agenda," to follow a list of things to target during the meeting within a pre-determined time limit (Allen, Lehmann-Willenbrock, & Sands, 2016, p. 4340-4345).

Main Findings for EU

The findings from the reviewed articles showed that it is evident that work stress is the second most significant problem, connected to the work environment in the EU. Every fourth employee in the EU will, at some point in their life suffer from stress in the work environment. The studies have shown that between 50–60% of all absenteeism is correlated to work stress. This does not only influence the economic growth of a country but also makes people suffer. In 2002 the European Commission reported that EU yearly costs were approximately 20,000 million euros. The leadership of an organisation plays an important role in the work environment, in regard to making it an environment in which the employees thrive and feel good. It can be said that the mood of the leader 'infects' employees. One of the research studies has shown that leaders with integrity and positive leadership approaches work on the satisfaction of employees and in turn, decrease the stress they experience. Other research has shown that hate and negative energy of the leader is related to the dissatisfaction of employees and increases their anxiety levels. The research gives support to the notion that positive leadership behaviour, such as support, feedback, trust, and integrity, are related to the affective states of their employees and the amount of stress. They found that employees who feel good in their work environment report that their leader is more active and supportive (transformational) style of leadership. People in general, including leaders, usually avoid depressed individuals and instead communicate with people who show positive energy, as it is more pleasurable to be in their presence. An essential part of the psychosocial work environment is the constant cocreation of employees and leaders. In addition, the individual's ability to cope with the conditions and demands at work is very important. Negative leadership negatively also influences the employees, while positive leadership, support of leadership, and transformation leadership are correlated with high effect and low stress (Skakon et al., 2010, p. 109–136).

A study by Di Fabio and Kenny (2019), which was completed with 524 individuals at an Italian university, examines the characteristics of emotional intelligence and hedonic (positive affect, satisfaction with life)-eudaemonic (purpose in life) well-being. The study complements the understanding of personal emotional resources, which are possible to adopt when entering a specific work environment for well-being. The participants of the research were aged between 19-34 years. There were 31.1% male and 68.89% female participation in the study. For the ranking of personality traits the Big Five (BFQ) was used, which is composed of 132 elements with a 5-point scale form of response, according to the Likert scale (1- absolutely wrong to 5-absolutely right). The goal of this research was to study future employees and the characteristics of emotional intelligence. The results show a strong positive correlation between individuals with limited mobility and prosperity; the organisation showed that it was a strong indicator of eudaimonic prosperity. They researched the relationship between PRM (Positive Relational Management) and well-being (positive influence, negative influence, life satisfaction), together with eudaimonic prosperity (meaning in life). They found that a significant influence of PRM on well-being and eudaimonic prosperity. PRM put forth as a promising construct the explanation and rating of individual characteristics of relationships, which influence well-being throughout the whole life cycle. Emotional intelligence represents well-being throughout the life cycle, especially with self-control.

Aspects of emotional intelligence are seen through emotional expression, understanding context, and thus contribute towards well-being and building on relationships. Findings show that self-control and emotionality are both emphasized by maintaining emotional intelligence with future employees (Di Fabio & Kenny, 2019, pp. 1–6).

An additional study (Salas-Vallina, Simone, & Fernández-Guerrero, 2020) with 389 employees, who work in Italian or Spanish banks was based on the connection between inspiring leaders and happiness in the work environment. The results showed that the inspiring leader was key in creating happiness in the work environment, as well as making employees happy with the work they do. The inspiring leader intellectually encourages their employees and use this to give more independence and self-reliance, with which they use to encourage their employees to leave their comfort zones and progress. They found empirical evidence that the leadership style has positive indirect effects on the well-being of employees. The term autonomy is associated with independent thinking, better motivation, and at the same time, it is related to happiness and engagement (pp. 162–168).

As a response to our question on well-being management, we can say that the positive feelings of employees are fundamental. The well-being is a state that we can achieve only when we consider all the factors that influence it. The main factor, which is common to all three research areas is motivation. Motivation is 'fuel' for the employee to complete assignments with quality and success. It is also important that good interpersonal relationships exist between co-workers and leaders. Leadership is that which guides and motivates employees, for this reason, it is important to recognize problems and to know how to solve them. Through the results, we found what type of leadership employees need, as well as the skill that they believe, are needed for good leadership. We noticed the relationship between the success of an organisation and its employees, how well-being positively influences the work environment and climate. Employees will achieve much better mental states if they are given or allowed the option of training, education, or other forms of personal development. An important role is also played by two-way communication, between employees, as well as the hierarchy in the organisation. In studies, which are related to the USA we found that they implemented a way of leadership at the end of meetings, where employees were allowed to express their opinion in such a way as to provide feedback, while indirectly receiving recommendations for improvements by leadership.

From the reviewed research of the EU region, we found that stress influences employees and the whole organisation. Stress is the second biggest problem related to the work environment, and we know that stress is an issue for worsened health states. This leads to medical leave of absence, which is an additional cost for the organisation. They also reported that employees feel better if they have a leader that is active and provides support. This is called the transformative style of leadership. In cases, when the leader gives off negative energy, this energy is felt by the employees and negatively influences their work. They found that positive relationships with management have a positive influence on well-being and eudaimonic prosperity. Based on the influence of leaders (levels of leadership and organisational level), it was found that leaders that lead in an

inspirational manner and support their employees have an easier time achieving independence of employees and their exit from their comfort zone.

2.5.2 Slovenia

On the topic of well-being management in Slovenia, a total of 10 sources were reviewed, and six were chosen (see Table 16) using the criteria in Table 2. dLib (Digital Library of Slovenia) was used to search for the articles using various combinations of keywords in Table 17.

Table 16. Well-being Management Slovenian Articles and Categorisation

Research region	Literature	Individual level shows - shows the personal characteristics of employees, their behaviour and so forth.	Group level- shows the interpersonal relationship between employee and teamwork	Level of a leader - shows the meaning of a leader, their characteristics and leadership style	Organisational level- takes into account autonomy, compensation, assessment and so forth.
SLO	Buzeti (2016)	X	X		
SLO	Cimermančič (2017)	X			X
SLO	Šarotar Žižek, Veingerl Čič, & Šebjan (2017)	X		X	
SLO	Blažič (2017)	X			X
SLO	Mervar (2017)	X	X		
SLO	Laznik (2018)			X	

Table 17. Keywords for Literature Review on Well-being Management in Slovenia

dobro počutje, zavzetost, zadovoljstvo, zaposlenih, stili vodenja, zdravje zaposlenih, vrednote v organizaciji, management, stres (well-being, dedication, satisfaction, style of leadership, health, values in organisation, management, stress)

Main Findings

In 2017, Cimermančič researched the values in different organisations (manufacturing, services, commerce organisations). The image of personal and organisational values is different based on the type of organisation an individual is employed. One way or another, the most important value of all employees was hard work and dedication to solving goals. The poorest rated value was autonomy, the so-called independence, and freedom to act. In manufacturing, organisational values that came first were values that are related to changes, adaptiveness, creativity, and development. In service organisations, the values were focused on assignments, such as work ethic and discipline, while with commerce, the most important was attitude, forgiveness, and openness. The results are not surprising, as continuous improvement is needed in manufacturing; service organisations have more contact with customers, where it is essential to consider customer wishes and maintain a good relationship with customers. Hence, in organisations, it is not enough to have collected values. However, it has to be

leadership, management, and human resources that assure that employees accept values and internalize them, as only this way can individuals feel loyalty to an organisation. Management is the factor that holds all the ropes and guides energy into the right direction, personal values of employees have to be as compatible as possible with organisational ones (Cimermančič, 2017, p. 89–101).

Another study (Blažič, 2017) examined the co-dependency of an individual with its organisation in Slovenia. The meaning of individual activities in an organisation was examined and analysed, as well as perceived work satisfaction of employees. Career growth is important for the employee and is dependent on individual perspectives and strivings of the organisation. Careers are understood by employees as a web of work and life experiences, while simultaneously, they wish to have an active role in planning careers with employers. The surveyed participants provided key elements of the inner workings of the organisation, which influence their career points path: the system of leadership, financing education/training in an organisation, the option to complete education/training, ethical business plans, feedback information of success, an organized system of ensuring and monitoring work success. The employees stated that elements, which combine the satisfaction of employees and their career, are the following: a feeling of success and efficiency, motivation for work, work-life balance, good interpersonal relationships, learning and development of capabilities. Finally, the research emphasizes the importance of the organisation making sure successful and efficient management, with which the employees can more easily realize their own expectation and the aspirations of the organisation, leading to better productivity of employees, more well-being, more dedication at work and other significant outcomes.

The work of Mervar (2017), whose purpose was to study the state of emotional intelligence of employees in Slovenia showed that most of the participants understood the term emotional intelligence, and they are aware of its influence on success. The most developed abilities that they have are social skills, ability to recognize their own feelings and experience empathy and skills of emotional intelligence. Based on the results of the study we can presuppose that employees in Slovenian companies are satisfied and that all organisations are successful; however, this may not be the case (pp. 61–66).

We were also interested in the characteristics of a good leader and the style of leadership that is most appropriate. Laznik (2018) completed a study on satisfaction at the workplace for employees in healthcare. Satisfaction with work had the most optimal results, following, was the satisfaction of relationships with co-workers, satisfaction with communication with their superiors, then with the work terms, with the leadership of the organisation, and the poorest-rated factor was satisfaction with possibilities for promotion. The most important skill that was chosen by the participants that a leader requires is the ability for teamwork. Then follows care for employees, communication skills, planning and organisation, ability to motivate, and set clear goals and assignments. Skills which employees feel are least important are leadership through example, confidence, and control; however, the lowest average score was still relatively high (4.3 out of 5), which may suggest that it is still important that a leader has these skills. The participants also emphasized that the qualities of a good leader are

responsibility, fairness, reliability, listening, communication, organisation skills, and determination. An interesting finding was that in the area of leadership the most important qualities of a leader that employees want to see is encouraging employees, giving suggestions, opinions, which motivate the employees to express their ideas/goals/plans, to show their visions, analyse problems, and recommend ways to solve them, as well as taking responsibility for achieving goals. With this study, we found which motivational factor of leaders most influences their employees. Six motivational factors of leaders, which employees are most motivated by are: (1) creating a positive climate in the team, (2) enabling good work conditions, (3) praise for work well-done, (4) possibility of promotions in case of good results, (5) enabling education, and (6) job security (Laznik, 2018, pp. 79–90).

Šarotar Žižek, Veingerl Čič, and Šebjan (2017) researched psychological well-being in employees in different positions in Slovenian companies. The first finding was that there is not a significant difference in well-being between gender. The results also showed that more that individuals feel good about their leaders and internal communication, the more they find new challenges in the workplace, have more potential for personal growth and development, can relax more when they are not at work and are less exposed to potential disease. They also found that the more individuals sense stress, the more diseases that they are exposed to (Šarotar Žižek, Veingerl Čič, & Šebjan, 2017, p. 29–37).

In one of the Slovenian insurance companies, a study (Buzeti, 2016) was done on organisational climate and found problems with leadership, organisation of work, unequal care, inefficient communication, and imbalance between personal life and work life. They created a programme with different measures, which influenced leadership as well as employees. The programme incorporated education on handling stress, workload, improving communication, and relationship at the workplace. The analysis showed that after incorporating this programme in the company, the rating of the organisation was improving. The level of absenteeism due to health concerns also began decreasing between 2011 and 2013, and the costs of medical absenteeism was lowered to 8.6%. All of this can be said to be a consequence of increased satisfaction and dedication of employees, greater cooperation between departments and units. The effect of such programmes is multi-layered, employees were able to decrease health-related absenteeism, were in better health and had less frequent accidents at work, as well as decreased monetary loss due to fewer accidents and health costs. Investing in promoting health should be considered with regards to a gain on the return of investment ranging from 1 to 11.7 Euros based on each Euro invested (pp. 148–149).

Summarizing the findings for Slovenia, we can say that values differ based on the organisational sector. Regardless of what values are placed into the forefront, it is important that leaders, managers, and human resources act following these values and that the employees can internalize them. Management and leadership need to allow employees to fulfil their expectations and to find a connection between their goals and the goals of the organisation. Regarding research on the characteristics of a good leader, we can say that leaders must have an extensive repertoire of skills and

characteristics to achieve the desired level of success for the company and employees' well-being.

Stress and dissatisfaction of employees negatively influence their health, that is why there are also higher absenteeism rates, which is an additional cost for the employer, especially in cases, when it comes to absenteeism due to injury at work, or a need for hospitalization. Either way, the work environment can have a positive influence on the employee and, when given encouragement, influence their psychological or physical well-being. One of the most important factors is for fair payment of work so that they can afford all that is necessary to provide for themselves and their families, including hobbies, vacations, and so on.

An organisation will not be successful if it does not consider employees' well-being and that success is rewarded. Employees who have a leader that has integrity are satisfied with their work environment and consequently are also under less stress. Managing well-being in a company is dependent on superiors, leadership, interpersonal communication, social and family life, fair pay, promotion possibilities.

Work pressure resulting in stress creates more threats to the prosperity of employees. For this reason, an analytic frame for human resources is needed. The recommended analytical model is based on research about politics and practices in the area of human resources, for which it was shown that they work as precursors of well-being of employees and positive work relationships. The model is based on the assumptions of switching theory, to recommend that well-being of employees and positive work relationships indirectly as well as directly influence success. The model incorporates five groups of practices. The first is related to investment in employees. The second on work engagement, the third is the creation of social and physical environment, and the last two are related to the importance of organisational support and ensuring well-being of employees, includes reimbursement (pay checks) to employees for their work.

Concerning poor energy in the workplace, the contributors outlined are stress, too much information or work, bad interpersonal relationships or resentment, or the leader, who does not pay any attention to these problems. It is evident from all the reviewed articles that employees are aware of how important their well-being is in the workplace for success, good results, and, last but not least, their health. Most of the research was conducted on employees in organisations and not as many on managers. For this reason, the question still looms to what degree managers are aware of these problems.

It is important that leadership communicates with employees and attempt to determine potential problems that lead to poor work well-being of employees. Leadership must necessarily know the qualities of individual employees and know how much information or work they are able to give them on a daily level so that it overloads will not occur. They need to know the psychology of a person so that they are aware of the emotional intelligence and to recognize individual employees who do not have this well developed. Employees must be given encouraging words and motivations. Motivation is verbal, it can also be in the form of monetary incentive, but it is certainly best that it is both. The incentivization of successful goals is welcome, especially with younger generations, who are just creating a home and family.

2.5.3 Greece

In 2010, under the OSH (Occupational Safety and Health) regulatory framework states the following:

the employer is obliged to regulate the issues relevant to work and its location, as well as issues relevant to accommodation, facilities and machinery or tools, in such ways as to protect the life and health of the employee. A series of laws and EC Directives have led to the adoption of Law 3850/2010, which is the applicable law for Health and Safety of the Employee in the Workplace in Greece. Law 3850/2010 provides for a series of employers` and employees` obligations for the protection of the health and safety of the employees in all aspects of their work. (Article 662).

The law is adapted to each category of occupation, and more detailed information can be found [here](#).

Health and safety of employees have aroused the interest of both state and social sectors. It is estimated that in Greece, the national economy is burdened by 20 billion a year due to accidents (approx. 5,000 reports each year, Elstat 2016–2017) in the workplace.

Nowadays, unfortunately, despite efforts to simplify legislation on health and safety at work, the conditions at work cannot be described as satisfactory unless we exclude the few large companies that invest in the good physical and mental well-being of their employees. For more effective intervention in the area of occupational health and safety, law 1568/1985 established three critical advisory bodies whose role and responsibilities are crucial, a safety technician, who provides health and safety practices and advice to employer on health issues and to employees on preventing accidents at work, written or oral, a work doctor, who also acts as an employer advisor in companies of more than 50 employees, and is responsible for mentoring the health status of employees by keeping an individual physical file due to working conditions, and an Employee Health and Safety Committee, who tries to prevent work accidents and occupational hazards. Nevertheless, the law has not been adopted in many companies or bodies.

It is vital to create a workplace health culture in Greece. The workplace health culture is strengthening through a consistent, effective, and frequent communication strategy that educates and motivates employees with honesty and confidence. Effective prosperity is linked to the commitment of leaders to maintain their values and set an example for their employees. If the working environment is designed in such a way, they can encourage physical and mental health of employees.

Programmes addressed to teamwork bring great results in strategies of work well-being. [Example of programmes](#): Head to toe, brings yoga exercises in the workplace, two tribes, explores local sports and enables all participants to take actions, meditative live, brings interactive audio-visual relax experience to the brain, and so forth.

2.5.4 Italy

WHO's definition of health is in its constitution, which states, "A state of complete physical, mental and social well-being, and not merely the absence of disease." (WHO, 1946). In line with this, a healthy workplace is defined as one in which employees and managers collaborate to use a continual improvement process to protect and promote the health, safety and well-being of all employees and the sustainability of the workplace by considering the following, based on identified needs:

- health and safety concerns in the physical work environment
- health, safety, and well-being concerns in the psychosocial work environment
- including the organisation of work and workplace culture
- personal health resources in the workplace
- ways of participating in the community to improve the health of employees, their families, and other members of the community. (WHO, 2010)

This definition reflects how the concept of occupational health has evolved from an almost exclusive focus on the physical work environment to the inclusion of psychosocial and personal health practice factors: in the Italian Law's system this happened with the introduction of "Testo unico in materia di salute e sicurezza sul luogo di lavoro (D.lgs. 81/2008 e succ. modifiche)". Now the workplace is a setting for health promotion and preventive health activities – not only to prevent occupational injury, but to assess and improve people's overall health.

According to the fifth European Working Conditions Survey (Chiara et al., 2012), job quality is strongly and positively associated with well-being. In contrast, low well-being and poor health have a high economic cost (organisational and societal) in terms of absenteeism and presenteeism. Working conditions have a role over and above their link with health and well-being: good working conditions are indicative not only of better health, but also of less opportunistic behaviours in the case of absenteeism, and a lower incidence of presenteeism.

Sadly, to date, well-being culture is not so widespread in Italy: most companies do not consider these matters such as the opportunity of growth and development (economic as well), so they merely fulfil their legal obligations about work-related stress and corporate welfare instead of introducing structural well-being improvements.

Moreover, the employment conditions often replace the 'health' component: while having a 'decent job' is with no doubts important, it is not clear what its relationship is with health and organisational well-being.

The Lombardy Workplace Health Promotion Network is an Italian pilot project started in 2011 in Bergamo, by identifying and selecting good practices concerning organisational well-being (D'Elia, 2017). The WHP Network expanded on a regional scale during 2013 and is made up of companies ('Workplaces') which recognize the value of corporate social responsibility and undertake to be "environment conducive to health", with the scientific support of Health Local Unit where necessary, actions (evidence-based) of different nature: informational (smoking cessation, healthy eating, and so forth), organisational (canteens, snack vending machines, agreements with gyms, stairs health

programmes, walking/biking from home to work, smoke-free environment, baby pit-stop, and so forth.) and collaboration with others in the local community (Associations, and so on).

In 2016 the Lombardy region activated a plan for improving health and welfare in the workplace for its employees (Regione Lombardia, 2016), with actions in the following areas: working environment (job design, welfare areas -mostly company canteens), lifelong learning and skills development, managerial training with coaching, counselling and mentoring skills, collaborative communication and interventions to improve: organisational climate and commitment, work-related stress prevention, employees' empowerment, work-related psychological support and, eventually, interventions for the work-life balance such as smart working and simplifying mobility procedures.

At the same time, The Workplace Health Promotion addresses the following issues: improvement in work organisation and working environment; encouragement for staff to take part in healthy activities; promotion of healthy choices; encouragement of personal development (empowerment). This programme involves accreditation as a "Health Promoting Company" for enterprises undertaking to introduce practices of proven effectiveness and which may be considered "Good Practices" in the field of health promotion and sustainable development.

Well-being best practices (Galli, 2016) are: health promotion by physical activity in the workplace, with information, educational and organisational actions concerning the risks of sedentary lifestyle, poor physical activity, poor nutrition, smoking and alcohol use/abuse; well-being and work-life balance, with an improvement of timetable flexibility, horizontal and vertical part-time, time banking, job sharing, maternity and paternity leave, family services (company kindergartens, nursing, caregiver support...), workers services (conventions and agreements for home shopping, babysitting, personal and family administration, free time management...), activities for well-being and mental health. As an example, a pilot study about the effects of meditation on the employees' performance of an Italian company of 229 employees, (Pagliaro, et al., 2019), analysed 12 employees that were trained in a Tibetan Meditation technique, which they practised together daily for three months. The effects of meditation were measured in terms of company performance: in terms of company performance indexes, the experimental trimester compared to the previous trimester showed improvements in the quality of production (+6.6%), nonconformity of critical products to standards due to human factors (i.e. mistakes) (-42.6%), and in quarterly productivity (+10.5%).

It seems undeniable that at present the scientific literature about organisation well-being in Italy is very limited, and it seems reasonable to think that this depends on a significant lack of organisational culture oriented to health and well-being (not just material) at the workplaces. Therefore, it seems necessary and very useful to consolidate and spread this culture in as many companies as possible, through training actions and creation of new professional figures such as the well-being manager.

2.5.5 Portugal

When well-being interventions are presented, they are also focused on the individual level. For example, empathy (e.g., Ferreira, Afonso, & Ramos, 2020) and resilience (da Silva et al., 2017) are reported as having positive consequences for well-being.

Of the two studies that report on well-being management, HRM practices are also found to be positively related to the well-being of temporary agency employees (Chambel & Farina, 2015), together with team management, tutoring of younger co-workers, and skill development, as well as self-monitoring (Araújo & Pestana, 2017).

2.5.6 Spain

Human Resources Management has always been in charge of optimizing resources to produce the most optimal employee outcomes and best benefit to the organisation. However, studies have emphasized the importance of employees' well-being in their productivity, which has made organisations take more care of their employees' needs and ensure they are treated with consideration (Celma, Martinez-Garcia & Raya, 2018).

Institutions worldwide like United Nations, International Labour Organisation, European Union Agency of Labour and Ministry of Labour are promoting well-being management practices included in Corporate Social Responsibility (CSR). Those practices include codes of conduct, recommendations, action plans or recognition programmes.

In Spain, main managerial actions implementing employee's well-being have been improving health and safety in work, equalitarian opportunities, respectful environment, training programmes and internal communication. However, it is hard to demonstrate if it has been appropriately implemented as most of the results are available from companies' reports, not showing the actual state of employee's feelings. Companies implementing CSR measures are large companies, with small participation from small and medium firms (García-Buades, Ramis-Palmer, & Manassero-Mas, 2015).

Further measures like conciliation between personal and working life are progressively implemented to avoid stressed employees but still sounds utopic in Spanish current labour framework. We could also find flexibility measures and personalized training programmes (Murillo, 2008). Well-being is usually analysed considering four dimensions: job satisfaction for measuring happiness with working conditions; job stress as a measure of psychological health; and trust in management that measures social dimension (Origo & Pagani, 2009).

According to empirical evidence (Celma, Martinez-Garcia & Raya, 2018) on the impact of CSR practices enhancing employees' well-being, variables that most affected their well-being and so reduced psychological risks are: full-time contracts rather than temporary (work security), no harassment, non-discrimination, maternity protection, appropriate physical working conditions, schedule without a lunch break for finishing before (straight shifts) and fluid flows of internal communication.

Economic crisis and subsequent recession in Spain added to inefficient labour market reforms have reduced overall employees' well-being in working place and employees'

rights. Future lines of action should focus on better well-being managerial practices not only from firms but also regulated and upgraded by governments and institutions.

We can find some examples of companies introducing campaigns for reducing employees' stress like ASISA as part of their commitment to reducing all possible risks in working environments. Reforms were implemented based on experts' observations but also based on employees' experiences and suggestions. MC Mutual implemented internal measures for reducing psychosocial risks at work with the introduction of "STOP Stress" campaign addressed to their employees with an action plan detecting stress situations, mechanisms for avoiding them, surveys for keeping track of results, and online course with techniques for facing stressful situations and professional advice for individuals suffering from stress.

2.5.7 Overall Findings in EU, USA, and Partner Countries

Regardless of the continent and country of the organisation, the results showed that all employees have in common that well-being can be classified according to the five forms of well-being definitions by Heginbotham and Newbigging (2013), which is: (1) psychological well-being, (2) emotional well-being, (3) social and familial well-being, (4) subjective well-being, and (5) personal economic well-being (see Figure 7). Of course, other definitions exist on well-being, but the findings have shown that well-being could be classified around these five forms. Furthermore, results have shown that it is most effective when it comes from management; however, it is also important from employees to have good interpersonal relationships and to support each other. Factors are in general connected among each other and also have a domino effect (i.e., lack of one-factor influences the lack of others). At the forefront is the type of society one lives in (individualist vs collectivistic), organisational values, types of relationships, leadership types, which influence well-being and well-being management.

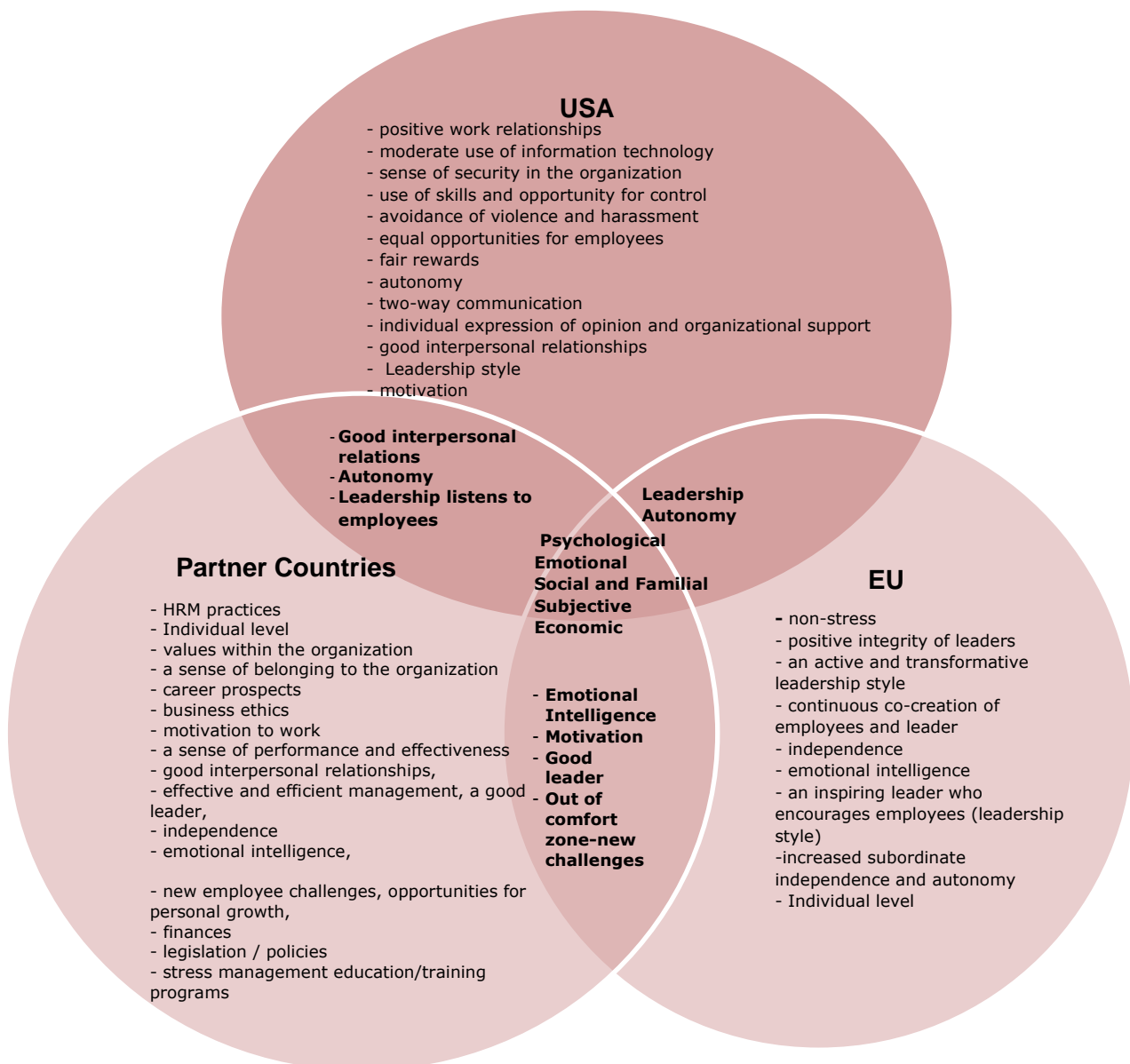


Figure 7. Factors that Positively Influence Well-being of Employees.

Through the review of articles, we found that the five forms of well-being of employees was found in all three research areas. All of the factors highlighted from research need to be recognized by the employees themselves, employers, management, and leadership. Overall findings from the literature review are in line with Fischer & Boer's (2011) work that autonomy or independence is important to employees' well-being, wherein individualistic European societies we can see increased individualism causing an increase in well-being. Nevertheless, the results also showed that too much individualism might be detrimental.

In this literature review, we looked at the causes and correlations of stress and how it leads to burnout. Burnout is in the final stages of stress, which can lead to low work

engagement, unemployment, and further health issues. It is often the result of an imbalance between demands and the work environment/abilities of the individual and failing to meet those demands and its negative consequences. In occupational settings burnout can be seen in three aspects: emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach & Jackson, 1981) and are the subsets of one of the most used instruments to assess burnout, which is Maslach Burnout Inventory (Maslach & Jackson, 1981, 1986).

Also, improving the work climate needs to be determined by each organisation. These findings are important for all organisations and, at the same time, serve as a warning sign that it is crucial to invest in activities and in the constant improvement of employee well-being. Through such efforts, organisations can lower the occurrence of disease and illness, and at the same time, reduce absenteeism and related costs. Despite the costs of such improvement being high, the long-term return on investment can be valuable.

It is important to know that well-being at the workplace is paramount – employees spend quite a bit of their life working. A great deal of stress is evident in work environments and based on the reviewed research, and organisations need to be involved in various educational or training programmes, for example, in the area of well-being, organisational, and personal behaviour. Healthy workplaces are key to a successful organisation. Well-being and good organisational success go hand in hand and is a win-win situation for all involved.

2.6 Competencies for Work Well-being Managers

2.6.1 Current Trends (global research EU & USA)

The characteristics of today's social, societal, and business environment, in which the organisations function, are that it possesses greater dynamics and complexity. Especially steadily increasing 'turbulence' that creates unstable conditions, within which the planning of events and goals of developing organisations is becoming more difficult. Hence, this demands that organisations continually innovate and are consistently ready for the quickest response to the demands of the environment. Constant, faster, and more frequent social, economic, and political changes and increasingly greater competitiveness are at higher rates threatening the success of doing business in organisations and their survival. The new economy, globalization, and changes in an organisation's environment represent a new challenge for management and managers. A heavier emphasis is being put on, for example, leadership, strategic management, flat organisational structures, quality, organisational culture, creation of new added value, new technological discoveries, sustainable development, management of knowledge, and the development of human resources (Verle, 2012, p.1). Because organisations have to be flexible, innovative and able to adapt, in regards to the environment, we also have structures of organisation that are changing from vertical, hierarchical and functional structures, which were appropriate for a stable and predictable environment, to a more horizontal, team-focused, adaptable structure, which connects the organisation to the environment. (Daft, 2004 in Verle, 2012, p.1; Kotler, 2009 in Verle, 2012, p.1, Owen, 2010 in Verle, 2012, p.1).

There are several lines of research that have studied the influence of management on its employees. The literature on this area has strongly grown, and the results show that the style of management is the key factor of health and well-being of employees (Skakon et al., 2010, p. 107–139). Based on the studied literature, we can outline key competencies of managers that focus on well-being within a research framework - research from areas of the EU, USA, and Slovenia.

The competencies were sorted based on the IGLO system (individual level, group level, level of leadership and the organisational level). The psychosocial factors of the work environment, such as demands of work, control, and insufficient social support, are the causes of stress in the workplace, if they are not well managed. This is the current state of modern work environments and is the cause of serious negative consequences for the individual, organisation, and society in general (Donaldson-Feilder, Yarker, & Lewis, 2011, p.10).

Practical measures for lowering work stress have been developed for the most part in the past two decades; however, their efficiency is still studied by researchers. One of the ways of testing, how leaders influence the degree of stress in employees is a crosswise process: leaders can measure the level of stress and negative emotional well-being in a simple manner, with feedback from employees (Toderi & Sarchielli, 2016, p. 1086). In this regard, a framework was developed, which is used for educational and developmental mediations, with which they determine positive and negative behaviours of leaders, to help leaders with measuring and improving their work competencies for stress management (Toderi & Sarchielli, 2016, p. 1086).

Leaders have a key role in carrying out measures, where the goal is to lower the work stress of employees. Various studies have shown that leaders, with intervention, can ease stress by taking an active role. On the other hand, leaders can negatively influence psychosocial work, if they do not understand the stress-related effects that employees experience and are not capable of lowering this stress at the workplace or do not see such a capability as necessary. A significant finding is that the leader's health is related to his or her rating of the level of stress of his or her employees (Donaldson-Feilder, Yarker, & Lewis, 2011, p. 12).

If we summarise, leaders can either cause or prevent interventions that cause stress and are thus defined as the 'drivers of change'. The results are a good foundation for the development of intervention factors, focused on leaders and their inclusion into programmes that lower work pressures. This circumstances and inclusion of leaders into programmes are in the literature and practice still poorly studied (Toderi & Sarchielli, 2016, p. 1086).

Organisations who are focused on long term success and efficiency, as well as the realization of goals, are also connected to the primary cell of an organisation - employees. In as much as goals of the organisation are understood as a whole, they are also connected to the employees, their needs, and wishes. It is the combing and bridge between goals of the organisation and the employee that provides connectedness and consistency. In which way, the organisation wants to develop its goals is dependent

on the connectedness of employees (Šprajc, Dimič, Podbregar, & Županič, 2018, p. 1066).

The well-being of employees is one of the key areas for achieving set goals of the organisation. If the employees in the organisation feel good, are motivated, have better opportunities for promotion or career development, then they are more efficient and productive at work. The opposite effect is when stress is present in the workplace, which does not influence only the employees, but also the organisation.

As is stated by Donaldson-Feilder, Yarker and Lewis (2011, p. 2), stress is a reaction, based on pressures and demands internally and of the environment. Stress can cause different factors and situations, especially important is, that we know, that all people do not experience stress in the same way. Despite this, there are quite a few known symptoms, unrest, mood swings, and worse mental health. For well-being, we can do a great deal by ourselves- when we can influence a given situation or factors, which lead to stress. In a work environment, we are exposed to various kinds of factors, in which many times we have no influence over.

For both satisfied and unsatisfied employees, the indirect superior or leadership of the organisation is of utmost importance. Also, different factors are important for the well-being of employees, such as demands, controls, support, creating relationships, organizing work, and other factors (Donaldson-Feilder, Yarker, & Lewis, 2011, p.3). The literature on well-being is growing, together with other related topics, such as the influence of relationships in the organisation, influence of management, influence of the work environment, and similar. In periods when demands are greater, expectations higher and due dates earlier, it is important that more attention and care is placed on care for their well-being. Recent studies provide insight into these factors, which influence well-being on competencies, type of management the organisation needs to contribute to lowered stress in the workplace and to bring greater well-being to employees.

When managing stress, individual organisations use the framework 'competencies for managing stress' and has become an accessible and friendly management tool (Yarker, Lewis, & Donaldson-Feilder, 2008, p. xi).

Yarker, Lewis and Donaldson-Feilder (2008) carried out a study to recognize and develop management competencies concerning efficient management of stress at the workplace. Researchers showed particular and clear pointers to behaviour, which leaders should show at the group or organisational levels and focuses on building programmes for training and intervention (p. 60).

The study for developing the framework in processes for managing people has shown that the framework for competencies is best used in the context of managing developmental success. This can include incorporating the framework with existing programmes for training and development of leadership/management; their use in programmes for encouraging behaviour of new managers or employees that join the organisation and as leaders or structure for training, with an emphasis on processes for managing people, such as communication or transfer of skills. In addition to this, the

framework for competencies in managing stress can be used as an asset for personal development and changes, encouraging self-awareness of managers, and as a measuring component for broad developmental programmes. For the framework to be efficient, the users have to ensure its use in the context of a whole programme of feedback information, support and training, instead of the process being used for administrative purposes, such as collection and promotion (Yarker, Lewis & Donaldson-Feilder, 2008 p. 60).

The key message for managers is that managing stress should not be a separate activity. Management of stress is part of the general management activity and is in this way the daily work of managers towards their employees. There is no single prescribed specific behavioural pattern for efficient leadership. Management must use a full complete repertoire of behavioural patterns for successful management of stress. Which behavioural patterns that will be used is dependent on the relationships in a given situation of an individual. Managers will have to look at whether or not the prescribed behavioural patterns are already part of their practice and if they are not, they will have to learn how to transfer them into everyday practice (Yarker, Lewis, & Donaldson-Feilder, 2008 p. 61).

The definition of competencies is dependent on various theoretical factors for definition and also from different disciplines that look at competencies. Each competency includes all intellectual capabilities, situation-dependent knowledge, strategies, sensations, and routines, which in different ways contribute to learning, solving problems and to the success of the individual. Competencies can be defined as individual capabilities, knowledge, and behaviour, which together are of key importance for the success of the individual. Regardless of whether or not it is different perceptions or different approaches in examining various aspects of competency, it is a part of the individual, group of employees, organisation, and society, which means a group of competencies, that represent competencies (abilities) as a whole for achieving results or goals (Šprajc, Dimić, Podbregar, & Župančič 2018, p. 1065).

Competencies can be inherited or learned and consider the capabilities of the individual so that they can in individual roles of their life adapt and achieve all their duties. Regarding inherited capabilities and skills, it is progress that can be achieved in an individual, when the development of the individual can be seen in the achievement or overcoming challenges (Šprajc et al., 2018. p. 1065).

At the European level, there have been a set of European initiatives on the topic of qualifications that also include the European Qualifications Framework (EQF). EQF framework for lifelong learning is divided among knowledge, skills, and competence, whereby knowledge is defined as theoretical and factual, skills as cognitive and practical, and competence as responsibility and autonomy. These three areas are further described in 8 levels indicating the outcome for each of the qualifications, whereby level 5 is equivalent to the short cycle within the Framework for Qualification of the European Higher Education Area, level 6 to the first cycle, level 7 to the second cycle and level 8 to the third cycle (EQF, n.d.).

The European Skills/Competences, Qualifications, and Occupations (ESCO, 2018). defines Competence as:

ESCO applies the same definition of "competence" as the European Qualification Framework (EQF). According to this, competence means the proven ability to use knowledge, skills, and personal, social, and methodological abilities, in work or study situations and in professional and personal development. They are described in terms of responsibility and autonomy. While sometimes used as synonyms, the terms skill and competence can be distinguished according to their scope. The term skill refers typically to the use of methods or instruments in a setting and in relation to defined tasks. The term competence is broader and refers typically to the ability of a person - facing new situations and unforeseen challenges - to use and apply knowledge and skills in an independent and self-directed way. (para. 1 and 2). In ESCO, competencies are part of the skills pillar. (para. 4)

On the topic of Competencies of Work Well-being Managers, a total of 26 articles were reviewed, and 10 were chosen (see Table 18) using the criteria in Table 2.

Table 18. Categorisation of Literature using IGLO

Framework	Literature	Impact factor	Individual level (personal characteristics, behaviour...)	Group level (social support, interpersonal contacts among employees, teamwork, characteristics, efficiency...)	Leader level (characteristics of leadership and social interactions, style of leadership...)	Organisational level (autonomy, compensations, social support, yearly meetings, assessment...)
EU	Liikamaa (2015)	1.59	X	X	X	X
	Manxhari, Veliu, & Jashari (2017)	6.597	X	X	X	X
	Karanika-Murray, Bartholomew, Williams, & Cox (2015)	3.14		X	X	
	Chughtai, Byrne, & Flood (2014)	3.796	X		X	
	Toderi & Sarchielli (2016)	2.468	X	X	X	
	Toderi & Balducci (2018)	2.948	X	X	X	
	Teoh, Coyne, Devonish, Leather, & Zarola (2016)	2.03		X	X	
USA	Shanafelt & Noseworthy (2017)	7.091		X	X	
	Reina, Rogers, Peterson, Byron, & Hom (2018)	2.485	X	X	X	X
	Giles (2016)	3.227	X	X	X	X

Table 19. Visual Representation of Well-being Managerial Competencies by IGLO

Literature	Individual level (personal characteristics, behaviour)	Group level (social support, interpersonal relationships among employees, teamwork, characteristics of efficiency...)	Leader level (characteristics of leadership and social interaction, style of leadership...)	Organisational level (autonomy, compensation, social support, yearly meetings, assessment...)
EU				
Liikamaa (2015)	Emotional awareness, confidence, self-assessment, trust, conscientiousness, ethics and maintaining order	Adapting to change. Managing stress, readiness for better work. Engagement, encouragement, understanding others. Development of other employees. Use of diversity	Innovativeness, responsibility, searching for information, curiosity, and desire to learn. Fast and quick work completion. Quality of decision making, analytic thinking, conceptual thinking, optimism, knowledge of language	Understanding and use of organisational dynamics for achieving goals
Manxhari, Veliu, & Jashari (2017)	Fairness, cultural awareness, confidence, managing stress, personal reliability, loyalty, self-control, self-management, listening skills, synthesis of personal values and goals	Efficient relationships, focus on the user, communication, and influence of other skills for shaping groups and development	Dedication, negotiation skills: adapting responsibility	Global perspective, execution of innovation, modern development. Setting goals. Transfer of authority
Karanika-Murray, Bartholomew, Williams, & Cox (2015)		Two-way exchange of information - leader and team.	Open communication, personal approach, leadership with integrity	
Chughtai, Byrne., & Flood (2014)	Fairness, justice, principles		Creating a trusting relationship with employees, ethical leadership	
Toderi & Sarchielli (2016)	Respectful attitude, fairness, managing emotions, consistency, calmness, social, relaxed approach, empathy, engagement	Feedback information, participation - listening and consulting with the team, ensuring direction, autonomy and giving opportunities, available for discussion	Development of action plans, well thought out delegations, proactive management, planning, problem-solving	
Toderi & Balducci (2018)	Integrity	Two-way communication	Proactive inclusion in relationships with employees	
Teoh, Coyne, Devonish,		Constructive feedback, a	Support behaviour, encouraging personal growth	

Leather, Zarola (2016) USA		feeling of being appreciated		
Shanafelt & Noseworthy (2017)		Maintaining a community at the workplace, the relationship between career and personal life	Recognizing and solving conflicts, development and execution of goal- oriented interventions, system of rewards and stimulations.	
Reina, Rogers, Peterson, Byron, & Hom (2018)	Ethics and morality, dynamics, giving a sense of security	Encouraging the capabilities of employees for growth and development at the workplace. Increasing meaning of work of employees, enabling developmental opportunities. Increasing the positive effect at work, ensuring a safe environment.	Soft style of leadership. Encouraging competitive climates when carrying out tough assignments. Ensuring security, judgment based on facts	Ensuring resources. Coordination among the available resources, expectations and demands of the organisation. Encouraging values and goals in employees for encouraging the completion of organisational goals
Giles (2016)	High ethics and security, clear communication, ambitions	Willing to continually develop, connect and belong, creates a feeling of connectedness when success is met or not met, encouraging learning, constant growth.	Self-organisation, vision and goal setting, flexibility in creating opinion, ensuring a culture of security in case of mistakes, openness to new ideas and approaches, innovativeness, creativity.	Ensuring goals and guidelines, focused on the development of the organisation

From Table 19 we can see that in the EU leaders do not give much focus on the development of manager competencies on an individual level (they do not develop in the sense of improving personal characteristics, behaviour,...) Some more emphasis is given to the group level (social support, interpersonal communication between employees, development of teamwork and efficiency of work). Considerable emphasis is placed at the leader level, where the leader focuses on social interaction, which is guided by one of the styles of leadership. Too little emphasis is given at the organisational level, considering organisational climate, leadership of yearly meetings, and employee assessments.

We can also see that the USA has leaders that for the most part emphasized the development of managerial competencies at an individual level (they develop regarding fulfilling personal characteristics and behaviour....). A bit more emphasis is given to the group level (social support, interpersonal contact between employees, development of teamwork and efficiency of work). Considerable emphasis is placed on the level of the

leader, where leaders focus on social interaction. Not as much emphasis is placed at the organisational level.

Main Findings for EU

Efficient leaders should have to be great communicators. The leader must be a leader, moderator, and mentor at the same time. The leader must be capable of cooperating with different types of people and use diversity in their groups (Liikamaa, 2015, p. 682)

Based on the results of the analysis, the management and leadership of achievements, solving conflicts, and encouragement are the most important competences. The main characteristics of successful leaders is their response, proactivity, efficient communication, team building, conflict resolution, and assertiveness (Manxhari, Veliu, & Jashari, 2017, p. 189).

Managerial competencies are categorized into three groups, which are:

- **Educational:** planning, solving problems, collection of information, analytical thinking, abstract and strategic thinking, learning from own experience and those of others, determination for success, encouragement, focus on business success, determination, resolution, global perspective, organisational capabilities, teamwork, negotiation skills, leadership, lack of hate speech or behaviour, communication, organisational security, systematic logic, written communication, creativity and capability of innovative thinking, contemporary development, time management, determining risks, determining personal interests
- **Social:** Communication and influence on others, verbal communication, persuasive communication, productive relationships, focus on the user, achieving goals, transfer of authority, managing change, managing success, fairness, responsiveness, flexibility, cultural awareness, skills for shaping groups or development.
- **Personal:** confidence, management of stress, self-reliance, loyalty, self-control, self-confidence, self-management, listening skills, synthesis of personal values, personal goals

From the review of literature, we can see that leaders can cause stress for employees (or prevent it), because of their behaviour. The role of the leader is to monitor the work of the employee, recognize stress and decrease stress in an organisation by accepting risk assessment (Yarker, Lewis & Donaldson-Feilder, 2008, p. 5).

This theory of leadership is different from behaviour, focused on assignments, where the leaders are focused on the achievement of goals, planning, allocation of work, transfer of information and monitoring success; and behaviour focused behaviour, where managers focus on the support of employees, show respect towards ideas of others, mentoring, managing conflict and team building. In general, research that focuses on theories, regarding assignments and relationships, show, that a high level of focus on assignments, negatively influences the well-being of employees, however, their influence can have the effect of positively influencing well-being, when leadership

employees show focus on relationships (Yarker, Lewis, & Donaldson-Feilder, 2008, p. 5).

There exist many ways for managing stress in an organisation, and the most successful approaches will combine prevention, training, and support.

Leadership is not only indirectly connected to the psychological health results, such as well-being (Kelloway, Weigand, McKee, & Das, 2012, p. 60), but also can influence the emotional experiences of the employees (e.g., depression, anxiety, and fatigue).

Essential competencies of managers, which can positively or negatively influence employees, can be seen as: managing resources at the workplace, confronting problems, process planning and organisation, improvements, personal approach, development, access to health and safety, responsiveness, managing conflict, managing emotional approaches, integrity, friendliness, communicativeness, taking responsibility, recognizing work, empathy, looking for the opinion of others (Yarker, Lewis & Donaldson-Feilder, 2008, p. 8).

From the findings of the articles reviewed, an ethical leader can connect leadership with feelings of employees, and leadership can be built on the role of trust in leadership. Ethical leaders understand their employees as fair and principled decision-makers. In addition to this, leaders show genuine care and have in their personal and professional life acted ethically. In addition to this, ethical leaders are active, with their role modelling and attempt to have their employees act in an ethical manner by providing them with ethical standards to follow (Chughtai, Byrne, & Flood, 2015, p. 4).

However, results show that ethical leadership behaviours, such as taking fair and balanced decisions, setting ethical standards, and having a model of ethical behaviour and punishing those that are not ethical, can have a significant influence on the well-being of employees (Chughtai, Byrne, & Flood, 2015, p. 4).

A good leader has personal characteristics, respect, fairness, and management of emotions. Leaders and employees must provide feedback, support to employees, and listening as well as consulting with employees while providing opportunities and ensuring autonomy. Participation is an essential aspect in the relationship between the leader and employees (Toderi & Sarchielli, 2016, p. 5).

The interaction between supportive and non-supportive behaviour of the manager is influenced by the manager's relationship with employees towards work. The satisfaction of employees is higher when employees feel support towards management. Management can help increase satisfaction within a workplace, which ensures constructive feedback, hence giving employees a sense of being valued. Supportive management improves the work environment and can make it more attractive by ensuring employment support, constructive feedback, and encouraging personal development (Toderi & Sarchielli, 2016, p. 5).

Managing managers and emotional inclusion of employees are the key to maintaining a work environment.

Main Findings for USA

195 world leaders were categorized by competencies of managers, sorted by importance into five groups (Giles, 2016):

1. high ethics and security
2. self-organisation
3. efficient learning
4. constant growth and
5. connectedness and belonging.

Summarizing, these values create a safe and trustworthy environment. The leader with high ethical standards shows a commitment to fairness and is given trust while ensuring that their employees follow the rules. Similarly, when leaders clearly communicate their expectations, they avoid 'blinding' individuals and ensure that all employees are on the same page. The employees are then more relaxed and have higher capacities for social welfare, innovativeness, creativity, and ambitions (p. 2).

No leader is able to do everything by themselves. Therefore, it is of key concern that responsibilities are distributed among the organisation and that they are dependent on decision-making and action. At the workplace, the feeling of community and connectedness is maintained by leaders. Leaders, who often and openly communicate and create a feeling of success or failure, create a strong base for connectedness. Competent managers maintain a key relationship with professional and personal life, for themselves as for others. They know how to recognize problems and are focused on conflict resolution. They have a set system of rewards and stimulations (Shanafelt & Noseworthy, 2017, p. 133–141).

There exist two approaches to leadership, which most likely influence the decisions of employees to leave or stay and work through affective mechanisms (1) pressure (that is demands, threats or constant reminders for monitoring the behaviour of employees) and (2) inspirational words (that is explicit calls towards values, goals, and aspirations of employees). (Reina et al., 2018, p. 7)

With the use of encouraging comments, their managers can create a feeling of meaningfulness, while the tactic of pressure can lower the sense of meaningfulness in employees. The tactic of managing by pressuring can lower security, due to specific managerial actions, such as constant monitoring of employee progress, constant threats that signal to employees that it is dangerous to express opinions or feelings without negative consequences freely. (Reina et al., 2018, p. 7)

The difference between leadership in the EU and USA shows, especially in sanctions. Leadership in the USA follows a capitalistic use of sanction in cases where the work is not done correctly or what was expected.

2.6.2 Slovenia

On the topic of Competencies of Work Well-being Managers in Slovenia, a total of 14 sources were reviewed and six were chosen (see Table 20 also on categorisation

according to IGLO) using the criteria in Table 2. dLib (Digital Library of Slovenia) was used to search for the articles using various combinations of keywords shown in Table 21.

Table 20. Categorisation of Slovenian Literature using IGLO

Framework	Literature	Impact Factor	Individual level (personal characteristics, behaviour...)	Group level (social support, interpersonal contacts among employees, teamwork, characteristics, efficiency...)	Leader level (characteristics of leadership and social interactions, style of leadership...)	Organisational level (autonomy, compensation, social support, yearly meetings, assessment...)
Slovenia	Kanjuo Mrčela & Vrčko (2007)	/	X		X	X
	Laznik (2018)	/	X		X	X
	Šarotar Žižek, Čič & Šebjan (2017)	/		X	X	X
	Verle, Markič, Kodrič, & Gorenc Zoran (2014)	3.727	X		X	X
	Verle (2012)	/			X	X
	Šakanovič & Mayer (2006)	/			X	

Table 21. Keywords for literature review in Slovenia

"vodja" + "stres" ("leader" + "stress")
"vodja" + "zadovoljstvo zaposlenih" ("leader" + "satisfaction of employees")
"zadovoljstvo zaposlenih" + "menedžment dobrega počutja" ("satisfaction of employees" + "management of well-being")
"kompetence" + "menedžer dobrega počutja" ("competencies" + "management of well-being")
"delo" + "obvladovanje stresa" + "kompetence" ("work" + "satisfaction of employees" + "management of stress")
"zavzetost zaposlenih" + "stres" + "zdravje" ("dedication of employees" + "stress" + "health")
"voditeljstvo" + "dobro počutje" ("leadership" + "well-being")
"vodja" + "stres" + "spretnosti" ("leader" + "stress" + "capabilities")
"zdravje" + "stres" + "vodja". ("leader" + "stress" + "health")

In Table 22 are the main findings of well-being managerial competencies as found in Slovenia. The articles were categorized by IGLO.

Table 22. Visual Representation of Well-being Managerial Competencies in Slovenia by IGLO

Literature	Individual level (personal characteristics, behaviour...)	Group level (social support, interpersonal contacts among employees, teamwork, characteristics, efficiency...)	Leader level (characteristics of leadership and social interactions, style of leadership...)	Organisational level (autonomy, compensations, social support, yearly meetings, assessment...)
Kanjuo Mrčela & Vrčko (2007)	Emotional maturity, the presence of positive emotions.		Leadership that considers specific situations and goals, transformational leadership, two-way communication, fair leadership, equality with employees	Increased reputation of the organisation with leadership of employees, lowering health related absenteeism - higher productivity
Laznik (2018)	Emotional stability, humour, capability to express, ethical principles, charisma		Collecting feedback information, system of critics and compliments, planning, organisational capabilities	Achieving goals and focus of the organisation, participative leadership
Šarotar Žižek, Veingerl Čič, & Šebjan (2017)		Socialization and work community	Review of workload, monitoring work, rewards, fair distribution of resources	Organisational politics, which support health of employees, relevant participative form of leadership, flat organisational hierarchy, transparency of decisions, enabling of employees
Verle, Markič, Kodrič, & Gorenc Zoran (2014)	Communicative, capability to listen, empathy, teamwork, flexibility, mobility, strong will and creativity		Capability of accepting challenges, capability of achieving goals, capability of adapting to international standards of business	
Verle (2012)			Cooperation with others, capability of achieving goals	System of rewards, measuring success, developing organisational culture, flexibility of organisational structure, less authoritative leadership
Šakanović & Mayer (2006)			Democratic style of leadership, setting goals, care for interpersonal relationships, ensuring expert information	

Main Findings

Successful leadership can be described as an efficient way of leading, which from leaders demands specific social and emotional competencies. Social skills are an essential component of the functioning of every leader. Ashforth and Humphrey (as cited in Kanjuo Mrčela & Vrčko, 2007, p. 463) state that leadership is most efficient when it gives emotional connections between leaders and employees. This can be done only in cases, where the leader is aware that effective interpersonal relationships are always emotionally coloured and that this is, therefore, an emotional competency-one of the key competencies, which has to be gained if leaders wish for an efficient way of carrying out their function. By ensuring support, encouraging a feeling of importance and desirability, and with the encouragement of a positive environment and optimism, the leader can heighten the productivity of their employees.

Laznik (2018, p. 78–90), in his article on the characteristics of a good leader and style of leadership in health care, stated that a successful manager is one, who can besides planning, decision making, organizing, human resourcing, communication, motivation, and control also learn leadership. A leader needs a strong personality, charm, dedication, courage, discretion, generosity, but should also know how to encourage, listen and be enthusiastic, instil enthusiasm in others, be responsible, assured of oneself, disciplined, serviced, and willing to learn. Managers have to have a positive approach, know how to solve problems, have good relationships with others, and maintain those relationships and have to have a strong and clear vision.

A good leader is aware of the meaning of leadership and that the skills of good leaders need to be continuously developed as a response to a quickly changing world. In all areas, relationships at work, the satisfaction of employees, their position, and their well-being is dependent on their leader. For this reason, it is important to collect feedback, praises, receive expectations of employees, to create the conditions for such a climate, which would suit the majority. A good leader has to be aware of the meaning of leadership, as well as have skills of good leadership all the time and develop relationships at work, employee satisfaction, their position and feelings are dependent on the leader. It is just as important to collect feedback, praise, critiques, and expectations of employees, to create an ambient, which would suit the majority. Efficient leaders are good communicators. A leader must be a leader, moderator, and mentor at the same time. The leader must be capable of cooperating with very different types of people and use diversity in their group (Liikamaa, 2015, p. 682).

The role of the manager is to lead the organisation in such a way that it is successful and efficient in achieving goals. Kos (as cited in Verle, 2012, p.1) emphasizes that the success of an organisation is enabled by added value. This is the only and key source of competitiveness. If companies achieve a high amount of added value, they have the possibility of investing in research and development and thus find innovative solutions to renovated products. The goal of the organisation today is not only maximizing profit, but also to create high added value (Buležan, 2008, as cited in Verle, 2012, p.2).

Striving towards raising competitiveness can be equated with striving to add value. All this requires an organisation that thinks through its strategy.

A successful leader needs to have the following characteristics: emotional stability, dominance, humour, ethical standards, emotional intelligence, ability to communicate, charisma, motivation, assertiveness, visionary traits (Laznik, 2018, p. 82). Kanjuo Mrčela and Vrčko (2007, p. 463) state that a successful leader must have the following competencies: successfully handling of his or her emotional states, capabilities of communicating with leaders, trust, leaders treating their employees fair and equally, the presence of positive emotions (e.g., humour, happiness, optimism, understanding) at the workplace.

Competencies are hidden characteristics of an individual, which are shown in the result of completed work. Hidden characteristics mean that competencies stem deeply from the individual and that they can predict his or her behaviour in different circumstances at work, also found by Spencer and Spencer (1993, as cited in Verle, Markič, Kodrič, & Gorenc Zoran, 2014, p.4), particularly with motives, characteristics, self-image, knowledge, and skills. Interconnected skills, knowledge, motivation, self-image, and values, which an individual in particular social and physical environments can know, wants or is able to use in a given situation successfully.

The research completed in Slovenia by Volk (2003, as cited in Kanjuo Mrčela & Vrčko, 2007, p. 475), shows that 69% of employees in different organisations communicate personally every day with leaders, they also add that good communication between employees is one of the ways, in which they satisfy their own needs. In Stiks research (Volk, 2003 as cited in Kanjuo Mrčela & Vrčko, 2007, p. 475), among the factors, which influence the respect of the supervisor, 39% of surveyed at the top of the list placed: `understanding of employees` and humanity of a leader. They also add that both factors are missing in leaders. The road to satisfaction is open and honest communication, where the leader uses a broad spectrum of interpersonal competencies (e.g., patience, empathy, understanding). In the work environment, where lack of communication is missing, inappropriate communication and lack of integrity, cannot have a trusting relationship with the leader and employees.

In the analysis of modern organisations in the last few decades, we noticed that more and more awareness of the presence and meaning of emotions in the work environment. Contributing factors to this are changes in organisations and management (new forms) of work. The integrative process of leaders, which is based on considering emotions at the workplace, is becoming more familiar with successful leaders. (Kanjuo Mrčela & Vrčko, 2007, p. 478)

For Slovenia, leadership is seen as not providing as much focus on development at an individual level (they do not develop in the sense of fulfilment of personal characteristics, behaviour, and so forth). More so, although still not enough, they emphasize the group level (group support, interpersonal relationships between employees, development of teamwork, and efficiency of work). Considerable emphasis is placed on the level of the leader, where the leader is focused on social interactions and on leadership styles. Research also focuses on the organisation level, where they measure the organisational climate, lead yearly meetings, and lead assessment of employees, although not sufficiently. We see that Slovenia and EU lead similarly.

Many organisations do not understand the importance of the influence of leadership styles on well-being and consequently, on the efficiency of employees. In trying to achieve economic goals, they do not consider the emotional component. Further empirical research should contribute towards understanding the influence of leadership on the quality of work-life of employees. This should bring a better understanding of the concept of integrative leadership and its implementation in practice.

Leadership in Slovenia does not differ significantly from EU leadership. Slovenia has, for the majority, adopted European standards.

While looking at the literature in the EU, managerial competencies are much broader than in Slovenia. A successful leader must have educational abilities, such as: planning, problem-solving, collecting information, analytic thinking, abstract thinking, and strategic thinking, learning from own and others experiences, they have to want results, provide encouragement, dedication, resolution, global perspective, organisational abilities, teamwork, negotiation skills, leadership, no hate speech or behaviour, communication, organisational security, systems logic, written communication, creativity, and ability to bring innovation, contemporary development, time management, and risk assessment (Manxhari, Veliu, & Jashari, 2017, p. 189).

Managers have to have social competencies. They show that communication influences others, verbal communication, convincing speech, efficient relationships, focus on the user, determine goals, as well as the transfer of authority, creation of changes, management of success, fairness, responsiveness, flexibility, cultural awareness, skills for the development of groups and the development of competencies, management of stress, personal reliability, loyalty, self-control, confidence, self-management, listening skills, synthesis of personal values, personal goals, constant personal development, personal responsibility for accepting decisions, awareness of the importance of ethics at work (Manxhari, Veliu, & Jashari, 2017, p. 189).

Successful managers in the workplace create a feeling of community and connectedness. Leaders, who often and openly communicate and create a feeling of success or failure together, create a strong foundation for connection. They maintain this relationship between work life and personal life, for themselves or other employees. They recognize problems and can focus on solving conflicts. They have a developed system for rewards and stimulations (Shanafelt & Noseworthy, 2017, p. 133–141).

In the USA, successful leaders are mainly focused on high ethics and safety, self-organisation, efficient learning, constant growth, connectedness, and belonging (Giles, 2016, p.2). Leaders are more and more focused on increasing profit than they are on their employees. Constant worries of employees that they establish themselves to their leaders, showing themselves to be competitive, in a poor mood, stressed, and not satisfied. People are worried more about their position than the well-being of their organisation.

A successful leader with high ethical standards shows their loyalty with fairness and instils a sense of trust, that they will as well as their employees respect the rules of the game. Leaders that have clear expectations, avoid distrust, and ensure that everyone

is on the same side. Employees can, in this kind of environment, relax and encourage more social engagement, innovative thinking, creativity, and ambitions. No one leader can do this by oneself, and it is thus important that powers and responsibilities are spread throughout the organisation and apply to the decision-making of those that are most relevant to the job. Leaders, who frequently and openly communicate and create a feeling of success and failure together, can create a strong foundation for interconnectedness (Giles, 2016, p. 2–3).

Reina et al. (2018, p. 7) state that the difference between leadership in the EU and USA is shown exclusively in sanctions. Leadership in the USA is capitalistically focused, with the use of sanctions, in the case that work is not done, which most likely influences the decisions of employees, to leave the workplace or stay. The first approach is the tactic of pressure (i.e. demands, threats and constant reminders for monitoring behaviour of employees) and other inspiring approaches (i.e. call for values, goals, and aspirations of employees).

With the use of encouraging comments, the leader can create a feeling of meaningfulness, while the tactic of pressure lowers the meaningfulness (Reina et al., 2018, p. 7).

2.6.3 Greece

Freud, the founder of psychoanalysis, indicated the two parameters of a person's normal function, the ability to "love" and to "work". He believed that both love and work were the basis of mental balance.

Work does not only fulfil the livelihood needs, though money is needed to cover material needs. Every person has a variety of reasons to work. There are many skills a person needs to evolve in his/her job. In case of managers, administrators, supervisors that focuses on work well-being are required skills/competences such as human, analytical, and interpersonal (Kutz, 2012).

Specifically, **human skills** refer to empathy, motivation, and application of effective management.

Analytical skills refer to the ability to detect and analyse problems under incomplete information and in a climate of uncertainty. The manager needs to think logically, clearly, correctly, and creatively.

Interpersonal skills refer to the ability to work with other people. It is influencing, monitoring, and evaluating the achieved tasks of employees aiming to effective achievement of business goals through understanding human behaviour.

According to KPMG survey entitled, "The Future of HR in the technological sector", companies need to:

- Accept that employees training and roles are vital to the future workforce
- Appreciate their employees as 'customers' in an increasable digital workplace

- Familiarize with new technologies to support a fundamental anthropocentric agenda as tasks and roles are redefined
- Reconstruct the HR department and its value using applications and new skills to enhance the value of transformation.

2.6.4 Italy

Italian legislators and Regions agree on the importance of training professionals in health and safety issues to prevent the risk of work-related stress in favour of working well-being. For this reason, required training courses have been created for all entrepreneurs, managers, supervisors, and workers' representatives, as well as for the workers themselves. These training courses are mandatory for each type of job and profile and are subject to continuous updates.

This has created a robust market for education and training in this area; however, the skills transmitted are technical and non-professional.

Various training companies offer courses which, in particular, focuses on work-related stress and the promotion of work well-being. Courses last 4-6 hours, and are addressed to occupations who according to Italian Law are responsible for health and safety at the workplaces: occupational doctors (*Medici del lavoro*), workers' safety managers (*RLS: Responsabili dei Lavoratori per la Sicurezza*), managers of prevention and protection services (*RSPP: Responsabili dei Servizi di Prevenzione e Protezione*), managers (*dirigenti*) and supervisors (*preposti*).

The contents are purely technical and related to legislative requirements according to the basic INAIL methodology.

The widespread mentality in most Italian companies (especially small and medium-sized companies, PMI) is to fulfil legislative obligations, possibly minimizing costs, without taking the opportunity to create a corporate culture aimed at well-being and the prevention of psychosocial risks.

In a study conducted in an Italian pharmaceutical company, it emerged that employees require communicative clarity (Emanuel, Molino, Ghislieri, Ghini, Tortone, & Cortese, 2016), a fact also confirmed by action research carried out with 250 employees from 10 stores of an Italian food chain (Stocchi, Giobbe, Boscolo, Giampaolo, & Di Giampaolo, 2010).

In this study, the effect of training on organisational communication on perceived organisational well-being was assessed, exploring 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.

The research showed that only functional communication is significant with perceived well-being.

According to Grossman (2007), six skills distinguish the Human Resources Manager:

1. **Credible Activist:** act with integrity, share information, trust-based relationships, take risks and make own comments
2. **Cultural Steward:** promoting change, enhancing culture, directing employees to corporate culture
3. **Talent Manager/Organisational Designer:** develop talents, develop reward plans, shape the organisation
4. **Strategy Architect:** know the industry trends and their impact on the company, develop competitive human resource management strategies
5. **Business Ally:** understand how the company makes profits, understand the language of business.
6. **Operational Executor:** implement human resource management policies also thanks to technological progress

Skakon et al. (2010) have shown that leaders are able to influence employee well-being: they can transmit their stress level by interacting with them, through their behaviours and their leadership style.

Using the UK's HSE model, Yarker, Lewis, and Donaldson-Feilder (2008), as well as Toderi and Balducci (2018), demonstrated, after extensive qualitative and quantitative research, that four skills are considered important for promoting organisational well-being:

1. **Being respectful and responsible.** The leader shows integrity and ability to manage emotions. The term integrity refers to a leader who must be a good role model to follow, the leader must be able to recognize one's role and responsibility towards the organisation; the leader must be able to recognize one's mistakes, treat team members with respect and equal importance, keep private matters confidential and in the end be honest. Furthermore, the leader must be able to manage one's emotions to prevent inadequate management from affecting the well-being and working performance of employees. The leader must remain calm in stressful situations. It may be difficult for the leader to control one's emotions: in such situations, the leader will have to move away to avoid negative consequences or apologize to employees if they engage in inappropriate behaviour. A manager should think about possible solutions to use, changing the situation, changing one's reaction, or managing the impact of the manager's response.
2. **Management and communication of present and future work.** This includes the management of proactive work by the manager, i.e., anticipating future situations to plan and organize one's own and others' work, through problem-solving skills and a participatory approach. Planning is based on the development of emergency plans, must be continuously monitored, and updated, must help to achieve a balance with employees, and employees must be involved in the process. There must be good communication between managers and employees

to deal with particularly stressful situations: the manager must be decisive, fast and action oriented. Also, the manager can support the employee to solve problems by dividing them into smaller parts, to deal with one part at a time, or have each team member be responsible for a different part of the overall problem. Finally, in order to obtain efficient and effective work and for the strategic management of the team, participatory management of employees is needed in problem-solving, managing change and strategic development; this can only happen in a team where employees feel comfortable in communicating their ideas and trust the leader who demonstrates integrity (this refers to the first point). This method of HR management is based on empowerment: through participation, the manager empowers employees and enhances their ideas and opinions, enabling them to solve their problems and improving confidence in their work.

3. **Management of team members.** The leader must be personally reachable, be friendly and empathetic. To keep a satisfied team working it is important to know each team member and their intrinsic motivations because the perception of stressors is subjective; therefore, not all employees react in the same way to the same stressor, and not all employees have the same motivation at work. The manager must be available, accessible and approachable to employees and must proactively encourage the conversation by tackling topics that go beyond the work issues: knowing employees at a deeper level can lead the manager to build a relationship of trust, to know their motivations and their working needs. The manager must have regular contacts with the team members, meet them personally or, if it is not possible, interact with them through new technologies. A sociable leader gains the trust of their employees, decreases stress, and supports team members in the job when the workload becomes demanding, socialize with teams, joking around the workplace, converse, and surprise employees. The last variable investigated for employee well-being is empathy, that is, trying to understand how another person feels or what pushes them to behave in a certain way. The manager must listen when employees ask for help, try to understand the views of the team members, and ask regularly how they are doing: the empathic approach helps to understand the team members better and make them feel appreciated, valued, and satisfied.
4. **Reasoning and managing difficult situations.** Includes the ability to manage conflicts and take responsibility. This competence, unlike the previous ones, refers to the behaviours to be adopted in complex situations, different from everyday work: the manager must face the discussions before they degenerate and must face the conflicts objectively and directly. There will be frequent occasions when there are moments of disagreement and tension (from discriminatory behaviours to differences on how to carry out a job). For this reason, the manager must identify the problem by intervening promptly and must know each team member, motivations, and the way the employee works to manage the conflict adequately. The manager who intervenes must intervene with objectivity and fairness and must act as a mediator, remaining in a position of impartiality. To adequately manage a conflict, the manager must be correct, professional, intact, and honest, and the working environment must be free of

gossip or slander, to ensure an optimal and satisfactory working condition for the well-being of the employees. To measure these skills, an evaluation tool, SMCIT, was recently validated by Toderi and Balducci (2018) in a shorter Italian version.

2.6.5 Portugal

We found no papers describing or focusing on competencies for well-being managers.

2.6.6 Spain

According to official data from the National Institute of Statistics "Instituto Nacional de Estadística" (INE), stress affects 84% of the Spanish population and 60% of employees. To reduce this trend and improve not only employees' well-being but also their performance, more and more companies are introducing well-being management as part of their human resources management.

There are many institutions and organisations that offer training programmes as guidance for enterprises to implement the methodology and reduce stress as well as the so-called burnout syndrome. These training programmes include:

- Practical training for self-control management on stress and anxiety for facing situations without reducing productivity.
- Communication tools for guaranteeing fluent flows among employees and with managers. Open channels for employees to feel free and secure in expressing their opinions and demands.
- Prevention of stress, with tools for analysing causes of this stress among employees, categorizing different typologies for ensuring the right methodology application.
- Treatment of stress from a diagnosis, measuring the dimensions of stress and considering solving it with meditation, psychotherapy, or pharmacological treatment.

These training courses on stress management are offered by many companies in online platforms, as well as private consultancy companies like Nascia or ACEDIS. Also, consultancy companies for introducing happiness at work provide advisory programmes to managers, for instance, GEFES or Empresas Felices.

Furthermore, 62% of big companies in Spain are implementing progressive programmes known as mindfulness, a state of mind characterized by driving ones 'total attention' to important issues. In this case, programmes are driven for focusing on employee's mental health and self-achievement, showing positive results in stress management and employees' well-being (Carleton, Barling & Trivisonno, 2018).

Mindfulness programmes not only provide stress control, also regulates emotions, strengthening resilience, training concentration and empowering creativity. Naturgy Company, in line with their commitment with emotional and physical well-being of their workers, delivered mindfulness training programmes with positive results for more than three thousand employees. In the same line Allianz, Cetelem or Altadis evolved in their

programmes certain stress management activities for enhancing workplace environment, job security and employees' happiness and well-being (Perez, 2019).

2.6.7 Overall Findings EU, USA, and Partner Countries

Regardless of which country or area we examine, all of them have in common that an organisation will not be successful without a successful leader and the key role that communication plays. Employees will work hard, if they are motivated to do so, for example, if they will for their work gain an appropriate paycheck and gain assurance of trust and belonging. A successful leader has to have a broad spectrum of competencies. Some of them can be learned; others cannot. That is why all cannot be successful leaders, even though they want to be and are educated/trained for it. Such leaders can reach a point where employees are not satisfied or worse, hurt the organisation.

The literature review shows that what is in common is that successful leadership is dependent upon a leader with appropriate management skills and competencies. In the EU, the ability to communicate is emphasized (Liikamaa, 2015, p. 682). Significant are also interactions among employees and leaders, where the leader has to be a moderator and mentor. Leadership in Partner Countries does not differ much from EU leadership. In the USA, successful leaders are focused mainly on ethics and safety, self-organisation, effective learning, constant growth, and connectedness and belonging (Giles, 2016 p. 2). Common among the USA, EU, and Partner Countries is that managers have the following competencies: emotional stability, ethics, adaptability, fairness, balance, and justice.

The primary set of competencies of a good manager, regardless of the research framework, does not differ. Specific areas can have many parallels of what competencies a manager needs for well-being. Common competencies between EU and Partner Countries are *communication and empathy*, between USA and EU *conscientiousness, solving conflicts and encouragement*, between the USA and Partner Countries are *self-organisation, socialization, and focus on goals*. Common competencies of managers of well-being in all three are emotional stability, ethical thinking, adaptiveness, fairness, balance, and justice.

As we see, the emphasis is on managerial competencies or the personal characteristics of leaders, upon which we can grow the formation of a good leader. A good, competent manager is key for the long-term success of the organisation. The role of the manager or leader is not only to correctly lead a business, organize work, reach corporate goals, and high profit but mostly the work and relationship with employees. If a manager does not invest in the relationship of employees and does not build the needed connections between people, all other goals of the organisation are hard to reach or are not realizable.

Based on the studied findings, we can summarize that no matter the technical knowledge or competencies needed in an area, the success of a manager/leader is one that has competent social skills, is personally mature and geared towards the education and continuous improvement on a personal and professional level. A good leader is aware of the meaning of leadership and that they have to have skills of a good leader

and continuously develop as a response to a quickly changing modern environment. In all areas, relationships at work, the satisfaction of employees, their position, and feelings are dependent on the leader. For this, it is a must to collect feedback, praises, critiques, and expectations of employees, to create the best climate for all (Laznik, 2017, p. 78).

Probably the same system of management is not efficient in all different environments and is dependent on the social structure and geographical positioning. Interestingly, management in the USA focuses on leadership with an emphasis on ethics and a connection with employees, despite the capitalist social structure, where profit is placed first. We can summarize that it is important that all managers/leaders develop their traits, have good relationship with employees and people.

The review of literature was conducted before COVID-19, but it is important to note the added impact of COVID19 on competences of human resource managers, who are also in the role of work well-being managers. Caligiuri, 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 organizations 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 (p. 2). 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., p. 3). 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 organizational support. Another important aspect of human resource managers, 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 practicing healthy work habits. Lewis (2020) further highlights that their role is also placing emphasis on digital competencies and communication through various media that are available. Most importantly they have found that managing employee's health and safety is the most challenging aspect.

A quickly changing world demands from its leader that they adapt to changes and develop skills for leadership in relation to changes. In the past, tactics of pressure were

mostly used in an authoritarian system of leadership, while in the current forefront, democratic forms of government are at the forefront, with an emphasis on ethics. For one to be a successful leader, in addition to productivity, satisfaction and determination of employees must exist. For a successful leader or manager, it is important that key indicators of success of satisfaction and to use these results mainly for more dedication and efficiency of employees and for the achievement of goals of the organisation and secondly, for changing and adapting the current society and competitiveness on the market.

2.7 Training Programmes for Work Well-being Managers

Literature review of existing training programmes (Question 2: What existing resources could be used or re-designed for use in the proposed training course to avoid duplication?) as well as key skill areas (Question 1: What are the key skill areas that need to be addressed in the training course for Work Well-being managers?) that need to be addressed in the training course for WWM.

2.7.1 Overview in Literature

In an organisation, the person is a key factor, needed for the successful functioning of the organisation. Hence, it is very important, that people in organisations feel good. Regarding the well-being of employees, many factors can come into play, we have to handle them and thus create a healthy environment, in which employees have good relationships and feel good.

Del Fabro (2014, p. 1) asks and in the technical literature seeks answers to questions of whether universal qualities of a manager exist, which will be predominant in the future? Is a manager born or do they become one? With new generations, the question arises as to whether new qualities of management will be formed or will there be a strengthening of those, which are already known. Thinking goes into the direction of suppositions that a manager will be born in the future and not created. Values, which can be formed in early childhood together with the narrowest environment, can become the guiding forces for the key characteristics of a manager of the future.

Drucker (2017, p. 5) found that the most efficient leaders in the history of the United States of America have certain items in common, and follow the same eight practices, which are to respond to: what needs to be done, what is best for the organisation, develop a plan, take responsibility for decisions and communications, focus on opportunities and not problems, have productive meetings, missions, and to use 'we' instead of 'I'. The first two provides the needed knowledge, the next four to help convert that knowledge into efficient actions, and the last two practices are the whole organisation feeling present and responsible. Covey (1989, 2004) found that the most effective habits of successful leaders are: Stage 1 - independence: 1) being proactive, 2) envision the future, and 3) priorities; Stage 2 - interdependence: 4) mutual beneficial solutions, 5) empathy, 6) positive teamwork; Stage 3 - continuous improvement: 7) sustainable lifestyle, and 8) inspiration.

Competencies of managers are becoming a new key part of the success of an organisation, for achieving the mission and vision and for creating new added value, with improvements in the success of the organisation and its development of employees. Competencies of managers are categorized into the following groups (Manxhari, Veliu, & Jashari, 2017, p. 189):

- Professional competencies, 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 organizing capabilities, and so forth.
- Social competencies, among which we put communication skills and other influences, creating effective interpersonal skills, setting goals, fairness, responsibility, adaptiveness, and so forth.
- Personal competencies, among which we put confidence, stress management, reliability, loyalty, self-control, personal development, personal responsibility for accepted decisions, and so forth.

There exist some natural qualities, which can help with success at different areas of health and well-being. Despite a solid education in an accredited university being able to strongly influence the capability to work in a certain position, the following is also important (Trunk, 2017):

- **Good communication.** Leaders of health and well-being must relay their ideas to leadership clearly and explain the different steps in programmes to those, who will cooperate with them. Strong communication skills as a skill are thus important.
- **Good critical thinking skills.** It is important to collect information about research, to use them for determining the best steps for fixing health problems. Of key concern is solving problems and critical thinking skills.
- **Self-Motivation.** In many cases, the leader of health and well-being is responsible for personal results. As such, it is important that motivation, discipline, and ability to work without constant monitoring.
- **Training** is defined as the systematic development of those skills and knowledge, which an individual needs for conducting their work. The first is training, mainly one-way mediation of technical skills. In today's day and age, it is an important component of complex processes of learning and development. This enables the gaining of skills, as well as a broad knowledge of needed positions on a subject (Dermol, 2010, p. 11).
- Education and training from the area of leadership and well-being should give participants **different knowledge** for increasing resilience, health, and well-being at the workplace. Education should include the area of communication, tolerance to change, leadership, and teamwork. One of these areas is also stress at the workplace. A good educational programme for managers of well-being should help participants offer training and recognition of signs for sources of stress. They should teach them how to lower or even prevent stress at the workplace; how to judge the well-being of co-workers and the balance between professional and personal life; how to use these strategies for managing stress (In Equilibrium, 2020a)

Kolarič (2017), in the article *Employed*, states that for happiness in an organisation, it is the employer that is increasingly more aware of the importance of well-being of employees at the workplace. They increasingly are more aware that they have to ensure the conditions for work, in which the employees are happy and satisfied, that the mood is on a positive and high level, as today good candidates are those that choose an employer and not the reverse, as it was practised in the last decades.

Many companies have good practices, they care for the satisfaction of employees. In smaller organisations, this is mostly done by managers. In general, it is important that human resources eventually take over this aspect of managing well-being. As a result, they do not only cover hiring of candidates, but they are also actively involved with employees. Without this, it will not be possible, as millennials and others at the job do not look at it only from the perspective of a career, but also personal growth (Kolarič, 2017).

Special education for work environments does not exist, as organisations with similar practices connect and trade good practices. Many ideas for improving well-being of employees also are obtained from articles and blogs of foreign organisations. In addition to technical knowledge from human resources, which are important to carry out these functions, you also have to be emphatic, flexible, creative, and know how to listen (Kolarič, 2017).

The research from the University Gävle in 2012 (Møller, 2012, as cited in Trunk, 2017) shows the key characteristics of a healthy work environment, which the employees want and can help them with well-being. The healthy workplace does not happen as a one-time project, but the process, which is needed is to monitor and change the workplace when needed continually. Møller outlined 13 key elements of the environment, in which the employee can succeed:

1. Positive, accessible, and fair manager
2. Good, clear, unambiguous and on time communication
3. Positive work climate
4. Cooperation and teamwork
5. Participation of employees
6. Autonomy/empowerment
7. Clear roles and responsibilities, as well as clear goals and expectations
8. Achievements
9. Personal growth and development of opportunities
10. Rational work rhythm and amount of work
11. Administrative and/or personal support at work
12. Good and safe physical work environment
13. Good relationship with stakeholders (para. 20)

Scientific evidence points out three important questions. First, the literature includes studies of interventions, which focus on mostly individual results. Because multimodal approaches, including measures, which are done at the organisational level, it is important that are key for encouraging and valuing these studies. However, this kind of rating of interventions at the organisation level should also include various aspects

of the process a result, to also achieve the capture effects that would otherwise go unnoticed (Nielsen & Randall, 2013).

The primary goal of interventions has to be prevention with study of the factors of risk in the work environment, despite needing also resilience, return to work and rehabilitation based on proof of best practice. Special focus has to be on ensuring the correct support to programmes, whose goals are to include the individual, affected by mental health, into the workforce (Leka & Aditya, 2017, p. 4).

Another question, which is often exposed by literature, is the lack of studies in small to medium, and large organisations. For these organisations, it is generally accepted that they need the appropriate support based on the conditions of awareness and implementation of measures when it is in regard to mental health in the workforce. Top priorities must first still be that the EU publishes best practices if they are available (e.g., the tool OiRA EU-OSHA by the European Agency for Safety and Health at Work, 2020).

The third question is focused on the relatively large accumulation of evidence regarding mental health and negative influences and relatively less evidence of the influence of psychological well-being in a healthy work environment. Further research can start by broadening the types of factors. Studies include positive stories of well-being, vitality, and sustainability. On the level of politics, a great deal of measures was taken with the introduction of law, strategies, and politics in the EU countries. It is important to divide good practice and to invest in their assessment, so that the EU can support an exchange of experiences between EU states (Nielsen & Randall, 2013).

To achieve the greatest benefits, it is important to cooperate between sectors. Politics - particularly health and politics and work and social politics - work with social partners in relevant institutions (health security and health at work) can make it easier for improvements in individuals of organisations with the help of development of a support infrastructure. The European platform, whose goal it is to strengthen coordination at the EU level, can serve in this framework for the combination of all key stakeholders. Inclusion of an EU net can be useful for this purpose. At the national and local level, it is also important for coordination and cooperation and optimal results (Leka & Aditya, 2017, p .6).

Following the law of the United Kingdom are employers that are responsible for the management of health, security, and safety of well-being of all employees during work. They have to assess the risk and dangers at work, including stress at work.

TUC (Trade Union Congress) welcomes these standards. Because the law is not, this is the most efficient tool, which employers can use to help with preventing epidemic disease related to stress. Most Of all, so that workers can cooperate with representatives of safety and managers, who use this in all work environments (Health and Safety Executive, 2011, p. 3).

Leaders play a key role in encouraging the well-being of their teams. This can be done with the help of behaviours, which are modelled and the leader's capabilities for observation and behaviour when they see that the members of the group are in conflict.

Just as well they play a key role in successful inclusion of members of the team back into the work after a period of absence due to disease.

On the topic of Training Programmes of Work Well-being Managers, a total of 36 articles and websites were reviewed and nine were chosen using the criteria in Table 2. Google, Bing, DuckDuckGo, Google Scholar, dLib were used for searching using a combination of keywords based on the research questions for both the review of EU, USA and Slovenia as seen in Table 23.

Table 23. Keywords for Training Programmes in USA, EU, and Slovenia

Research questions		Keywords	
Slovenian	English	Slovenian	English
Skozi kakšne izobraževalne programe bi moral iti menedžer dobrega počutja, da bo uspešen pri zagotavljanju dobrega počutja zaposlenih, ki bodo z zadovoljstvom sledili ciljem svoje organizacije?	What kind of training programmes should a well-being manager go to in order to be successful in ensuring the well-being of employees who will follow the goals of their organisation with satisfaction?	menedžer + dobrega + počutja izobraževanja + menedžerjev + dobrega + počutja MBA + študij razvoj + kompetenc + zdravje + pri + delu	well + being + manager well + being + manager + training working + together + reduce + stress workplace + mental + health + wellbeing + training business + administration + well-being + manager health + policy + management + major workplace + well-being + training stress + management + managers
Katere so ključne kompetence (veščine, znanja), ki jih mora obvladati menedžer dobrega počutja?	What are the competencies (skills, knowledge) that a well-being manager must master?	menedžer + dobrega + počutja + kompetence kompetence + menedžer lastnosti + manager menedžer + dobrega + počutja + odnosi menedžer + dobrega + počutja + uspešnost + podjetja menedžer + dobrega + počutja + zdravje	well + being + manager well + being + manager + mental + health manager + competency + models organisational + level + intervention + model

Main Findings for EU and USA

In the results we will look in more detail what kind of existing education for managers exists for manager well-being in the EU and USA. In the tables, individual educational content units can be seen, which are their key points and what content or courses they have in the area of management of well-being.

In Table 21, five training programmes in the EU are presented. Some are internal educational programmes, some are dedicated to organisations that decide

autonomously for the implementation of well-being, for what manager should especially. At the same time, we see that in this area, the development of educational programmes at higher education institutions (e.g., XAMK). We will look at and summarize in short what the key educational programmes are in the EU, which we reached.

The International Stress Management Association UK (ISMA, 2020) has a leading technical body for managing stress in the workplace and for personal well-being and success in Great Britain and France. ISMA is registered as a charity organisation for the encouragement of good knowledge and best practices in managing stress, on the national as well as international level (ISMA, 2020).

Black Dog Institute is an institute dedicated to understanding, preventing, and healing mental health disease. They represent creating a world, in which mental disease is treated with the same care, directly and with as serious care as with physical illness; where scientists work at discovering the sources of disease and new ways of treating, as well as being a place where discoveries are immediately actualized with health services, technology and education in a community. Mental health at the workforce is one of the areas with which the institute is working with (Black Dog Institute, 2018a).

XAMK (South-Eastern Finland University of Applied Sciences), University of useful sciences of Southeast Finland, a higher education institute, which is focused on: well-being, technology, and creative industry (XAMK, n.d.a).

Equilibrium is a specialized company for consulting, created in 1998, which works throughout all of Britain. Leaders and employees offer practical training on areas, which can influence well-being, such as stress, resilience, mental health, equality, diversity, and threats. From the beginning they have been collaborating with several employers with the common goal: ensure that services for training and consulting increase resilience, health and well-being at the workplace in the most professional, efficient and cost-efficient way (In Equilibrium, 2020a).

Table 21 shows that the content with individual education programmes is not publicly available. Some organisations have access to the syllabus or programmes and demand personal information, but since the author did not want to forward their personal information, some details of the information were not found. Some content is available for a fee, and those were not accessed.

Table 24. Training Programmes for Work Well-being Managers in the EU

Name	Key areas	Courses/Content
The International Stress Management Association UK (Health and Safety Executive, 2011)	<ul style="list-style-type: none"> - Defines six risks at the workplace: monitoring of work, interpersonal support, relationships at work, demands of work, managing change. - How to rate risk or possible causes of stress in your organisation (in the case of surveying evidence of absenteeism from work due to disease or results or carrying out special research, related to stress, or focus groups) - Finding out how to use a rating of the success of an organisation in relation to six key factors of risk (this means leadership, where they talk to their own groups, to find out, where the sources of stress lie) - Enabling decision on goals and action plans for the betterment after consulting personnel and their representatives. 	- Not available
Black Dog Institute: Mental health is everybody's business (Black Dog Institute, 2018b)	<ul style="list-style-type: none"> - Getting to know the spread of mental health disease. - Understanding the sources, signs, and symptoms of frequent states of mental well-being, including depression, stress and anxiety, and what help is available within the workplace. - Explain five key concepts of well-being and how this transfer to everyday life. 	- Not available
Black Dog Institute: Managing for team well-being. (Black Dog Institute, 2018c)	<ul style="list-style-type: none"> - Get insight into the broadness of questions in regard to mental health, change in the behaviour of groups and what that can mean. - Develop skills of efficient talk about stress, mental health, and well-being. - Understand the available resources and develop needed skills for the support of members of a group at work or help at the expected return to work from an absence due to disease. 	- Not available

	<ul style="list-style-type: none"> - Recognize behaviour, which efficient leaders, supervisors or leaders use for encouraging well-being in a team. 	
XAMK: Bachelor of Business Administration, Wellbeing Management (XAMK, n.d.-a)	<ul style="list-style-type: none"> - Recognize and coordinate the needs for services and to encourage well-being. - Develop and execute services of well-being based on data. - Gain and rate services of well-being based on data. - Recognize opportunities of profitable business. - Work on the business style and start own company. - Work in an international environment. 	<ul style="list-style-type: none"> - Customer intelligence - Effectiveness of well-being services - Entrepreneurship and business 1 - Entrepreneurship and business 2 - Environment and well-being data 1 - Environment and well-being data 2 - Financial investments and instruments - Health promotion in well-being business - Marketing of well-being services - Orientation for well-being 1 - Orientation for well-being 2 - Research-based development - Selling and content marketing of well-being services - User-driven service development - Video and audio production (XAMK, n.d.-b)
In Equilibrium: Stress Management Training for Managers (In Equilibrium, 2020a)	<ul style="list-style-type: none"> - Understand how to fulfil the legal requirements and compliance with HRM. - Explain what stress is and its consequences in the organisation. - Know, how to create the right climate, to encourage open debate on stress - Include a framework and practical approaches/tools, which can be used to prevent stress. - Use broad internet sources and access certain information and tools. 	<ul style="list-style-type: none"> - Section 1 – Stress Awareness - Section 2 – Proactive Stress Management - Section 3 – Reactive Stress Risk Management - Section 4 – Bringing it all together

From Table 24, we can see some educational programmes, whose key emphasis is on what their content is or what key courses are available in programmes in the EU. The same approach was chosen regarding key emphasis of programmes in the USA, which can be seen in Table 25.

Among the key educational programmes, which we found, we compared five programmes.

GO1 is an available portal in online education and learning and still works together with some of the biggest companies in the world, which covers a broad spectrum of industries

and regions. With GO1 they go into infinity and beyond with excellent work, giving an advantage to words and encouraging creativity and honesty. They enable constant training in health and well-being at the workplace, which is the best way for cooperative creation of health culture and environment (GO1, 2020a).

North Carolina is a nationally awarded university, with innovative approaches to study. In Chapel Hill students develop a voice for critical thinking and courage for leading change. They connect to the future, which they already are creating. The university promises that it will be available to all, as it offers life opportunities, which save lives of students with low income (The University of North Carolina at Chapel Hill, 2020a).

Baylor University is a private, faith based grounded university, founded in the year 1845. The national research and academic institution. On the campus they ensure a lively community of more than 16.000 students that mix interdisciplinary research with an international reputation for excellence. On the internet they further their own legacy with an ever-increasing community of students and work experts around the world (Baylor University, n.d.).

Rowan University with its inclusion, flexibility and reactivity is dedicated to becoming a new model for higher education, which will offer various scientific and creative educational experiences, paths, environments and services, which will suit the needs of all student; maintaining agility with strategically ensuring that organisational capabilities for the whole institution; as well as a reaction to the increasing demand and opportunity at the regional and national level (Rowan University, 2020a).

FranklinCovey co. focuses on helping organisations to achieve results that have lasting changes and offer programmes that are tailored to various levels (FranklinCovey, 2020a, 2020b).

Table 25. Training Programmes for Work Well-being Managers in USA

Name	Key areas	Courses/Content
GO1: Health and well-being training (GO1, 2020b)	<ul style="list-style-type: none"> - The participants fill practice modules in their tempo, in the time and place, which suits them best. By giving personnel access to types of educational sources, they can enable individuals, to improve their state and understand well-being at the workplace. - Internet training is an excellent way to encourage debates on mental health and well-being in your team in a safe, nonthreatening, and attractive way. - Many people have trouble with mental health in the form of anxiety, depression and panic attacks, it is also very important, to know, how we talk about mental health at the workplace, support workers and lower whatever stigma, which surrounds this area. 	<ul style="list-style-type: none"> - Not available
The University Of North Carolina at	<ul style="list-style-type: none"> - Gain knowledge of the health industry, including the current politics and 	<ul style="list-style-type: none"> - Introduction to Health Services Systems

<p>Chapel Hill (The University of North Carolina at Chapel Hill, 2020b)</p>	<p>trends in health, public health, or health politics.</p> <ul style="list-style-type: none"> - Use efficient ways of communication, team, and consulting skills; create an effective product for the organisation. - Prove and use research and analytic skills when solving problems with health issues. - Prove and use skills of financial management and management of information with problems with public health. - Prove and use skills of strategic planning and marketing for public health problems. - Prove and use skills of leadership, management, and organisational understanding of public health. - To show the capability of relaying information of public health in oral and written form through various medias and diverse public. - Show capabilities of searching for, use of, rating and synthesis of information on public health. - Show understanding and skill in regard to fundamental areas of public health: epidemiology, environmental health, and social and behavioural fields. - Use skills in professionalism: develop efficient work relationships, effective professional communication, search of employment, questionnaires, continues with development and other related skills. 	<ul style="list-style-type: none"> - Information Systems, Technology & Tools in Health Services Administration - Foundations of Public Health - Introduction to Health Services Systems II - Introduction to Strategic Planning and Marketing - Foundations of Healthcare Financial Management - Public Health Systems and Solutions - Field Training Experience <p>Students complete the internship during the summer but register for HPM 393 during their Senior Fall.</p> <ul style="list-style-type: none"> - Introduction to Law and Ethics in Health Administration - Introduction to Health Organisation Leadership, Management & Behaviour - Optional elective: Honours Research - Policy Issues in Health Services Delivery - BSPH Capstone - Optional elective: Independent Honours Research - Principles of Epidemiology - Principles of Statistical Inference - Economic Statistics and Econometrics <p>Students must also meet the following general graduation requirements:</p> <ul style="list-style-type: none"> - Minimum hours required (not counting required physical education): 120 - Credit hours not to exceed 165 - Junior-Senior distribution of approximately 60 semester hours - FIELD TRAINING (INTERNSHIP) <p>(The University Of North Carolina At Chapel Hill. (2020b).</p>
<p>Baylor University: Online Master of Business Administration with a Concentration in Executive Communication (Baylor University, 2020)</p>	<ul style="list-style-type: none"> - Build expert knowledge of verbal and nonverbal forms of communication and learn to encourage efficient communication within and outside of the organisation with internet Master of Business Administration with an emphasis on executive communication programme. - Conceptualized so that the student offers a broad communication background, which is key to the 	<p>Foundation Courses:</p> <ul style="list-style-type: none"> - Accounting - Statistics - Finance - Business Law - Economics <p>Core Courses:</p> <ul style="list-style-type: none"> - Managerial Accounting - Economics for Managers

	<p>success of the leadership, internet programme emphasizes the practical use of theories with different practices for developing skills.</p> <ul style="list-style-type: none"> - The study enables the learning of principles and strategies of efficient communication, while the mastering of techniques and skills for winning communication obstacles. In addition to regular business fundamentals the programme enables to overcome complex communication challenges and to prepare you in almost all industries in the world. 	<ul style="list-style-type: none"> - Fundamentals of Applied Finance - Managing for Higher Performance - Manufacturing and Service Operations - Strategic Management and Business Policy - Managing Information Technology in the Business Enterprise - Business Statistics <p>Executive Communication Marketing Courses: (Students must select one of the following courses)</p> <ul style="list-style-type: none"> - Strategic Marketing - Strategic Brand Management - Marketing Analysis <p>Executive Communication Concentration Courses:</p> <ul style="list-style-type: none"> - Strategic Communication - Communicating with Data - Negotiations (Baylor University, 2020)
Rowan University: M.A. in Wellness and Lifestyle Management (Rowan University, 2020b)	<ul style="list-style-type: none"> - Management of lifestyle (WLM) is a programme for expert's programme for different fields, which wish to work with clients or students when maintaining changes in lifestyle. - The programme is conceptualized, so that graduates can prepare for the development and execution of programmes of well-being and lifestyle in the environment, hospital, organisation, and school. 	<ul style="list-style-type: none"> - Wellness Coaching & Behavior Change - Programme Planning in Health Promotion - Understanding and Applying The Professional Literature - Promoting Human Wellness Across the Lifespan - Integrating Wellness into School Settings - Positive Perceptions & Performance - Obesity & Diabetes Management 3 - Leadership & Management in the Health Professions - Wellness in the Workplace - Capstone Project: M.A. in Wellness & Lifestyle Management - Internship in Wellness & Lifestyle Management - Practicum in Wellness Coaching
FranklinCovey (2020a, 2020b)	<ul style="list-style-type: none"> - Organisational changes - Provides context, tools, methodology, training, and thought leadership 	<ul style="list-style-type: none"> - Leadership development and training at every levels - Various programmes on 7 habits

Table 25 depicts five educational institutions and organisations, which enable education for managers of well-being in the USA, which are key emphasizes and courses or content with which the participants of the programme are acquainted with. The stated educational institutions also cover other areas (e.g., business) and not only the area of management of well-being.

Analysis of the review shows that in the EU and USA a lot of the defined competencies of managers of well-being. Programmes, which enable education on the theme of management of well-being are especially related to EU and USA. The content of education for managers of well-being is in the most part covered by other areas (business, health, and management).

2.7.2 Slovenia

On the topic of Training Programmes in Slovenia a total of 10 articles and websites were reviewed and 2 were chosen (see Table 26) using the criteria in Table 2.

Main Findings

Table 26. Training Programmes for Work Well-being Managers in Slovenia

Name	Key areas	Courses/Content
Kadring: PROMOCIJA ZDRAVJA PRI DELU (Kadring, 2014a)	<ul style="list-style-type: none"> - Provisions of the Law for health and safety at work (ZVZD-1) - review of law novelties. - Requirements of the employer and employees. - Managing absenteeism and health absence - how can the promotion of health help with this at the workplace. - Managing stress at the workplace. - How to in practice carry out the promotion of health in an organisation? - Examples of best practice. - Preparation of a plan on the promotion of health and safety at work. 	<ul style="list-style-type: none"> - Not available
Paleta znanj: Woohoo Akademija za managerje delovne sreče. (Paleta znanj, 2020)	<ul style="list-style-type: none"> - Use of broad theoretical and practical knowledge. - Technical scientific foundation from areas of psychology, management, communications. All that is practical and can be learned at work, mainly the foundations of relevant research from the whole world. - More than fifteen years of international experience. - A collection of best practice case studies, which can be used as a source of inspiration for own work. - A collection of tested tools and recommendations based on more than twenty yearlong experience from the area of planned growth and development into people focused organisations. - internationally acclaimed certificate that you have successfully completed the education. - Technical support with the implementation of a concept of work accidents in own organisation even a month after finishing education. - Free membership in an international web of experts on well-being at work Woohoo, which offers opportunities for the exchange of information and experience with partners, practical experts from around the world. 	<ul style="list-style-type: none"> - Module 1: Basics of Work Happiness - Module 2: Concept of Work Happiness – personal and team level - Module 3: Concept of Work Happiness – organisational and strategic level - Module 4: Occupational Accidents in Practice – cases of happy companies and good practices - Module 5: Occupational Accidents in Practice – How to include occupational happiness in my organisation?

- Four months of unlimited access to knowledge, collected in the interactive academic platform.
- Networking and negotiating new friendships; when gaining theoretic and practical knowledge, there will also be room for fun, to meet new people and to create happy and heartfelt acquaintances.

- Module 6: Exam and Certificates

Table 26 shows the number of educational programmes for managers of well-being in Slovenia. This type of education is in most cases an independent educational programme meant for companies, or solely an element of a larger group (e.g., Business).

Kadring is a specialized human resource company in Slovenia, which with its own experts offers holistic services in development of departments, cooperative communication, labour law consulting, and safety and health at work (Kadring, 2014b).

The palette of knowledge is a proud certified partner of international web of experts for the work well-being Woohoo Inc., which works in more than 40 countries around the world. It fits among the pioneers in work well-being and is one of the key forces for its development and prevalence.

Discussion

At the intersections of common results, we will see a comparison of educational programmes for managers of well-being in the EU, USA, and Slovenia. Which are the common highlights and where are they different? These findings can be seen in Table 27.

Table 27 shows details of courses or content of individual research institutional programmes, which have in the last group (together) categorized based on the area where they belong. In the columns are mentioned contents by geographical areas, which we researched (EU, USA, and Slovenia).

Table 27. Compilation of Training Content Commonalities

EU	USA	SLO	COMMON
- Financial investments and instruments	- Accounting - Managerial, Accounting, Finance, - Foundations of Healthcare Financial Management	- Managerial Accounting, Financial Reporting & Analysis, - Financial Management	ACCOUNTANCY FINANCE
- Entrepreneurship and business 1 - Entrepreneurship and business 2	- Business Statistics - Economics for Managers	- Entrepreneurial Management	ENTREPRENEURSHIP
- Research-based development	- Managing Information Technology in the Business Enterprise, - Understanding and Applying the Professional Literature	- Research Methods for Business Studies, - Project Management in the Digital Age	IT METHODOLOGY

	- Information Systems, Technology & Tools in Health Services Administration		
	- Statistics		
Stress management	- Leadership & Management in the Health Professions.	- Developing Leadership Skills	LEADERSHIP
Well-being	- Introduction to Health Organisation Leadership, Management & Behaviour.	- Work happiness	WELL-BEING
	- Leadership & Management in the Health Professions.		
	- Wellness Coaching & Behaviour Change		
- Marketing of well-being services.	- Promoting Human Wellness Across the Lifespan.	- Marketing Management	MARKETING
- Selling and content marketing of well-being services	- Introduction to Strategic Planning and Marketing		
/	- Managing for Higher Performance	- Managing People & Organisations, - Modul 3: Concept of work happiness – organisational strategic level. - Modul 5: Work Accidents in Practice – how to introduce work happiness into my organisation?	MANAGEMENT
- Effectiveness of well-being services	- Introduction to Health Services Systems	/	HEALTH
- Health promotion in well-being business	- Public Health Systems and Solutions		
- Orientation for well-being 1	- Obesity & Diabetes Management		
- Orientation for well-being 2	- Wellness in the Workplace		
- Section 1 – Stress Awareness	- Introduction to Health Services Systems		
- Section 2 – Proactive Stress Management	- Foundations of Public Health		
- Section 3 – Reactive Stress Risk Management	- Introduction to Health Services Systems II		
- Customer intelligence,	- Introduction to Health Services Systems	- Modul 1: Basics of Work Happiness	OTHER
- Environment and well-being data 1, Environment and well-being data 2,	- Foundations of Public Health	- Modul 2: Concept of Work Happiness – personal and team level	
- Health promotion in well-being business,	- Introduction to Health Services Systems II		
	- Field Training Experience		

<ul style="list-style-type: none"> - Orientation for well-being 1, - Orientation for well-being 2, - User-driven service development - Video and audio production, - Section 1 – Stress Awareness, - Section 2 – Proactive Stress Management - Section 3 – Reactive Stress Risk Management 	<ul style="list-style-type: none"> - Introduction to Law and Ethics in Health Administration - Optional elective: Honours Research - Policy Issues in Health Services Delivery - BSPH Capstone - Optional elective: Independent Honours Research - Principles of Epidemiology - Principles of Statistical Inference - Economic Statistics and Econometrics - Business Law - Economics - Economics for Managers - Fundamentals of Applied Finance - Manufacturing and Service Operations - Strategic Management and Business Policy - Programme Planning in Health Promotion - Integrating Wellness into School Settings - Positive Perceptions & Performance 	<ul style="list-style-type: none"> - 4: Work Accident in Practice – Cases of Happy Companies and Good Practices
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The review of the results shows that in the intersection of programmes there is not a lot of content, which is common ground, the content is completely dependent on the field from which the educational programme comes from. There is common ground in the general content (business, health, management), while with others there are more considerable differences. The greatest difference between the USA and EU is the area of health, finance, and marketing.

Analysis of results shows that the EU and USA have well-defined competencies of managers of well-being. Programmes, which enable education on the theme of management of well-being are particularly related to EU and USA, while for Slovenia this type of work environment is still in development. In Slovenia, the area of management of well-being is related to the area of health and wellness; therefore, it is particularly understandable that certain foreign existing programmes also enable the content from the area of medicine or public health.

The content of education for managers of well-being are in most part covered by other areas (business, health, management) not only in Slovenia but also in other countries. In Slovenia, there is a much smaller number of organisations for training managers of well-being. In addition to these organisations are in its basic form meant for training in other areas. Management of well-being shows itself as a branch or module in the broader areas.

Key competencies of managers of well-being are competencies from the area of the organisation, education, management, health, and excellence in leadership. With the advent of internet websites we have found that in some instances (as in Slovenia) educational programmes for managers of well-being are hidden among individual areas, the student can for this area decide which optional course they need and then finish the study or education from the area of management of well-being.

Existing sources, which we can use to create educational programmes, are mainly internet websites of existing providers of these kinds of educational programmes. We can partly use the existing literature, but it is much less than the actual providers of education of managers of well-being.

Based on the growth of concern by employers for the well-being of employees, we can come to a conclusion, that this area of management of well-being will in the future quickly develop; however more difficult to say based on existing literature, whether in the partner countries, it would become a special area, which the educational system will cover through higher educational institutions. In as much as we follow the cases in Europe and USA, it is most likely. However, it will need to have in advance research completed on the work market and determine if employers are ready for this change.

Results show that the area of management of well-being in Slovenia is still in development, while in the EU and USA they already have created programmes for the education of managers of well-being. In other countries, this is a job, which is growing, as the spread of stress in the workplace it is necessary to find ways of how to take care of employees, but it is one of the ways. Managers of well-being are with the progress of education encountering more areas, which enable them to make their career with an expert approach. In addition to competencies from business, management, and excellence of leadership, they can also help themselves with the progress of gain also competencies in health wellness.

The limitations of the review of the literature are mostly concerning how data was collected. Some from the reason that there was no collection of data from individual internet platforms of providers of education for managers of well-being, which requires that personal information be revealed. Other reasons are that there is not a great deal of literature on these types of educational programmes, or they are presented in groups of non-related programmes or areas.

2.7.3 Greece

- 1. What are the key skill areas that need to be addressed in the training course for Work Well-being managers?*
- 2. What existing resources could be used or re-designed for use in the proposed training course to avoid duplication?*

Health and safety protection of the employees, creation of a satisfactory working environment, prevention of occupational hazard and generally improvement of working conditions are the key to a welfare state, an indispensable element of social justice and of course supreme right of employees. Physical and mental work well-being is a

responsibility of the employer and his/her employees. Enterprises should prioritize health and safety protection. Generally, good working conditions contribute effectively to both economic development of a country and the improvement of business productivity.

In the Greek context is strongly detected the need to inform and train employees on safety rules, as laws and regulations do not serve anything if they are not respected and applied.

The training plays a crucial role in the development of each country. For this reason, in Greece has been implemented surveys and trainings to identify the needs to prevent and protect employees' health and safety at work.

Knowing the importance of the problem of work stress has prompted many research studies on work-related stressors and outcomes. It has also led to develop numerous stress intervention programmes. Due to the great potential benefits of these programmes, indicatively, we will present surveys and trainings that have been implemented in Greece, to identify which are the main key skills that are essential to be addressed in the training course of WELLY project and, of course, which are the existing resources that could be re-designed to avoid duplication of materials.

The training programmers are divided into three categories:

- 1st aimed to reduce or control stressors by adopting new working methods and redesign of working processes
- 2nd aimed to train employees
- 3rd aimed to advise and consult employees.

In 2016, University of Pireaus has launched thesis in "Work stress in modern businesses" (see Table 28) aimed to present the concept of stress, work-related stress and burnout, as well as the effects have been identified and observed in both individual and business level. The training objective of the thesis is to introduce a variety of stress management techniques, and intervention programme addressed to employees based on levels of prevention. (see Table 28, University of Pireaus, 2016; Panayiotounakos, 2016).

Table 28. University of Pireaus Course Structure

Chapters	1 – The internal and external working environment
	2 - Definition and Causes of stress
	3 – Symptoms of stress
	4 – Work-related stress
	5 – Ways to tackle work-related stress in the business
	6 – Ways to tackle work-relates stress on the business level and intervention programmes
	7 – Burnout
	8 – Burnout at work
	9 - Working satisfaction
	10 – Psychometric tools

In 2019, University of Macedonia has launched a thesis in “HR practices that motivates employees in pharmaceutical companies in Greece” aimed to deal with the correlation between the work practices of the Human Resources department with the mobilization of employees in the pharmaceutical industry. The objectives of the material are to present and identify effective practices of distinguished pharmaceutical companies with the best working environments as an example to other companies. (see Table 29, University of Macedonia, 2019)

Table 29. University of Macedonia Course Structure

Chapters	<ul style="list-style-type: none"> 1 – Strategy and Human resources 2 – Motivation 3 – HR practices of pharmaceutical companies <ul style="list-style-type: none"> – HR Practices in pharmaceutical companies in Europe – The case of Merck Sharp and Dohme abroad – HR Practices in pharmaceutical companies in Greece – The case of Merck Sharp and Dohme in Greece – Education and development – Health, security and work-well-being – Talent management – Balance between personal and professional life – Commitment and encouragement of employees – The case of AbbVie in Greece – Best Work paces 2016-2018
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Throughout the process, it is considered to play an important role the business administration and management. Based on the above trainings and surveys, we concluded that the profile of a work well-being manager has to develop skills and be able to:

- Identify what the problems in the business are
- Provide support and simple problem-solving strategies to employees
- Receive and analyse the feedback from the employees with an open-minded attitude
- Has positive and creative thinking
- Has empathy
- Identify and provide employee reward systems
- Provide equal professional and educational opportunities to all employees.

2.7.4 Italy

In the Italian context, the concept of well-being at work often overlaps, or it is linked to that of work-life balance. Promoting a culture of organisational well-being means first paying attention to the individual well-being of the employees. It is well known that the psycho-physical state of people has important organisational repercussions in terms of productivity, interpersonal relationships, and work climate, in a continually changing generative process (Hewlett & Moran, 2014).

Indeed, the southern European working environment has a less efficient system of active labour policies compared to other European countries. These policies have a dual function: to combine work flexibility effectively while maintaining high levels of employment and well-being at work (Addabbo, Ales, Curzi, & Senatori, 2017). Furthermore, the low rate of female participation in the Italian labour market makes the welfare system fragmented on the employment basis because there are widespread forms of a lack of basic minimum protection, as well as a substantial deficit of public services, especially in certain areas of Italy. In addition to these factors there is the phenomenon of precariousness, which according to recent studies confirming that “being in a status of temporary employment tends to increase the likelihood of developing mental health problems, such as anxiety and depression that need to be medically treated” (Moscone, Tosetti, & Vittadini, 2016).

Previously, Italian corporate welfare was limited to incentives and benefits on payroll or discounts and conventions on health services, especially in small and medium enterprises. In the last decade, a greater awareness and corporate culture referring to well-being is emerging, which translates into a promotion of well-being not only financial, but also psychophysical, which considers the individual at the centre of the company organisation. Increasing interest not only in safety and health of the employee but also in the promotion of well-being (individual and organisational) is growing.

In this direction a considerable attention is given to topics such as motivation, commitment, work engagement, effective communication, resilience, psychological capital, individual and organisational empowerment, which result to be interconnected with other organisational dimensions, such as organisational culture and organisational climate. A central element of any “relationship” (between employees, between employees and users, between employees and managers, and so forth.) is communication: the more effective communication (including intrapsychic communication with oneself) will be, the more motivated the employee will be to engage in work.

In addition, recent studies demonstrate that the leadership psychosocial work environment has causal effects on work well-being. Therefore, there is a strong correlation between the effects of leadership behaviour on employee well-being. Several studies suggest significant correlations between stress management skills and the factors of the psychosocial work environment, indicating that “good stress management competencies go hand in hand with a better quality of the psychosocial work environment” (Toderi & Balducci, 2018).

The main skills addressed in training courses related to effective leadership and HR management often have an impact on communication effectiveness, leadership style, performance and productivity: in most cases, these are transversal skills capable of encouraging cooperation, collaboration and the proactive attitude of employees, which are essential for organisational well-being and customer satisfaction.

Therefore, for sure the areas of knowledge that need to be integrated in the training course for WWM include the disciplines of industrial psychology and sociology of organisations. In particular:

- Time management and activity planning techniques
- Assertive communication
- Conflict management
- Positive psychological capital: resilience, hardiness, emotional intelligence, mindfulness
- Organisational empowerment: workgroups organisation
- Coaching and job crafting
- Teamwork and team-building techniques
- Physical and mental relaxation practices
- Notions of occupational medicine
- Corporate social responsibility and value creation
- Humanistic management
- Emotional leadership
- Development of creativity in organisational contexts.

In the literature review of existing training programmes in Italy aimed to train professionals working in the field of well-being in the work environment, we have been looking for certified training courses organised by higher education institutions.

As a matter of fact, in Italy, there are currently various training programmes operating on the topics. Excluding the numerous training courses by non-certified training agencies and freelance trainers, in recent years many Italian Universities have activated master's degrees and advanced courses dedicated to well-being in the workplace.

In the section below we describe some initiatives, degree and master courses activated by some renowned Italian Universities with the aim of 'picking' from them some useful hints about training subjects, skills to be acquired and teaching methodologies.

In 2015, the Department of Human Science of the University of Verona (2015) promoted a training project called "Interventions to improve well-being at work: the FAMILY approach", sponsored by Prodeco Pharma S.r.l. This project aims at investigating the effects of a newly developed positive psychology intervention designed to improve employees' well-being, i.e. the FAMILY intervention. Such an intervention programme centres around six dimensions, which content is designed to develop and channel employees' strengths and resources by supporting employees' positive reframing of emotional work situations, the identification of possible challenging work situations, and structuring reflection and meaning-making processes to support employees' awareness of work identity beliefs. Specifically, the six dimensions refer to Framing (F), i.e. helping participants focusing on the positive rather than on the negative aspects of work by using their strengths; Attitudes (A), i.e. supporting employees in the adoption of a positive perspective when facing challenging work tasks by leveraging on self-identified strengths and personal resources; Meaningfulness (M), i.e. supporting employees' awareness about the meaning attributed to their work; Identity (I), i.e. facilitating reflection on career aspirations; Leading-self (L), i.e. supporting employees planning on how to translate personal aspiration into concrete plans; and Yoked-together (Y), i.e. raising awareness and reflecting on the social processes defining one's work role. By providing empirical evidence on the role of such an intervention to improve employees'

well-being, personal resources, and strengths use, this project contributes to advance knowledge on how positive experiences (contexts, strengths and virtues, personal resources) can be used to protect against occupational risks (University of Verona, 2015, Costantini, Ceschi, & De Paola, 2019).

In 2016, the University of Bari (2016/2017) has launched a first-level master programme in 'Mobbing and work-related stress: jurisprudence, organisation and well-being' with the main purpose of divulging the most recent knowledge of the mobbing phenomenon, extending it to the cultural, scientific and normative context of 'work-related stress', using an integrated interdisciplinary approach (legal, medical, psychological, sociological, and so forth.). The training objectives of the Master are: training a professional profile skilled in recognition of stressful conditions potentially related to mobbing situations; providing knowledge of methods and tools for monitoring risk situations in various work contexts; providing the basis for an initial assessment of conditions of discomfort; identify methods and tools to reduce social and business costs related to mobbing and work-related stress promoting prevention (Fischetti, 2017).

The course unit 'Organisational well-being and risk prevention' of second cycle degree 'Social, work and communication psychology' is organized by University of Padua (2020; De Carlo, Alessandra, & Dora, 2013). The course aims to deepen, from a theoretical and applicative point of view, the topics related to the Psychology of Organisational Health and Work-related Stress Risk, with attention to the values of ethics and responsibility. Following the main national and international guidelines, theories, methodologies, and detection tools are studied in depth, aimed at pursuing, and promoting collective well-being and health in the workplace. The course aims to acquire specific knowledge on organisational well-being and risk prevention and a technical language specific to the discipline, as well as to refine the ability to implement processes of evaluation and management of work-related stress risk through appropriate methodologies and assessment tools (De Carlo, Alessandra, & Dora, 2013).

University of Torino (2020) organizes the course on Occupational Health Psychology, promoting the development of psychological knowledge and skills in the field of quality of life in the specific occupational and organisational domains. The course includes lectures alternated with case studies, film sequences and discussions, testimonies from specialists on occupational health problems (work physicians, sanitary psychologists, safety, and security experts), project works carried out in small groups and practical experiences. Students will acquire specific aspects dealing with the following topics: paradigms, perspectives and areas of intervention in occupational and organisational health psychology, mental and physical health and work, psychosocial risks and emerging risks, work-related stress and burnout, violence in the workplace, organisational well-being (University of Torino, 2020).

Talking about existing resources that can be re-designed for the specific topic and target users, the Italian partner Sinergie can make available for WELLY project purposes some training materials developed with other Erasmus+ projects in which it has been or is actually involved. While in EcoMentor (2018; see Table 30) the Mentor professional figure was defined and trained, the WELLY project gives birth to the Work Well-being

Manager professional figure that works as a supervisor of all managers and mentors in the workplace focusing on the mental health aspects and on the relationships between the employees at the different levels (EcoMentor, 2018).

Table 30. EcoMentor Course Structure

Training Modules	Modular Units
Module 1 - Planning the mentoring activities	M1_01: Applying principles of adult learning and mentoring in the work-based learning process
	M1_02: Designing and planning the mentoring process
Module 2 - Conducting the mentoring activities	M2_03: Analysing the conditions relevant to the mentoring process at the workplace
	M2_04: Conducting the mentoring process
	M2_05: Recording and reviewing the mentoring process
Module 3 - Evaluating the mentoring activities	M3_06: Preparing the evaluation of the mentoring process
	M3_07: Conducting the evaluation of the mentoring process

Highlighted in bold there are modules of particular interest for WELLY project, even if we can consider that in each module, there are some topics and methodologies that can fit WELLY training objectives.

EcoMentor (2018) is a closed project, so all the training materials are ready and available for public use.

NGEnvironment project (see Table 31) aims at stimulating leadership skills and competencies of social and green entrepreneurs, non-governmental (NGOs) managers and staff. Very often, NGO staff members do not have any training in pedagogical approaches and, for this reason, need an appropriate induction training process. To improve their pedagogical skills like communication, openness to answer questions, pedagogical methods, risk management and conflict resolution. This model is easily replicated in many other fields of knowledge, entrepreneurship, or businesses (NGEnvironment, 2019).

Table 31. NGENvironment Course Structure

Training Modules	Modular Units
Induction to Pedagogy for NGO staff (IO2)	IO2–M1: Understanding NGOs
	IO2–M2: Improving Pedagogy
	IO2–M3: Developing entrepreneurial ideas
	IO2–M4: Blended Learning Environments
	IO2–M5: Immersion Programme
Training package for social and green NGO leadership (IO3)	IO3–M1: Introducing Leadership
	IO3–M2: Introduction Green and Social Entrepreneurship
	IO3–M3: Creative Thinking
	IO3–M4: Idea Generation
	IO3–M5: Testing and prototyping
	IO3–M6: Communication and Outreach
	IO3–M7: Funding Mechanisms

Highlighted in bold there are modules of interest for the WELLY project. NGENvironment is an on-going project (September 2018 – August 2021). Partners are currently working on the development and testing of training materials that will be ready by the end of the year 2020.

2.7.5 Portugal

The search for scientific evidence about training programmes in Portugal revealed only a few papers that described training: Stress management (e.g., Jesus et al., 2014); Relaxation Techniques (Borges & Ferreira, 2013). In the literature review, papers and reports with reviews were found of the state of the art on stress management, mindfulness, and related topics. However, those reviews covered the existent knowledge in the field and were not specific for the Portuguese reality. The search for training programmes was also conducted for non-academic databases. In this second search, some project reports were found giving examples of good practices (e.g., Manual de Prevenção do Stress, 2011; Stress Medidas e Estratégias de Prevenção, 2010) but those, in general, did not developed specific information about Training Programmes or were focusing the programme developed by Saul das Neves Jesus (described here below).

At last, the national search revealed several training programmes that are offered by Consultancy Companies and other Companies, but these programmes are not available for our use.

At the Higher Education level, in Portugal, there are two master's that aim to give competencies about Occupational Health; these are academic programmes directed for Psychologists. There are also some Academic Courses, for instance, 'Healthy Organisations' at ISCTE-IUL that is included in the HR Management and Consultancy Master. This course covers the state of the art about Psychosocial Risks, Stress, Work-Accidents and Aggression at work and in the intervention section the emphasis is given to the Organisational Culture, Leadership (e.g., transformational leadership), HR practices and Individual Resources (psychological capital). The evidence that supports this course relies in international scientific publications and the training programme that was developed by Donaldson-Feilder et al. (2011).

Considering the present search for information, there was only one training programme that we found with information about the specific content of the training and that included scientific validity evidence. This is a Stress Management Training Programme for Professors and for Health Care Workers. The programme that has been disseminated and tested more frequently was developed by Saul das Neves de Jesus and colleagues (e.g., Jesus & Conboy, 2001; Jesus et al., 2014).

An integrated model of stress, motivation, and well-being was used as a foundation for the development of a stress-management intervention training combining different person-focused interventions including relaxation, cognitive-behavioural skills training, and several specific approaches (Lens & Jesus, 1999; Jesus 2001; 2011; 2014). This programme emphasizes the acquisition of coping skills to ensure a better decrease of stress-related outcomes. The sessions are organized for 30 hours and conducted around the following topics:

- a) sharing of professional experiences
- b) management of professional stressors and symptoms
- c) coping strategies and resilience
- d) irrational beliefs management
- e) relaxation exercises
- f) time management
- g) teamwork
- h) assertiveness and conflict management
- i) healthy lifestyles and quality of life and
- j) perspectives for the implementation of the taught strategies in their personal and professional life.

This programme structure is described in the paper Jesus et al. (2014, p. 112) published in English. Here we include the session descriptions as presented in Jesus et al. (2014, p. 112):

Session 1: Introduction to the programme and sharing of professional experiences.

The course begins with an introduction to the programme and with exercises to promote a good relational climate among the participants, favourable to the exchange of professional experiences, authenticity, and teamwork.

Session 2: Symptoms and professional stressors

Factors leading to professional stress and common symptoms associated with stress were analysed. The development of stressful situations was analysed, and the concepts of eustress and distress were distinguished.

Session 3: Coping strategies

Several coping strategies were analysed, specifically, confrontation strategies and symptoms management approach. The participants then developed individual plans to introduce some of the coping strategies in their professional and personal lives in order to improve well-being and professional fulfilment.

Session 4: Management of irrational beliefs

Participants first assessed their own irrational beliefs, and then, using Ellis's method of rational-emotive therapy, the attempt was made to alter patterns of negative thinking to more suitable cognition, that is, both positive and realistic patterns of thinking.

Session 5: Relaxation exercises

Control techniques including breathing exercises, muscular relaxation, and relaxation by imagination were presented and practiced.

Session 6: Time management

Participants did several exercises to learn how to organize agenda, how to change habits, and how to have more time for the priority tasks, and not only for the urgent ones.

Session 7: Teamwork

Exercises focused on group creativity and brainstorming, problem-solving and decision making, to improve better the opportunities of working together.

Session 8: Assertiveness and conflict management

This session was focused on role-playing exercises of communication abilities, at verbal and non-verbal assertiveness skills, and other possible strategies for conflict prevention.

Session 9: Healthy lifestyles and quality of life

Was presented several aspects of healthy lifestyles, and the participants did exercises to help them to learn how to decide priorities and how to balance several life dimensions, for a better quality of life.

Session 10: Sharing of professional experiences

In the last session, exercises continue involving the sharing of professional experiences, focusing not only on the difficulties but also on the positive experiences. Each participant shared with the others several perspectives for the implementation of the programme strategies in his personal and professional life.

2.7.6 Spain

What are the key skill areas that need to be addressed in the training course for Work Well-being managers?

Since in June of 1999 The International Labour Organisation presented a paper in the 87th International Work Conference in Geneva naming for the first time the concept 'decent work', professionals from multi-dimensional fields have analysed the concept.

In the same line, Eurofound (European Foundation for the Improvement of Living and Working Conditions) introduced the European Employment Strategy (EES), a law mechanism designed to coordinate EU policies among EU Members. The European Union established objectives and priorities but are national governments which are fully

responsible for the policies' implementation. Objectives settled a new path on jobs quality, renewing the concept to create better jobs not only more jobs. During the crisis in 2010 Eurofound also launched a proposal for smart, sustainable, and inclusive growth also contemplating the quality of jobs in precarious conditions (EurWORK, 2019).

Empirical evidence also show the importance of high-quality jobs with good working conditions, employees' well-being and good management of stress, as these leads to improve in employees' skills, reduce unemployment, increases productivity and competitiveness an increase social well-being in a globalized environment (Díaz-Chao, Ficapal-Cusí & Torrent-Sellens, 2016). For that, employment public policies as well as private intern initiatives of companies should focus on the importance of the quality dimension of jobs to enhance the quantity dimension.

To achieve these job qualities and promote employees' well-being, Human Resources Management has to adopt some measures for guaranteeing employees' health. Leadership skills have traditionally been identified as global skills any manager should acquire. Some are:

- Full knowledge of organisational operations
- Critical and analytical thinking
- Effective communication
- Credibility
- Results orientation
- Ethical behaviour
- Persuasiveness.

These skills (Eight Leadership Skills Essential to HR Leaders, 2009) give the manager a global mindset for facing any type of conflict. However, new Human Resource Management requires leaders' other skills more employee-oriented rather than firm-oriented.

A Harvard Business Review analysed 2,187 HR leaders and extracted the key skills that made them great leaders due to the importance of employees' well-being they gave:

- **Developing and coaching others.** Act as mentors, give helpful feedback and seem available to subordinate improves employees' confidence.
- **Building Positive Relationships.** Favouring diversity, inclusion, respect, and cooperation inside the firm.
- **Be Role Models.** Inspire and motivate employees.
- **Wide knowledge.** Not only of the company's operational function but also of their employees' strengths and weaknesses in order to place them correctly.
- **Problem-solving.** Mediating and reaching successful agreements in any conflict situation or problem that may arise.
- **Communicative.** Stimulate flows of intern communication among employees and among managers.
- **Advisor.** Understand situations and give correct advice to employees.
- **Teamwork methods.** Promote teamwork and internal relations of employees.
- **Emotional management.** Correct management of stress situation or other psychosocial risks, relaxing practices, and mindfulness techniques.

What existing resources could be used or re-designed for use in the proposed training course to avoid duplication?

In the current Spanish framework, there is no wide availability of training courses from national institutions or official bodies. Existing training courses provide managers with HR tools for including employees' well-being in the managerial process.

Some courses are specific, like an expert in analysing and managing conflicts, coaching tools, content design for e-learning or management by competencies. Institutions offering these courses are EEFC (Escuela Europea Formación Continua), Euroformac Consultancy or Acción Laboral.

However, from institutions and public organisations such as universities, there are no initiatives carried out.

2.7.7 Overall Findings EU, USA, and Partner Countries

Based on the review of literature from the EU, USA, and Partner Countries the following major categories have been summarized to the key skills that need to be addressed in the training course for Work Well-being Managers: Human resource management of well-being, Professional skills (strategic decision-making, analytical thinking, finances/accounting, IT, Methodology, Marketing, and Planning Skills, organisational operations), Leadership Style and Skills, Creativity and Innovation in Organisational Context, Health and Safety Rules at Work, Psychosocial skills (engagement, emotional intelligence, coaching, interpersonal/assertive/effective communication, managing groups and teamwork, organisational climate and culture, motivation, personal skills, self-reflect, behaviour control, self-reflection, loyalty, risk management, persuasiveness, conflict resolution/management, pedagogical/andragogical skills, being a role model, advisor), Ethical behaviour, Mental Health Well-being, Relaxation Techniques, Stress Management. Emotional Management, Organisational empowerment: workgroups organisation, and Corporate social responsibility.

Regarding what existing resources could be used or redesigned for use in the training course to avoid duplication, it was found that the majority of the programmes are given by private companies or university programmes offering specific courses. The following topics were discovered: Work Happiness (personal, team, organisational, and strategic level, occupational accidents and good practices), Accountancy, Finance, Entrepreneurship, IT, Methodology, Marketing, Management, Health (well-being, health promotion, proactive stress management), Work stress in modern business; HR practices that motivates employees in pharmaceutical companies in Greece), Interventions to Improve well-being at work: the FAMILY approach, Mobbing and work-related stress: jurisprudence, organisational well-being, Organisational well-being and risk prevention, Healthy Organisations (psychosocial risks, stress, work-accidents, and aggression at work), Stress Management Training Programme for Professors and for Health Care Works, Sharing of professional experiences; symptoms and professional stressors; coping strategies; management of irrational beliefs; relaxation exercises; time management; teamwork; assertiveness and conflict management; healthy lifestyles and quality of life; sharing of professional experiences). Based on the closed

nature of the above programmes, resources cannot be reused; however, a partner country has developed a professional mentor profile (EcoMentor, 2018) as well as leadership skills and competencies of social and green entrepreneurs, NGOs and staff (NGEnvironment, 2019), which could be re-used in the Work Well-being course programme.

2.8 Andragogic/Pedagogic Support and Teaching/Learning Methods, Strategies, and Approach

Literature review of most appropriate media formats (question 3: What are the most appropriate media formats for learning content for target groups?), types of assessment framework (question 4: What type of assessment framework would be most appropriate to facilitate the measurement of attainment?), pedagogical support (question 5: What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework?), and most appropriate teaching and learning methodologies (question 6: What are the most appropriate teaching and learning methodologies?).

2.8.1 Overview in Literature

Management plays an important role in the life of the individual; it is why management of an organisation is very important, so that they know employees and their motivation. A manager is a person whose basic tasks come from the process of management. We are living in a world of quick change so that the well-being of employees is key for the success of the organisation and its employees. There exist different approaches to improving well-being at the workplace and success in business. Between these approaches, in recent years, educational programmes are becoming more prominent for the well-being of the manager. Managers are increasingly more aware that too much workload for prolonged periods creates stress. They are aware also that long term stress leads to burnout, which is why they take advantage of these educational programmes.

Key factors when deciding the long-term success of an organisation is the well-being of employees, which is shown in the several studies that see an indirect connection between productivity and general health and the welfare of the workforce. (International Labour Organisation, 2020, para. 2)

The development of departments in an organisation is the key theme of human resource management in organisations, within which assignments from consultants in education and the training of adults (employees), as well experts of managers or other contractors are in the role of management of human resources. At the level of technical work, activities for development encompass creating programmes, planning training and education and their organisational development, creating networks and choosing outer contractors, assessment of the effects of education, as well as leadership and carrying out the whole process. Consultants in education and training can be to human resource managers a valuable source of technical support and can work as partners at creating

strategies for the training and education of employees, which is based on the individual needs that contribute to the development of business processes and the development of organisational programmes adapted to training and development (Kohont, 2019, p. 1-14).

When organisations are expanding with products, services, or projects, it needs for its success as high a number of skilled employees as possible. As such, two roles emerge regarding education: the care for organisational culture and the strengthening of capabilities and competencies. In the case of the first, it is important that new employees are shown the organisational culture, its values and how it functions (which with smaller organisations and smaller employment rates is much more organic) for optimal inclusion of employees at the start of employment. At the same time, in the case of a lack of sufficient qualified, skilled employees, after new employees are hired, it is necessary to take care of the appropriate skill-specific capabilities through internal and external education. This is especially important for organisations that are involved with very micro-specific areas and are thus harder to find qualified personnel, who are "job-fit" as soon as they arrive at the organisation. Skill-specific needs are necessary for new departments, development of employees must be long term, as needs arise for new knowledge. When combining newly employed and existing employees, there is a big emphasis on interpersonal transfer of knowledge and intergenerational collaboration, as that way knowledge and competencies do not get lost, but instead become stronger, while it also encourages a collective mentality. The state of well-being is always best seen in the positive climate in the organisation, as it is created by employees. The climate in part means the perception and assessment of the quality of the work environment from the point of view of the employees (Lešnik, 2008, p. 36).

These are programmes, which in a way promote health at the workplace. The maintenance of physical and psychological health of employees is important, as a healthy person can more easily handle stress than one who has various health problems. These programmes include content, which enables an individual, groups or organisations to increase the monitoring of determinants of their health. They are usually within the shape of workshops, based on which the employees learn how to take care of their health. In organisations, within which their employees are included in programmes for maintaining health, believe that such programmes are investments, which have positive financial effects. The employees, who are capable of efficiently overcoming stress, are of better health, which means that there is less absenteeism due to disease, more participation, personal competencies, and greater productivity (Treven, 2005).

Increasingly greater is the recognition of needs in organisations and for taking the prosperity of employees into serious account. More advanced organisations do this because they are aware that their most important source is human resources. Others being only to work with these questions of well-being, however it becomes more and more clear that a lot of the problems at the workplace are due to a lack of commitment for the needs of their employees. All of this is caused by problems at the workplace, which are stress, maltreatment, conflicts, abuse of alcohol and drugs, as well as mental issues. In some industrially developed countries, with the help of law measures, several

programmes are being accepted, which are meant for specific health problems at the workforce, all of this with the goal of the well-being of employees at the workplace (International Labour Organisation, 2020, para. 3).

The person, which is in an educational organisation in charge of leading the education of adults, is by law given the title of organizer of education of adults, the andragogical field determines the leader of this field. We can judge that this kind of leadership of the education of adults is much more than an organisation of some activity, and we will attempt to explain why. At a higher hierarchical level, the leadership of educational organisations are principles or directors. They do this function with pedagogical-andragogical leadership of the organisation and business functions. In the structure of leadership, it is typically the leader of the education of adults that is directly a responsible principal or director of the educational organisation, in some cases a helper to the principle. In our educational practice, it is here that two situations tend to occur, and these are: for what kind of trust of assignments (distribution of assignments, responsibilities or demands) can a principal or director decide and how is a leader of educating adults trained for accepting these assignments. We know that in some places, the level of trust in co-workers is high, and employees work autonomously in many cases. While in other places the principal wants to do everything on their own (or most things), as they are not sure if others 'would be able to do it'. With this comes an increased burden of time pressure. We expect that a leader of education of adults in their organisation has enough trust of leadership and that they can completely autonomously carry out key technical and organisational tasks from this area. It is true that assignments have to be defined and delineated in detail (Velikonja, 2012, p. 10)

When looking at the type of education that leaders of educating adults have, in humanistic universities, we find a very broad spectrum of educated people. Variety is also in their years of practice and experience in the education of adults. This is of course not taken as a shortcoming, often especially in group meetings, it is shown as a big advantage when those present develop each other and learn from each other. However, the leader of the education has to know the speciality of educating adults, have the proper andragogic education, which is their basis for future improvement in this area. In a study on a competencies based approach to improving andragogic employees (Klemenčič, Možina, & Žalec, 2009, p. 10-13), from the discussion in focus groups they summarized the key assignment of educating adults. These are: determining educational needs (implementation of already accepted national educational programmes and the development of own educational resources. With this is related the implementation of curricular planning, the adaptation of formally accepted programmes for the needs of adult populations, as well as the monitoring and assessment of education. This activity must be finished, even if it is not evaluated or not recommended (or later implemented) for the betterment of development and maintenance of new learning environments. Solving global problems is related to learning, for broader assignments its connectedness and change are needed (Velikonja, 2012, p. 10).

Managers worrying for the well-being of employees is logical. Employees will serve the organisation well only when they are at peace and feel fulfilled. Lešnik (2008, p. 66)

emphasized that different possibilities for coaching, top workshops and academies, which serve the development and actualization of an individual's hidden potential, which helps them balance their everyday challenges, as well as education, which is not directly connected to the individuals work, but actively contributes to the subjective perception of fulfilment. These are in most part personal therapies, services of 'wellness' and workshops, which train the individuals diametrically opposite skills from those that are needed in the workplace (Lešnik, 2008, p. 66).

In current practice, leaders of education of adults, especially of organisational and professional-development work, do significantly less leadership work (Klemenčič, Možina, & Žalec, 2009, p. 18).

Parts of organisational, professional-development and leadership assignments are dependent on inner organisational work, in addition to the number of participants. Often organisational work puts too much pressure on the leader of education and makes it harder for them, to devote more time to technical and developmental work. A successful leader of education of adults should, therefore, develop both roles, a manager role, and a leadership role. In this case, we are talking about an andragogic leader and the role of such a leader is additionally laden with a great deal of social and cultural differences in the workplace. The leader of education of adults must be an expert for andragogic questions, however, they have to at the same time be a good organizer of work in educational organisations. We can deem that the leader of education of adults is a leader in the full meaning of the word, for this reason they should influence all elements of pedagogic-andragogic activity (Velikonja, 2012, p. 11).

One potent tool for the development of managers is the process of coaching, which helps the manager with success and efficiency of leading employees and with this to expand their well-being and to take away stress, as well as to achieve better results from employees and the organisation. The state of well-being in the organisation is best seen in the expression of a positive climate in the organisation, as it is created by the employees. The climate means the detection and assessment of the quality of the work environment from the perspective of the employees (Lešnik, 2008, p. 36).

Frequent opinions of educational institutions are that educating should be done successfully, although rarely do people start measuring this success. If educational institutions do not know whether their education was successful or not, they cannot make this education better. Most organisations continue with work with the same methods as in the past, many of them measure their success with questionnaires. Here it is assumed that education is successful, if the participants responded in such a way, however with these educational goals are forgotten. Based on the experience of those that run these educational programmes, they point out that a leader of such a programme can only improve the efficiency of the educational programme only with certain conclusions and measurements of the success of the educational programme. An efficient leader of such a programme is aware that the success of these programmes is dependent on their activity in certain phases of their programme (phase of determining educational needs, planning and programming the education, organizing the education, the carrying out and in the end the assessment).

For each phase of education, it is important to take enough time for preparation. The planning of education itself encompasses the determination and description of that which we wish to achieve with the programme and determines the description of the way we will achieve this. The educational purposes need to be researched at all time because they are changing fast. Some of the needs are completely vanishing or are changing completely.

The success of some programme of education can be made during the education or after finishing it. During the education, the educator is interested in whether the participants have achieved their goals. After the education is over, the educators meet a lack of time for evaluation. Because the programmes are often very broad, most educators at the end of each programme have a difficulty determining the time it would take to practice the topic. With the evaluation of concluded programmes, the institution can get important information, which they can use as an addition to the planning of future education. Formative assumptions and evaluations of knowledge, skills and competencies can be focused on the learning and education. Of key concern is the forwarding of feedback to the candidate of their results. Summative admission is directed at the learning achievement and at the same time relates to the professional and educational standards. The main purpose of this type of evaluation is the formal assurance of educational goals, the result is the achieved formal list (Mlinar, 2019, p. 162).

The method of 360 degrees is a well-established tool for assessing employees, which is used by several people for assessment, which are the subordinates of an employees, their co-workers, superiors, the employee themselves also assess themselves. The outcome of the used method is then used to plan and organize specific paths of employees with their own professional development. The method is mostly used as a development tool as it has the role of formative assessment, whose main purpose is to obtain feedback. It is an anonymous assessment, as the assessment feedback only states the discovered strong and weak points (Mlinar, 2019, p. 163).

The quality of educational institutions is determined by four criteria (Kotler & Fox, 1995, p. 99):

1. achieved results of the education,
2. carrying out the educational process,
3. leading the institution,
4. cooperation of the institution with its environment.

The feedback information of the effects of their own work, according to Kotler, is defined by educators as their mission with an answer to the following questions:

- What is our function in society?
- What do we offer?
- Who do we serve?
- What will we offer?
- What do we have to offer?

A holistic form of managing quality is therefore, from the viewpoint of educational institutions a process, which encompasses the activity of conscious decision making, achieving, and monitoring goals for quality in the whole organisation. It does not concern activity directly related to goals of offering and carrying out educational services, but also to goals when purchasing, bookkeeping, tuition, awards, and others.

All organisations offer their participant educational consulting after finishing education. With many organisations, it is carried out by the educator themselves, many times it follows an individual agreement among lecturers and participants of these educational programmes (Kotler & Fox, 1995, p. 99).

In terms of designing learning solutions there are various models (ARCS, ASSURE, Backward Design, Kemp Design Model, Discovery Learning, Kirk and Gustafson Model, Cognitive apprenticeship, Dick and Carey to name a few), but we will consider the ADDIE model that are the basis for other models. The ADDIE model is a five-phase approach to effective learning. The five-phase approach is (1) Analyse instructional goals, target audience, required resources that are needed (the types of technology, software, camera, microphone, any hands-on activities, books, and so on. The next phase is (2), Design that includes defining the learning objectives, instructional strategies that meet the objectives and teaching strategies that will be used. The Design phase considers the following: *Will it be a blended course, fully online or fully face-to-face? Will I use the concept of a flipped classroom? What will they be tested on and how can I facilitate their learning? How long will the course take? Which tools do I have available? Which audio-visuals will I need to include? Which items are more passive? Which are more active? How can I make things more active?* In this phase consider Absorb, Do, and Connect. Students/learners/clients in the Absorb phase have to read, listen or watch something (Absorb), then they have to do something active (DO), but then also to connect to what they have absorbed and done (e.g., discussion, directed research, feedback, have them interact with the content, other learners, and teacher). The next step of the ADDIE model (3) is to Develop the learning resources, validate resources through reviews, feedback, revisions, and pilot test. The next phase is (4) Implement by preparing the course and engaging participants in the course content, considering that individual assistance will be needed for the learners. The final phase is (5) Evaluate, which means to conduct formative evaluations whether the quality of learning was well developed and consider summative evaluation that measures perception, learning, and performance (Branch, 2009).

There are also many active strategies that can be used in blended learning training courses and include online interactions, concept mapping, brainstorming activities, role playing, learner questions, YouTube/Twitter activities, individual work then group and pairs, various icebreaker activities, and so on (Yee, 2019).

In terms of assessment, we can divide these into formative and summative. Formative assessment is assessing throughout the learning material, whereas summative assessment is assessing at the end or how much of the course content was acquired in comparison to a specific standard or benchmark. There are various types of assessments that would be appropriate for our target group Assessments can be carried

out in various way such as practice exercise, dynamic assessment, completing concept maps or other types of graphic organizers, self-assessments, portfolio assessment, reflections, summaries, participation and performance tasks, oral presentation, problem-based learning/work-based learning, progression in games, online simulations, interactive assessment that are based on individual needs, and so on.

On the topic of andragogic/pedagogic support and teaching/learning methods, strategies, and approach a total of 57 articles and websites were reviewed and 38 were chosen using the criteria in Table 2. Google, Bing, DuckDuckGo, Google Scholar, dLib were used for searching using a combination of keywords for both the review of EU, USA and Slovenia as seen in Table 32.

Table 32. Keywords by Research Questions in USA, EU, and Slovenia

Research Questions		Keywords	
Slovenian	English	Slovenian	English
Kateri so najbolj optimalni medijski formati za učno vsebino za ciljno skupino (menedžerji dobrega počutja)?	What are the most appropriate media formats for learning content for target groups?	Medijski format + menedžer + dobro počutje	Media format + manager + well-being
Katero ogrodje ocenjevanja bi bila najbolj primerna za merjenje izidov?	What type of assessment framework would be most appropriate to facilitate the measurement of attainment?	Ocenjevanje + menedžer + dobro počutje	Grading + manager + well-being Type + assessment + framework + measurement
Katere vrste pedagoške/andragoške pomoči so potrebna, da sodelujejo udeleženci (menedžerji dobrega počutja) v učno vsebino? »nadaljevanje«	What types of pedagogic supports are needed to facilitate the involvement of participants (work well-being managers) into the programme framework?	Andragoško + izobraževanje + menedžer + dobro počutje	Curriculum programme + manager + well-being
Katere so najbolj primerna učne metodologije (poučevanja in učenje) za menedžerje dobrega počutja?	What are the most appropriate teaching and learning methodologies for work well-being managers?	Metodologija + menedžer + dobro počutje	Training + methods + manager + well-being

Main Findings for EU and USA

In the USA, there exist several consulting organisations, which are strengthening and inspiring leading employees or managers, so that these can become more efficient at their work, as well as strengthen and expand their workforce, as well as their organisational mission among their employees. Work is done in the framework of relationships, which means constant cooperation and monitoring of the organisation and the debate on new ideas. They offer programmes from strategical leadership, coaching for managers, to 'team building' and development of human resources (OPG, 2017, para. 1)

In the USA there exists educational programmes in the organisations themselves, online seminars, e-education, and different applications through which the manager of the organisations are educated, so as to become compatible for broadening and encouraging well-being among their employees.

Steve Aldana (2020, p. 1) stated that seven of the most important reasons, for how to offer well-being to employees at work:

Programmes of well-being improve behaviour health of employees: the key to educational programmes in well-being is a change in behaviour. All of this can be achieved only with the right education, skills, tools, motivation, and social support. This can lead to smaller risk based on the health and consequently smaller chance of chronic disease. Most studies of well-being show that the employee, who eats healthier food, eats smaller portions, more frequently exercise, smoke less, do not drink too much, have much better handle over their stress, depression and are with this more satisfied with their lives. As Mattke et al. (2013, para. 31), the leader author of the Rand report, shows that programmes of well-being at the work place helps limit the current epidemic of disease, related with health style, which are the main factors for early disease and death, as well as costs of health care in the USA (Aldana, 2020, p. 1).

A programme of well-being lowers the increased health risks: it is based on well-being, has to be focused on help of employees with picking up healthy behaviour, such as eating and exercising. A few years ago, a clinical study was conducted, which helped people improve their diet and physical activity and with this their health risk improved in only six weeks (Aldana, 2020, p. 1).

Bad programmes for well-being: with all these programmes there is one main negative aspect and that is the epidemic of obesity, which is caused by several cultural factors. All research shows that help for people in lowering cholesterol in blood, blood pressure and glucose show that this is not achieved with employees that are helped with losing weight. All of this is a bad consequence of unhealthy culture with most people in the USA and in the industrialized world. If we summarize, these programmes of well-being do not help achieve healthy body weight, however, it will help that employees stop gaining weight (Aldana, 2020, p. 1).

Programmes of well-being lower the costs of health care: There exists a lot of studies, which looked at financial influences on programmes of well-being. The researchers from Harvard looked among 22 different studies, looking at programmes of well-being and health costs, where they found that for every dollar that was meant for the programme, saved 3.27 dollars, due to lower health costs. In 2014 researchers rated the influence of a programme of well-being 'WellSteps', where they at a specific workplace after four years, for each invested dollar, saved 3.3 dollars due to smaller costs of health care. (Aldana, 2020, p. 1).

Programmes of well-being improve productivity: low productivity of employees is defined as physical work at the job, which is called presentism (it means being present at the workplace, despite low well-being, disease or bothersome factors from personal life), where it is rated, that costs associated with presentism due to bad health state of

employees surpass at least 2 to 3 times more direct costs of health security. The research has shown that employees that smoke, do not eat healthy or exercise have an increased rate of presentism. That means that we can summarize that programmes for well-being, which are focused on helping employees to a better health state, can help or influence better productivity. (Aldana, 2020, p. 1).

Programmes of well-being can lower absenteeism: there exists more than 50 contributions on the topic of connections of programmes of well-being at the workplace and the lower rate of absenteeism of employees. The research has shown that workplace with a holistic programme of well-being experience a lower rate of absence of employees for various reasons (Aldana, 2020, p. 1):

- With employees with good well-being
- With employees that manage their stress
- With employees with good blood pressure, cholesterol, and sugar
- With employees, who are not overweight.

Programmes of well-being can help improve employment and retention of employees: on the topic there are not many studies, which would prove that programmes of well-being can influence the capability of improving employment or retention of employees. An example from practice, where with employment at Microsoft you get a packet of their benefits from free membership in a gym to health care services. Here it has to be the awareness of all organisations that employees are one of their most important sources, for which it is needed to continually nourish and show them that they care for employees (Aldana, 2020, p. 1).

Programmes of well-being build and help create a high morale of employees: the moral of the story is a big factor of success or failure among organisations, a good programme of well-being can help employees to be healthy and happy. The Maslow hierarchy of needs show the needs, which are present in all people and the most important ones are at the bottom (food, water, social necessities), without which these basic needs in life cannot work. So, if programmes of well-being are offered to employees, it is telling them that they are respected, trusted, and wish for them to be successful in life. High morale of employees is when they are allowed to be creative in life, solve problems, feel safe and valued. They develop their confidence, achieve personal goals, and wishes and are happy when they have a feeling of control over their life and health (Aldana, 2020, p. 1).

A high workload for employees is nothing new, but it is a new tempo of business organisation (Schwartz, Agarwal, Bersin, & Volini, 2014, para. 3). The study has shown that over 40% of employees at the workforce meets with a lot of stress, which is a consequence of their influence on their productivity, health, and relationships within the family.

With the explosion of digital assets in the past two years, there was an investment of billions of dollar of risk capital in the USA, which in turn created a flood of internet videos, applications and tools for assessment, monitoring and improving the health of employees (Agarwal, Bersin, Lahiri, & Schwartz, 2018, para. 4).

Programmes of well-being became a strategic assignment, which decades ago began with commerce with different organisation "wellness" programmes, with an emphasis on the physical environment and health of employees. Today, the definition of well-being has drastically broadened. It includes a repertoire of programmes, which along ensuring health security of employees also includes innovative programmes and tools that include from programmes or tools for financial well-being, mental health, healthy food and exercise, sleep and managing stress towards culture and behavioural patterns.

As is stated by Agarwal et al. (2018, para. 6), it was into these programmes (programmes of assessment, education, application...) in the USA that was invested 8 billion dollars and it is expected that by 2021 it will be 11.3 billion dollars.

Based on the big demand in the USA for programmes of well-being, there are several that started to offer different platforms, which the employer can ensure with a broad pallet of solutions for the well-being of employees through integrated applications. Some offer applications for employees, which are used as frequently as Facebook, where active users are 65% more engaged and have 32% less traffic (turnover rates) and bring 9% greater productivity (Agarwal et al., 2018, para. 15).

Also, in the EU one of the key assignments that encourages high degrees of work condition in the area of health and well-being at work and encouragement of these. The strategic framework for European Commission for health and security at work 2014-2020 states that important challenges and goals for EU states. Mostly it incorporates improving health and security rules, the prevention of workplace disease and ageing of the workforce (Eurofound, 2020, para. 2).

It has been said that well-being at the workplace is focused on all the aspects of work-life, from the quality and security to the same organisation of work. The goal or measures for well-being at the workplace of the employees is mainly on the care that the employees are healthy, safe, satisfied or engaged in work, as well-being is the key for long term efficiency of the organisation.

Šarotar Žižek et al. (2013, pp. 1-31) state that stress, as well as well-being, are not meant for each other, but for people. According to data from 2005, the second most common reported problem of stress in relation to work account for 22% of all employees in the European Union.

In different organisation across the EU, there exist several models of good practice for the well-being of employees. In the organisation QVC, it was their goal to mostly enable or make aware management with tools, knowledge, or recognition of potential signs of stress and to prevent those. They wanted managers to understand potential signs of stress and prevent these. They wanted managers to understand the emphasis of well-being of the employees and to with programmes of well-being focus on the employee. In the programme, they included the whole of upper management, for which they were met with all the data and advantages. After presenting and creating a programme, it was noticed that more than 40% believed that the programme had a positive influence on their life outside of work and that more than 50% believed that it had a positive

influence on their professional life and 70% believes that the programme influenced their awareness of the meaning of health (Šarotar Žižek et al., 2013, p. 64-65)

In the Netherlands financial organisation AGIS Zorverzekeringen, a health project was set for 1500 co-workers. Among the set goals there was also the goal of maintaining physical and mental health at the workforce, as well as the creation of healthy work environments, which would positively influence the well-being and development of employees. They developed a Health Behavioural Model, with which it was in advanced possible to detect mental health problems of employees and with this model to try and regain mental resilience. The model contains a repertoire of measures, which are adapted to the degree and time frame of health problems (mentoring, training, movement programmes). Each year a catalogue was created of offered activities, which is available to all employees, in addition to pages with information and events, and according to need there was also the possibility of individual meetings. Each year, each employee fills out a questionnaire about health, based on which the offered health programme is evaluated. On a monthly basis leadership discusses the health of employees, through which in the last 10 years they lowered absenteeism from 9 to 2.5% and with this increased productivity, work capabilities and well-being of employees (Šarotar Žižek et al., 2013, pp. 68–69).

In the EU, there exist many models or approaches, which have an important role at improving well-being of employees. An example model of demands and control (German: Anforderungs-Kontroll-Modell) describes that control to high degree or ability of cooperating in decision making can have positive health effects. The model of balance between rest and workload (German: Erholungs-Beanspruchung-Balance) focuses on the reasons for stress, which considers mainly the interaction between rest and pressures.

Through the EU, there are several start-up organisations, which are trying to improve the well-being of employees with different tools, from internet platforms, mobile markets, applications, and programme applications. These companies offer individuals a way of preventing their own burnout, as well as give employers insight into the development of happier and more productive workforces. Other offer mobile markets with anonymous consulting, where the application connects people, who need support through talk, as well as give employers the needed conditions for increasing the well-being of their employees. Other again with the help of applications present content and techniques of different fields with proven scientific and psychophysical benefits of yoga, Pilates, and mindfulness with various practices, suitable for anyone (Martin, 2019).

2.8.2 Slovenia

On the topic of andragogic/pedagogic support and teaching/learning methods, strategies, and approach a total of 22 articles and websites were reviewed and 7 were chosen using the criteria in Table 2. Google, Bing, DuckDuckGo, Google Scholar, dLib were used for searching using a combination of keywords for both the review of EU, USA and Slovenia as seen in Table 32.

Main Findings

For better understanding of employees in Slovenia it is, in addition to general characteristics, needed to know the data of their own lifelong learning. Due to changing conditions on the market there is a constant education and learning that has become a constant and need. Lifelong learning for the individual and society, as well as for the country is of utmost importance for quality development. Knowledge and skills of employees are the basis of employment potential, prosperity, and competitiveness of the business sector (Čelebič, 2018, p. 3).

Data from the PIAAC for Slovenia have shown that Slovenian achievements of adults are lower than the average OECD: about one in four adults has skills on a lower level. This means that 476,000 of adults and out of these it will be needed that at least 250,000 will be able to compete on the work market in the next 10 years. In the next years, an additional 140,000 adults, who have achieved the highest level of individual skills will not be above, do not surpass 10 %. Slovenia has written a strategy for development 2030, where the main goal of achieving quality life for all of Slovenia is lifelong learning. Knowledge and skills are put into the forefront as a main condition for quality work and social prosperity. It is emphasized that Slovenia will be able to achieve the set strategic goals with lifelong learning and training and with values, which strengthen creativity, innovativeness, critical thinking, responsibility and entrepreneurship, as well as inclusion of this content into programmes of education at all levels. With these goals we cannot ignore the data, which still shows that new knowledge and skill are not equally available to all (Vilič Klenovšek et al., 2019, pp. 10–11)

Among educational centres in organisations exists big differences. Some centres are very developed; however, at their locations, there are many experts, status wise they are also defined as educational centres. Other forms are educational activities within the frame of personnel departments. Usually, there is only one employee there. Their characteristics are to take care of mainly technical education for a group of organisations, in which they began. These centres are mostly in charge of technical education and development for organisations or groups of organisations. Partly they educate for first jobs, prequalification for the transition to work; they train leadership, some also do computer and language courses (Krek & Metljak, 2011, p. 383)

In Slovenia, there are mainly workshops that last a few days, which are for well-being and which are attended by managers. At these workshops, the participants are told what stress is, how it influences communications, what is going on with individuals under stress and how to deal with stress. In addition, they learn about breathing exercises and relaxation when relieving stress, they also learn about breathing exercises and exercises of complete relaxation, sources of chronic fatigue and sources of power, ways of handling stress, techniques of successful time management and creative solutions to problems and the meaning of thoughts of an individual and proactive behaviour. The purpose of these workshops is to enlighten managers in which situations individuals experience stress, find possibilities on how to efficiently help employees and how to encourage employees to think about preventing burnout at the workplace.

'Wellness' programmes are programmes where the main goal is to promote healthy lifestyle and to better health of employees, for this reason they are meant for all employees, not only those with health problems. The following with lifestyle changes can help eliminate or at least successfully handle health problems, healthy employees on the other hand can use this to strengthen their health and lower the level of risk for the development of chronic noncontagious disease. In Slovenia managers are aware how important it is to have a healthy and satisfied workforce. The goal of "wellness" programmes is to take care of health and well-being of employees. As we have mentioned, the employer can benefit, as their employees are healthier and more satisfied, with this the costs of absenteeism are lowered, presentism and fluctuation, while increasing productivity and community among employees.

Corporate wellness offers new integrated sport-medicine approach at managing human resources, which ensures long term more successful and productive work, lowers costs, which come from being absent from work, increases the motivation of employees and encourages a healthy way of life, which is in today's society and lifestyle especially important. For the development of civilization, urbanization and mechanization, the number of diseases has grown, such as higher blood pressure, stroke, diabetes, higher cholesterol, obesity, and nervousness. Diseases of modern civilization are by some called disease due to lack of exercise or the disease of sitting at work. With a proper plan for the broadness and intensity, we can develop and maintain human physiological and motoric capabilities, heighten biological resilience and maintain human physiological and motor capabilities, heighten biological resilience in the meaning of healthy condition, develop moral qualities and enable the rejuvenation of life energy for well-being after great psychological pressures (KorenSports Group, n.d.).

Overall Findings in EU, USA, and Slovenia

Based on the posed research questions, key results and conclusions are depicted in Table 33, which we consolidated from various articles and journals based on the criteria.

Table 33. Commonalities in EU, USA, and Slovenia by Research Question

Region	Reference	Research Question	Key Results	Key Findings
EU and USA	Morrow (2017) Aldana, S. (2020) Gorenc Zoran (2019)	"What are the most appropriate media formats for learning content for target groups (manager of well-being)?"	Online platforms, mobile marketplace, digital / mobile application, hands-on guides, e-learning, training, online training, on-the-job workshops, online courses, webinars, seminars, software, e-manual, daily campaigns, videos, books, magazines	<ul style="list-style-type: none"> - Always accessible tools. - Anytime access - No reconciliation with other commitments
SLO	Mlinar (2019)	"What type of assessment framework would be most appropriate to facilitate the measurement of attainment?"	Learning Model, Curriculum, Method, Assessment, Career Development, Performance Management, Performance Review, Performance Evaluation, Surveys	<ul style="list-style-type: none"> - Intended for individuals who are new to assessment. - Provide detailed support for self-assessment. - No prior knowledge. - The meaning of the evaluation is mainly in the

EU and USA	Agarwal et al. (2018)		Mobile survey, quizzes, assessment tools, evaluation manuals, evaluation tools.	collection of information and the performance results of the achievement of the objective, and whether the method, approach has been achieved.
SLO	KorenSports Group. (n.d.)	“What types of pedagogic supports are needed to facilitate the involvement of participants (work well-being managers) into the programme framework?”	Well-being workshops, courses for managers, online learning, on-the-job learning, education and mentoring, organisational learning	– Mainly focuses on the needs and goals of the listener – Supported primarily by content with the aim of improving the understanding and proper awareness of the well-being of employees at work.
EU and USA	Šarotar Žižek, Veingerl Čič, & Šebjan (2017)		Coaching approaches, lectures, group work, e-learning, webinars	
	IBISWorld. (2016)			
SLO	Velikonja, M. (2012)	“What are the most appropriate teaching and learning methodologies for manager work well-being managers?”	Lectures, seminars for managers, manager mentor group, manager mentor for the individual	– Learning methodologies that allow you to develop leadership skills to advise employees. – Learning methods must have the ultimate goal or goal. result of revenue generation of organisations. – Managers are taught how to care for their employees, know how to encourage them, know how to build relationships and teamwork. – The main concept of teaching methodology must be based on the learning culture that contributes to the learner's desire to apply and share their knowledge.
	Brečko (1996)			
	Gorenc Zoran (2019)			

Based on the literature, we can conclude that andragogic/pedagogic support for educational programmes for managers of well-being is significantly better in the USA and EU than in Slovenia. Slovenia is in an area of support of educational programmes for managerial well-being pretty much at the start compared to other EU regions and the USA. Exceptions are organisations that are owned by multinational corporations where their managers have educational programmes for well-being.

The support of managerial well-being in Slovenia is done through workshops, seminars, while in the USA and EU managers have a significantly higher amount of literature, internet educational programmes and develop applications, which enable a broad palette of solutions to the well-being of employees through integrated applications.

Through these sources, they find that education of managers of well-being is through coaching in Slovenia growing and is only developing. These kinds of educations are being used particularly by corporations that are connected to foreign countries. Slovenia is for this reason on its way to using programmes for well-being and coaching with

education of managers and is at the beginning, while coaching in the EU and USA is already developed.

2.8.3 Greece

3. What are the most appropriate media formats for learning content for target groups?

4. What type of assessment framework would be most appropriate to facilitate the measurement of attainment?

5. What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework?

6. What are the most appropriate teaching and learning methodologies?

In Greece, the phenomenon of work-related stress and work well-being has significantly increased the attention of companies, public bodies and citizens due to the continued increase of the employees who live their job seeking for better working conditions, the increase number of working accidents, and the increase of the young people who live the country in order to find better more and better working opportunities.

This challenge requires combined training methodologies which has multifunctional and multidimensional approach. To analyse the problem, the use of methods which highlight endogenous stressors, apart the exogenous transversal risks, are necessary.

Such methods are based on descriptive, inductive, comparative, or even statistical studies. The processes usually use a) subjective methods, that bring out the personal-subjective perception of every employee (e.g., questionnaires), b) objectives methods, that bring out the measurable stress indicators (e.g., job analysis techniques, check lists, stress indicators, and so on) regardless of the perception of the employees about the working conditions.

On an organisational level is mainly emphasized the ergonomic activity planning.

On a small group level is emphasized the information and training of employees regarding the working practices and the code of conduct applied to the workplace.

On a personal level is emphasized the action taking of therapeutically character aimed to eliminate-reduce the symptoms of stress.

IED, having a vast experience in adult education (either implementing by its own, or collaborating with VET centres in Greece) and collaboration with SMEs detects as the most appropriate media formats for the WELLY target groups are:

- Well graphic designed and interactive E-books
- Short thematic (practical or theoretical) videos
- Infographics
- Checklists.

Following to modern teaching approaches of non-formal education, and researches applied in VET centres, they type of training support that can facilitate the involvement of participants are:

- Brainstorming activities
- Role play activities
- Exchange of personal experiences
- Exchange of best practices.

2.8.4 Italy

In Italy, the interest in issues connected to work-related stress has significantly increased. The reasons for this phenomenon are due to the promulgation of the main law for the protection of health and safety in the workplace (Legislative Decree no. 81/2008 and subsequent amendments) which includes an obligation to assess the risks associated with work-related stress for all employers and in all areas of employment (Mucci et al., 2015).

Work-related stress is a very subjective psychological phenomenon and, as a result, the involvement of much of the employees in its assessment appears complex in its management. In this context, several strategies have been used to assess the subjective experience of employees in relation to work stress, mainly through questionnaires (e.g., the Occupational Stress Indicator, the Pressure Management Indicator, the Job Content Questionnaire, the Health and Safety Executive's Management Standards, the Effort-Reward Imbalance - ERI, the Copenhagen Psychosocial Questionnaire - COPSOQ and the HSE Indicator Tool). A methodology to quantify psychosocial work-related risk factors was proposed and suggested to organisations in 2010 by the government institution INAIL-ISPEL, and is an adaptation of the 'Management Standards' method developed by the UK HSE Indicator Tool (Natali et al., 2010).

Considering the complexity of the problem, however, it is currently difficult to use a single methodology to quantify the types of risk in different working environments, so it is necessary to implement, especially in large companies, the professional profile of the well-being manager.

In Italy, most of the courses related to the training of professionals in organisational well-being aim at the acquisition of new specific and heterogeneous skills: interpretative and descriptive models of the concept of well-being within organisations, methods of analysis of well-being and shared indicators of psycho-physical well-being and evaluation and management of stressful situations. It is required to train these new professional figures in occupational well-being with a mix of teaching methods able to offer a solid theoretical basis combined with active techniques.

The most widely used training methodologies in the Italian context are mainly characterized by the traditional methods like the frontal training course combined with practical exercises, which generally refer to the techniques of learning by doing. Considering the need to train professionals from heterogeneous backgrounds

(employers, HR managers, administrative managers, and so forth) it is vital to encourage the use of training methods capable of simulating real-life situations and cases. The most effective practical teaching method is based on interaction and discussion among the participants (Margiotta, 2014). The techniques that best suit this approach are:

- Simulative techniques, such as role-playing for the interpretation and analysis of behaviour and social roles in interpersonal relationships and “action maze” for the development of decision-making and procedural skills. *Role-playing* is the simulation of behaviour and attitudes generally adopted in real life. Participants must assume the roles assigned by the teacher and perform as they think they would behave in the given situation. The aim of this technique is therefore to acquire the ability to play a role and to understand in depth what the role requires. The behaviour of individuals in interpersonal relationships in precise operational situations allows discovering how people can react in such circumstances. The teacher is required to respect students in their choices and reactions without judging. Like any awareness technique used for training purposes, role-playing must have structured sequences and end with a learning assessment. The *Action Maze* technique allows taking advantage of online navigation and lets the student to research and to assess the importance and meaning of the information searched for, making individual or team decisions on the paths to be taken or discarded. In addition to decision-making skills, the action maze technique also requires in-depth self-evaluation and guidance skills.
- Techniques for the analysis of the situation of real cases; these involve the “case study” and the “incident”. The case study allows the development of analytical skills and the way of approaching a situation or a problem, the incident enhances decision-making and predictive skills. The *case study* provides a detailed description of a real situation with the aim of developing in students the analytical skills necessary to deal with a complex situation systematically. In practice, a description of a complex or frequent real situation is given to the students (e.g., the case of a work conflict between two employees). The situation to be examined may also concern a problematic case, but it is fundamental to consider that the aim of this technique is not to solve a problem, but to learn how to deal with situations and problems, to identify and to locate them. The description is given to students who first study the case individually and then discuss it in groups, thus multiplying the alternatives of approaching the case. Besides the development of analytical skills, the case study method also presents other important formative aspects when used as a group technique. In fact, the interaction between students encourages them to be acquainted with other people, discouraging them from making simplistic judgements. It also allows to understand how the same situations or problems can be assessed differently, facilitating a better mutual understanding, and highlighting the difficulties of facing a real problem and reaching a group solution. The *incident* differs from the case study in the didactic technique and the object of research. The object of the incident is a real emergency. Through this methodology, students must demonstrate analytical skills, not only to identify approach strategies but also to

develop decision-making skills to overcome the emergency successfully. The trainer prepares all the elements related to the situation to make a clear and concise presentation to the students. Compared to the case study, this teaching technique differs because the description of the case and the material presented to the students is deliberately missing many elements. This method is used to allow students to develop more decision-making and predictive skills.

There are other methodologies, like those outlined above, which can foster cooperative learning and contribute to the creation of a didactic dimension that encourages the interdisciplinary nature of participants and the ability to deal with heterogeneous problems: World Café, Open Space Technology (OST), experiential learning cycle, and so forth.

World Café is an easy-to-use method for creating a living network of collaborative dialogue around questions that matter in service to real work. Cafés in different contexts have been named in many ways to meet specific goals, for example Creative Cafés, Strategy Cafés, Leadership Cafés, and Community Cafés. World Café conversations are based on the principles and format developed by the World Café, a global movement to support conversations that matter in corporate, government, and community settings around the world. For more info and instructions on how to use this methodology, please refer to the official guidelines (The World Café Community Foundation, 2015. A Quick Reference Guide for Hosting World Café) freely available online and downloadable at this [link](#).

Open Space Technology (OST) is a method for organizing and running a meeting or multi-day conference, where participants have been invited in order to focus on a specific, important task or purpose. In contrast with pre-planned conferences where who will speak at which time is scheduled often months in advance, and therefore subject to many changes, OST sources participants once they are physically present at the live event venue. In this sense OST is participant-driven and less organizer-convener-driven. Pre-planning remains essential; one simply need much less pre-planning. The actual agenda-schedule of presentations is partly or mostly unknown until people begin arriving. The scheduling of which talk, on which topic, in which room is created by people attending once they arrive. At the end of each OST meeting, a debriefing doc is created summarizing what worked and what did not work so the process can go more smoothly next time. For more information on this methodology, please refer to the [official website](#).

Kolb's experiential learning theory (ELT) is a learning theory developed by David A. Kolb, who published his model in 1984 (Kolb, 1984). Kolb's theory has a holistic perspective which includes experience, perception, cognition, and behaviour. ELT is a method where a person's skills and job requirements can be assessed in the same language that its commensurability can be measured. Kolb's experiential learning theory works on two levels: 1) a four-stage cycle of learning and 2) four separate learning styles.

The experiential learning cycle basically involves four stages, namely: 1) *concrete learning*, 2) *reflective observation*, 3) *abstract conceptualization* and 4) *active*

experimentation. Effective learning can be seen when the learner progresses through the cycle. The learner can also enter the cycle at any stage of the cycle with logical sequence. The first stage is concrete learning, where the learner encounters a new experience or reinterprets an existing experience. This is followed by the next stage, reflective observation, where the learner reflects on the experience on a personal basis. After this, abstract conceptualization comes, where the learner forms new ideas, or modifies existing abstract ideas, based on the reflections arising from the reflective observation stage. Lastly, the active experimentation stage is where the learner applies the new ideas to his surroundings to see if there are any modifications in the next appearance of the experience. This second experience becomes the concrete experience for the beginning of the next cycle, beginning at the first stage. This process can happen over a short or long time.

Kolb's learning style is explained based on two dimensions: they are how a person understands and processes the information. This perceived information is then classified as concrete experience or abstract conceptualization, and processed information as active experimentation or reflective observation.

1) *Diverging*: Individuals of this kind of learning style look at things in a different perspective. They prefer watching to doing, also they have strong imagination capacity, emotional, strong in arts, prefer to work in groups, open minded to take feedback and they have broad interests in different cultures and people. The learning characteristic is of concrete experience and reflective observation.

2) *Assimilating*: People of this kind of learning style prefer good clear information, they can logically format the given information and explore analytic models. They are more interested in concepts and abstracts than in people. Characteristics include abstract conceptualization and reflective observation.

3) *Converging*: Converging type of learners solve problems. They apply their learning to practical issues. Also, they prefer technical tasks, and they experiment with new ideas. They tend to be unemotional. The learning characteristics are abstract conceptualization and active experimentation.

4) *Accommodating*: Individuals with this kind of learning style prefer to do things practically. They are attracted to new challenges and solve problems intuitively. The learning characteristics are concrete experience and active experimentation.

The educational implications of the experiential learning theory are that ELT:

- helps teachers develop more appropriate learning opportunities for target learners
- helps teachers design activities that will give opportunities to learners to learn in ways that suit the learners' learning styles, and
- focuses on activities that enable learners to go through each of the four stages of the experiential learning cycle.

In relation to these training methodologies, it is necessary to support the education through preparatory courses for those fields of study from which it is assumed that the

professional figures to be trained do not belong. In fact, it is essential that the target groups have notions of work psychology, of listening techniques, as well as basic skills on health and wellness psychology. Training trainees will improve their pedagogical skills regarding communication, openness to answer questions, pedagogical methods, team management and leadership, risk management and conflict resolution, among others.

In the context of the WELLY project, to be as effective as possible, the e-learning platform dedicated to "basic" pre-preparatory courses should use innovative multimedia formats for learning contents. The most effective format appears to be the webinar, providing the opportunity not only for a frontal lesson but also for an active interaction of the participants, encouraging the comparison between students coming from different professional backgrounds. Some lessons can instead be transmitted in webcast mode if a real-time presentation is not necessary. Both methods are particularly useful because in a first stage they allow participants to provide online training, aligning all participants with the contents that will then be dealt with during the course in a convenient and straightforward way, allowing them to attend the lessons independently. A recent trend in many training courses is to provide learning pills during the training path: they are short and concise multimedia learning modules to the user either just-in-time or allowing them to have access as needed. The contents are presented using an idiom that is engaging, manifold, visual, concise, and easily committed to memory. There are many advantages to using this methodology: participants benefit from continuity in their training experience, keeping themselves updated and interested in the training path. The contents of the learning pills can be visualised on mobile devices; the concise and incisive topic can be immediately shared with the public, contributing to the social interest of the course topics.

For the measurement of attainment, being the training course highly innovative and involving heterogeneous participants, the best method is that of a tool created ad hoc. Psychometrics provides an objective and validated tool capable of generating concrete and documentable results. This tool is the VAL (VALIDAZIONE DEGLI APPRENDIMENTI), which guarantees people the possibility of obtaining recognition of the skills acquired in any context: formal, non-formal and informal.

The Val aims to evaluate:

- Basic skills
- Technical skills
- Soft skills.

with the ultimate goal of producing a series of easy-to-read data and graphics, which generates a general photograph of the knowledge base of the people under examination.

1. Incoming self-assessment: this first part is described by an assessment, corresponding on the individual perception, of one's own abilities and competences.

The form is divided into three sections which provides for a self-assessment relating to the three types of skills:

- a. Quality and basic skills: tests aimed at the execution of a task, resulting from a set of theoretical knowledge and technical-practical skills considered basic in the subjects who cover the role taken into consideration.
 - b. Technical-professional skills: prescribe to carry out with "skill" a specific activity in a specific profession. These skills are acquired, as regards the notional aspect, above all through the training course. As regards the operational aspect, a substantial period of field practice and affiliation with an "expert" on the subject is required.
 - c. Soft skills: understanding that wealth of knowledge, skills and qualities that people observe with themselves in the various personal and professional experiences and which man and woman enriches thanks to the experiences they make. These are precious resources that have a high impact on performance and on the results obtained, in life as well as in work.
2. Outgoing self-assessment: this phase involves completing the same questionnaire at the end of the training course, given the time of metabolization of learning.
 3. Exam test: this part of the test is described by an objective analysis of the actual qualities and skills possessed by the interviewed subjects and includes a series of questions aimed at verifying the contents learned during the training.
 4. Assessment of the manager: in this phase, the individual self-assessment of the employees is confirmed by the assessment of the manager in charge.
 5. Results: filling in the previous forms generates a graphical output, which allows you to trace the levels of skills related to the incoming self-assessment, the outgoing self-assessment, and the final exam.

2.8.5 Portugal

In the national literature review of most appropriate media formats (question 3), types of assessment framework (question 4), pedagogical support (question 5), and most appropriate teaching and learning methodologies (question 6) we found very diverse references written in Portuguese. For instance, books (e.g., Canário, 1999; Caetano, 2007; Caetano, Silva, Tavares & Santos, 2014), chapters in books (e.g., Nascimento, 2015), Thesis (e.g., Mendes, 2007), manuals or other kind of documents with recommendations for different strategies and contexts of training (e.g., Baptista, 2007); several documents produced by IEFP (the National Institute for Employment and Professional Training) and also reports that characterized the situation of adult education in Portugal.

In general, in those references, several training techniques have been covered and suggested to be used as best practices for learning, in general, but especially for andragogic training. Some examples of these methodologies are, for instance: Role

Play; Case studies; "Storytelling – narratives" (only few examples were found); Problem Solving approaches – "critical incident", "real-life experiences"; Portfolio; Training on the Job- Real Work Experiences.

In almost all the references, it was clear the relevance of using strategies that were more Active using simulation for instance, with role play, or practical exercises as analysing case studies or problem-solving situations. When the training activity cannot be planned in order to be so active, use of games is recommended. Moreover, it is emphasized the need of involving, as much as possible, the Personal Professional Experience (or Life experience). In many of the Portuguese references, it was also found the strong suggestion of involving the participants in the Needs Assessment and Training Goals definition.

For the training/learning assessment, we found a big focus on the assessment of the individual satisfaction, on the learning and competencies development (for instance some suggest Portfolio Assessment) and on the assessment of changes in behaviour before and after the training. We also have specific recommendations that emphasize the need of assessing "knowledge transference" to the workplace and the instrument "LTSI" has been used – which is an American instrument for assessing the learning transference.

2.8.6 Spain

What are the most appropriate media formats for learning content for target groups?

What type of assessment framework would be most appropriate to facilitate the measurement of attainment?

What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework?

What are the most appropriate teaching and learning methodologies?

According with the wide target group the project is addressed to, media used should be diverse in order to meet all participants' requirements. Taking as example other learning courses, media used usually is on-line platforms, webs, and IT tools. However, there is also hybrid courses that offer part of the course on-line with different modules to be completed by the participants and part with physical sessions normally in theoretical sessions with case studies and practical exercises.

In this case, hybrid would be best option to increase participants' commitment but instead of two differentiated phases combining both methodologies.

Basic first contact with learning tools would be through a platform where different topics would be available to be read by participants. Here, self-learning and autonomous knowledge would be acquired, as participants would have available different documents, presentation, articles, and interactive tools. Advantages in online learning are diverse: participants can concentrate more, follow their schedule, is flexible and cost less due to avoiding displacements.

Parallel with self-learning, physical meeting would enrich knowledge acquisition by interactive relations. Methodologies method would be dynamic activities with participants that would consists of:

- Problem-solving: Participants are divided into groups with different profiles and characteristics. The instructor would propose one problem related with the topic learning (for instance racist behaviour in the workplace) and give participants a determined time for reaching a solution that would benefit all parts as maximum as possible.
- Roleplaying: In the same line, participants of the group are assigned different personalities (for example, the HR manager) and defend their interests. This activity motivates critical thinking and empathy of participants, developing their respect, comprehension, and collectiveness.
- Trivial: For enhancing team cooperation, this dynamic activity consists of formulating questions related to the topic and choosing only one representative for giving the answer. The team has to consider all possible answers and give just one valid, so reaching an agreement and listening to all proposals is the key to the success.

2.8.7 Overall Findings EU, USA, and Partner Countries

Programmes of well-being can improve the healthy behaviour of employees, as the essence of educational programmes of well-being is to change the behaviour of employees. The programme for well-being lowers increased health concerns and significantly lowers costs of health care, lowers absenteeism, helps improve employment and retaining of employees and helps maintain high morale of employees. All of this can be achieved with various education programmes, such as coaching, wellness programmes, method 360, workshops, as well as various internet seminars (webinars) for managers and other support for educational programmes for managers of well-being.

E-learning is an effective approach to utilize work well-being. Effective e-learning has to at the predevelopment stage analyse the needs of the client (student) and the provider (institution or organisation), considering pedagogically sound approaches and considering the anywhere and anytime notion through technologically enhanced materials. The focus has to be on learning or more specifically focuses on “doing” that results from learning (Cross, 2004). Even though e-learning differs in academics or in organisations, the use of e-learning can be used both in academic or corporate environments, private or public sector, and profit or not-for profit organisations. (Gorenc Zoran, 2009).

It is important to develop educational programmes in the way of lowering stress of employees at the workplace. Managers need to be taught that only stress does not negatively influence employees, but that a big economic impact can be felt due to the absenteeism of employees due to health concerns. With educational programmes for managers of well-being, the satisfaction and health of employees can be achieved, along with a higher quality of life for them and their families.

2.9 Key Findings from Literature Review

The limitations of the literature review are mostly with the inclusion criteria. There may have been other sources available outside the inclusion criteria that would have provided much more depth; however, by confining to scholarly research and national reports, we are more confident in the rigour of the results. For the last two topics, the limitation was that many sites required personal information to be entered or they are for fee basis. To overcome limitations, partners reviewed each other's results and found commonalities in overall results.

Well-being of employees and the organisation are inseparably tied and is not defined only as the lack of disease or sickness, but also as the complete positive mental, physical and social well-being of the employee, both at work and in one's private life. For this reason, wellness programmes are important for both healthy and unhealthy employees. By attending such programmes, employees can ameliorate physiological and psychological problems, and those decrease the presence of disease, stress, depression, and anxiety, which are among the leading causes of stress and consequently, absence from work due to health problems. Absenteeism, presentism, or health problems can affect increasing health-related costs of an organisation, as well as negatively influence families and personal lives of those suffering from these issues.

Factors that can cause stress are workload and reward balance, lack of career options and security of employment, lack of dignity and respect, lack of decision making privileges, low social support, appreciation, no opportunities for development, aggressive control by superiors, lack of support or incentives, negative interpersonal interaction, ambiguous work roles, changes within the organisation, poor atmosphere among co-workers, peer pressure or competitiveness, lack of feedback, organisational culture or climate, lack of wellness or training programmes, bothersome workplace conditions (lighting, noise, chemicals and so forth.), negative leadership style or lack of necessary educational, social or personal leadership competencies needed for the well-being of employees and the organisation, the negative well-being of a manager can also negatively affect their employees, which turn creates more stress throughout the organisation and leads to lower productivity, among many other possible causes or correlations with stress.

The EU differs in many aspects, concerning how much research, public policies, and other measures are being taken into consideration regarding decreasing stress in the workplace. For example, we found that research is not well developed in Spain concerning stress and burnout, despite Spain being a country with most reported cases of stress, only bettered by Italy and Romania in the EU. However, the Spanish Government is looking at understanding psychosocial factors of stress and methods of preventing or alleviating these factors and taking voluntary measures of these factors within organisations in Spain. In Italy, on the other hand, the Ministry of Labour and Social Science has made it mandatory to assess work-related stress periodically and create a Risk Assessment Document (DVR) in all companies. Italy has been rated as

among the top 5 EU states that are actively combating psychosocial problems at the workplace. Despite this, a well-being culture is not widely spread in Italy, as it is not seen as a move that could profit the organisation and, for this reason, only meet minimum legal work-related stress and corporate welfare obligations. Portugal focuses on well-being interventions at the individual level by looking at factors such as empathy and resilience, however human resource management practices also have been examined, such as team management, tutoring and skill development, and self-monitoring. In Greece, work well-being is becoming increasingly important with number of working hours at an average of ten hours per day. In Spain, human resource management practices for well-being are becoming increasingly more common, as new research increasingly emphasizes its importance for productivity.

In the USA, EU, Slovenia, Greece, Italy, Portugal, and Spain there are several differences in the perceived cause of stress, management of stress, and its consequences. For example, the USA differs in how it disciplines its employees for poor behaviour, its cultural and organisational values, political and economic environment, among others; however, there are also some common themes, such as too much workload or bad interpersonal relationships, lack of respect and lack of feelings of social security. Regarding leaders, there are also certain commonalities among the countries, such as empathy and communications skills. Some examples of primary methods of handling stress that the USA, EU, Slovenia, Greece, Italy, Portugal, and Spain had in common were: exercise, healthy lifestyle, autonomy and social support, education and wellness programmes. Other conventional methods of handling stress are cognitive behavioural therapy, meditation (e.g., mindfulness), relaxation (e.g., deep breathing), journaling, time management and goal setting, and wellness programmes.

When summarizing the key findings from the literature review of Slovenia, Greece, Italy, Portugal, Spain, EU, and USA on the topic of management of work stress (

Figure 8) we found that individual steps to combat stress could be grouped into primary, secondary, and tertiary measures (Tetrick & Winslow, 2015) at the individual, group, leader, and organisational levels (Nielsen et al., 2017) along with national and state policies (regulations).

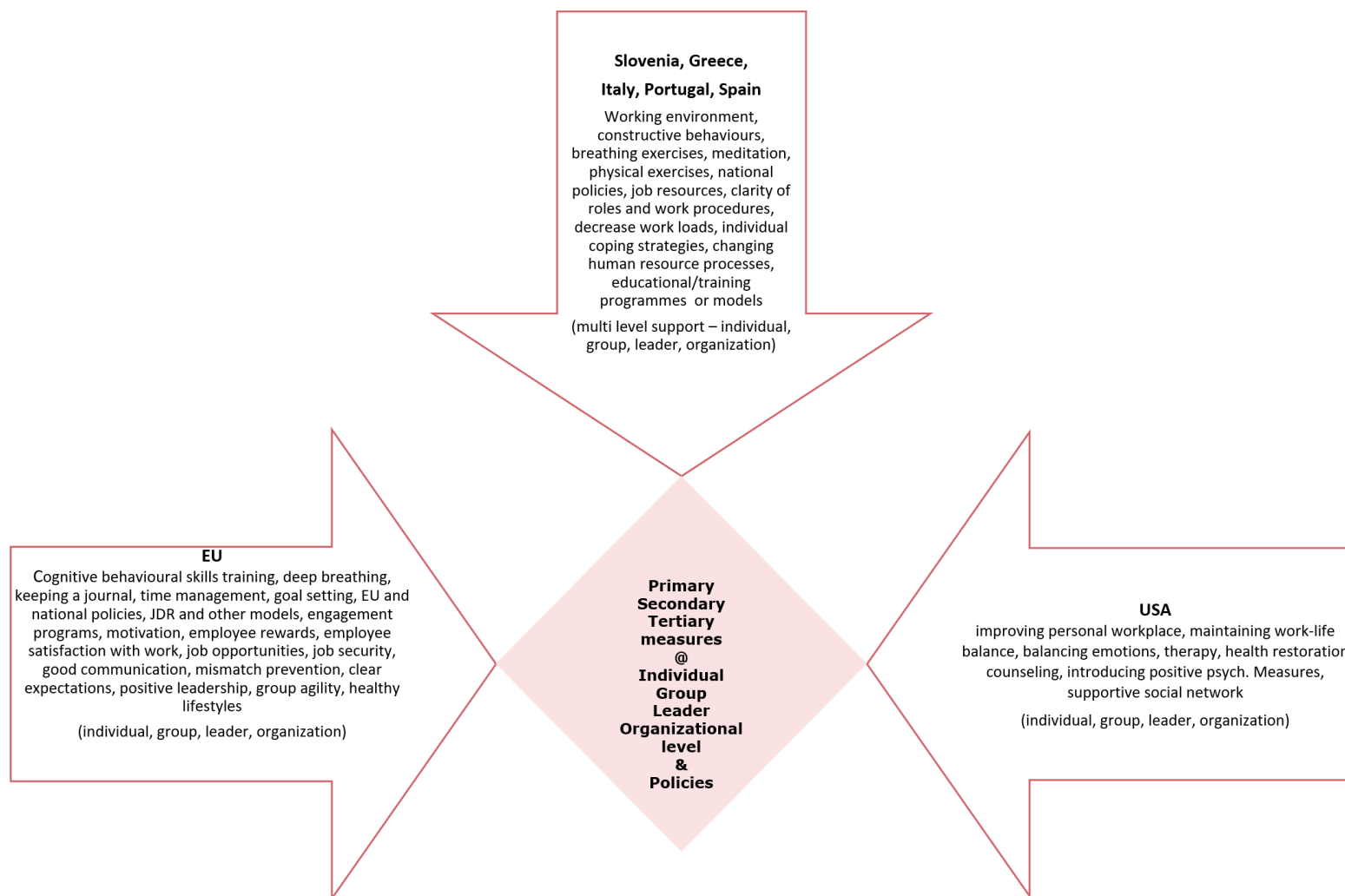


Figure 8. Management of Work Stress Summary

In this literature review, we looked at the causes and correlations of stress and how it leads to burnout. Burnout is in the final stages of stress, which can lead to low work engagement, unemployment, and further health issues. It is often the result of an imbalance between demands and the work environment/abilities of the individual and failing to meet those demands and its negative consequences. In occupational settings burnout can be seen in three aspects: emotional exhaustion, depersonalization, and lack of personal accomplishment (Maslach & Jackson, 1981) and are the subsets of one of the most used instruments to assess burnout, which is Maslach Burnout Inventory (Maslach & Jackson, 1981). Preventative measures focus on preventing unwanted events or circumstances (primary), preventing specific risk factors for individuals or groups (secondary), and to assist those that are already combating long-term work-related stress (tertiary). It is important to not only examine at the individual level, since the group can have a positive effect on an individual's well-being and vice versa.

On the topic of well-being management, we can say that well-being can be divided into five forms of well-being according to Maslow's hierarchy of needs that need to be considered:

1. Psychological well-being (at top of the pyramid): personal growth, creativity, openness
2. Emotional well-being: confidence, achievement, self-respect, respect for others, responsibility
3. Social and Familial well-being: family, community, relationships, employment
4. Subjective well-being: security of employment, income, body, family, physical health, law, and order
5. Economic well-being (the bottom of the pyramid): food, drink, shelter, warmth, sleep (Heginbotham & Newbigging, 2013, p. 17)

Overall findings from the literature review (see

Figure 9) on **well-being management** are in line with Fischer & Boer's (2011) work that autonomy or independence is important to employees' well-being, where in individualistic European societies we can see increased individualism caused an increase in well-being. Nevertheless, the results also showed that too much individualism may be detrimental. Regardless of the continent and country of the organisation, all employees have in common that the results showed that well-being can be classified according to the five forms of well-being definitions. Of course, other definitions exist on well-being, but the findings have shown that well-being could be classified around these five forms.

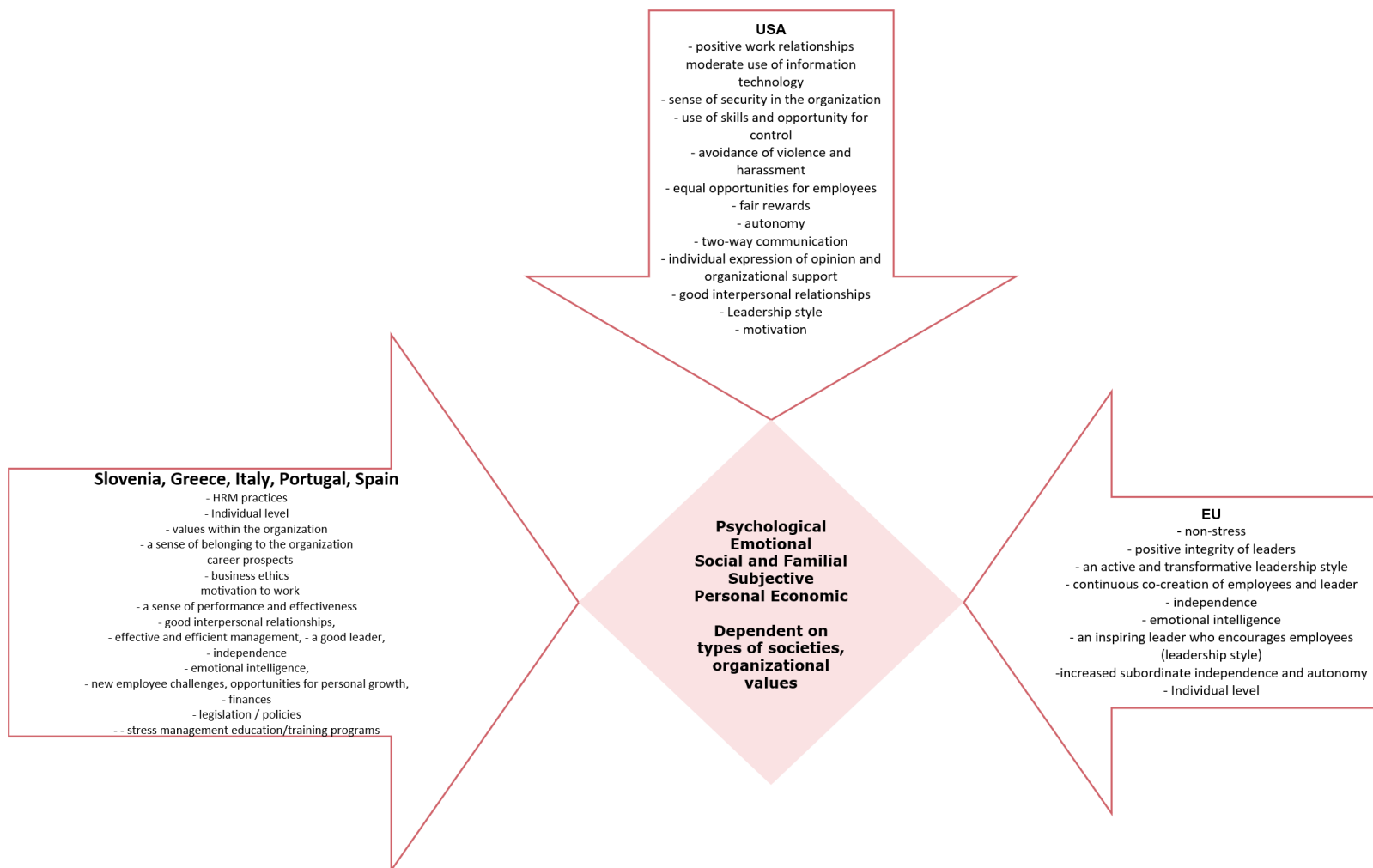


Figure 9. Well-being Management Summary

Despite the costs of preventative measures, the long-term effects should at least balance out the costs, through increased productivity and efficiency, however, there is a possibility of positive long-term return on investment, which can be spent investing in other areas of the organisation. There exists several training and development courses for managing well-being, which can help managers and employees better manage stress at the workplace. These programmes and courses are highly developed in the USA and specific areas in the EU, however, in Slovenia they still need more development to catch up. Even though progress is being made in this area, more cooperation and exchange between EU countries, between different sectors and experts within a country, is needed to facilitate this growth. Some educational programmes or educational tools that are available for free or through paid subscriptions online and can be taken advantage of remotely throughout the world.

On the topic of Competences for Work Well-being Managers, we have found that the primary set of competencies of a good manager, regardless of the research framework, does not differ. Specific areas can have many parallels of what competencies a manager needs for well-being. Common competencies between EU and Partner Countries are *communication and empathy*, between USA and EU *conscientiousness, solving conflicts and encouragement*, between the USA and Partner Countries, are *self-organisation, socialization, and focus on goals*. Common competencies of managers of well-being in all areas are knowledge, skills/competences, personal and social skills, self-organisation, ethics, being balanced, and connectedness and belonging (see

Figure 10). For further classifications of competences, it is recommended to use the European Qualifications Framework (EQF) for further determination of competencies of a work well-being manager. EQF framework classifies among knowledge, skills, and competence, whereby knowledge is defined as theoretical and factual, skills as cognitive and practical, and competence as responsibility and autonomy (EQF, n.d.).

As we see, the emphasis is on managerial competencies or the personal characteristics of leaders, upon which we can grow the formation of a good leader. A good, competent manager is key for the long-term success of the organisation. The role of the manager or leader is not only to correctly lead a business, organize work, reach corporate goals, and high profit but mostly the work and relationship with employees. If a manager does not invest in the relationship of employees and does not build the needed connections between people, all other goals of the organisation are hard to reach or are not realizable. From the review of literature, we found that leaders are a key variable and there is a dearth of research on including leaders into programmes that lower work pressures for employees.

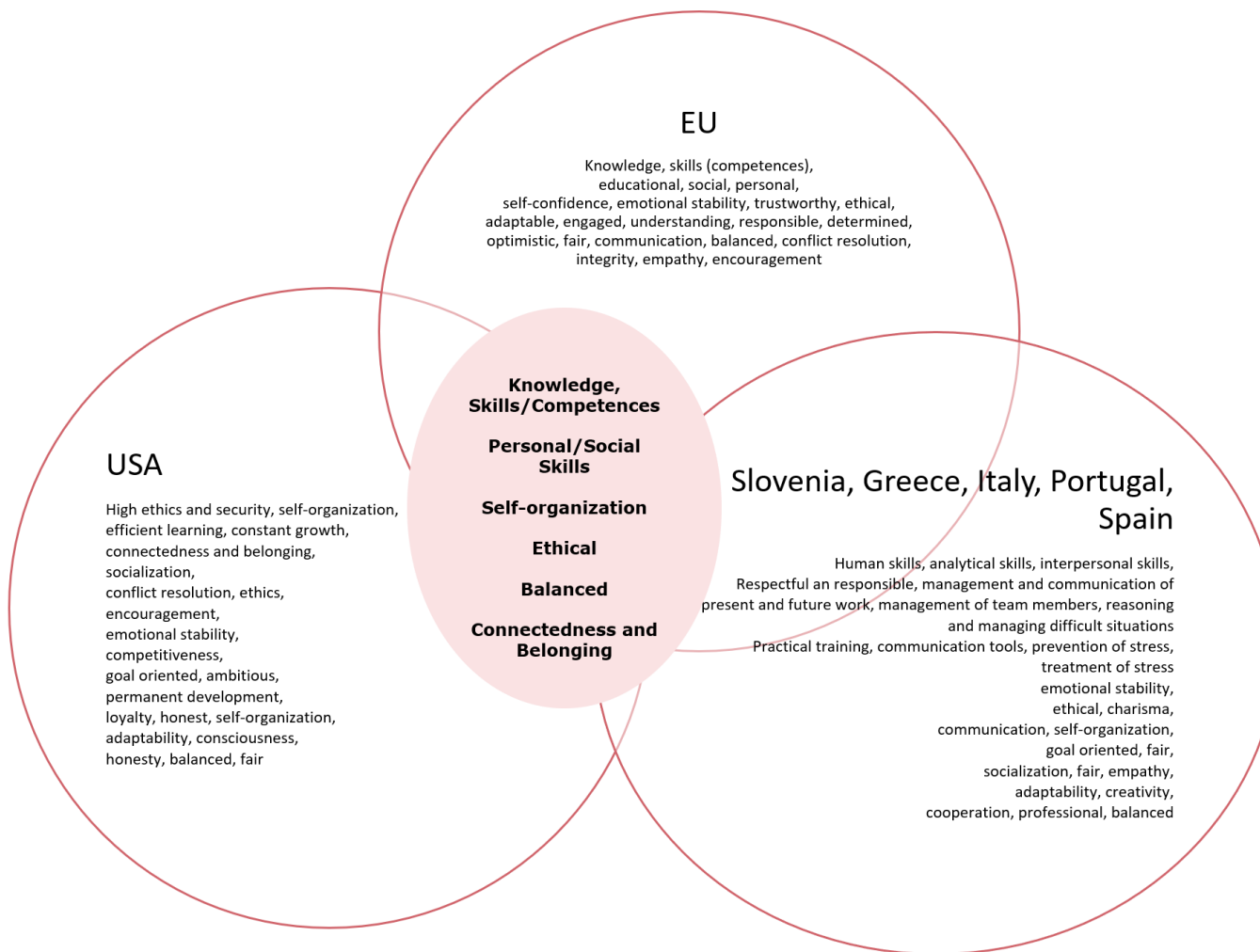


Figure 10. Key and Common Competences Summary

The goal of the WELLY Work Well-being training/educational course is to provide an up-to-date review and practical approach to combating stress at the workplace. Potentially as an obligatory training course for all entrepreneurs, managers, supervisors, and employees' representatives, or to create a corporate culture whose goal is to enable well-being and prevent of psychosocial risk factors at the workplace. To do this we will focus on the research questions present in the WELLY report:

What are the key skill areas that need to be addressed in the training course for Work Well-being managers?

The key skill areas that need to be addressed are the inborn and learned skills needed for managers, in addition to skills needed to further develop pre-existing skills, in the context of managerial, as well as human resource management of well-being. Professional skills include mainly strategic decision making, analytic, and planning skills, as well as creative and innovative approaches to problem-solving within the context of managing well-being in an organisation. Also, the need to inform and train employees on safety rules. Social skills involve abilities of interpersonal communication, managing groups or meetings, among other things. Social skills are connected to personal skills, which include personality type of the manager, their ability to self-reflect and control their behaviour, to know where to improve their management approach and to take responsibility for their actions, while being loyal, motivated and maintaining a homeostasis of well-being. Other social and personal skills that are desired are to improve their pedagogical skills such as communication, openness to answer questions, pedagogical methods, risk management, and conflict resolution. Employees, as well as managers, must understand the values of their organisation and to recognize these values within themselves, while also being able to make compromises when these values are not fully in line with their own. Based on the review of literature from the EU, USA, and Partner Countries Figure 11 presents the major categories that were summarized regarding the key skills that need to be addressed in the training course for Work Well-being Managers.

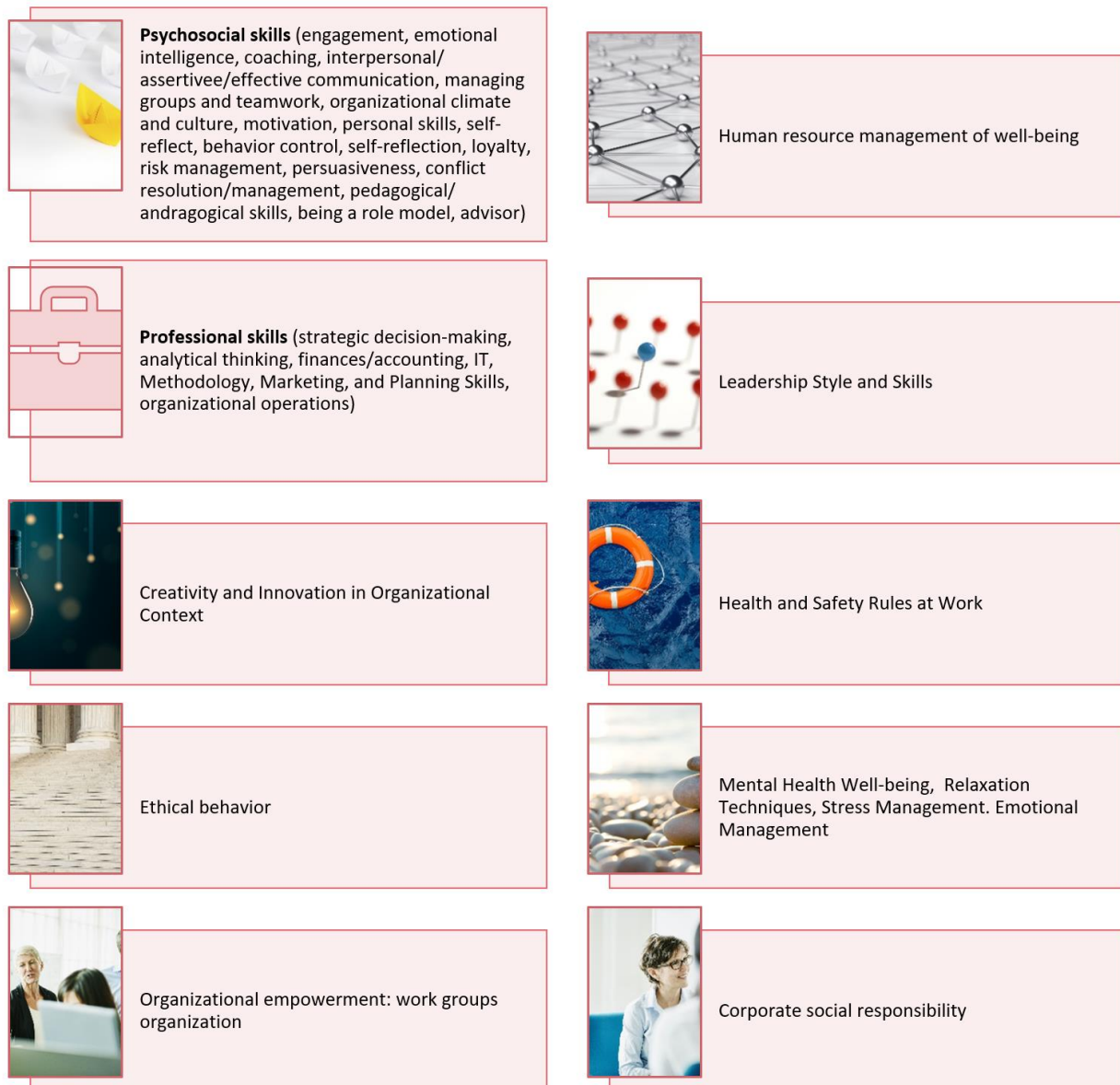


Figure 11. Key Skills for WELLY Training Course

What existing resources could be used or re-designed for use in the proposed training course to avoid duplication?

Managers and human resource departments might decide to take on a more proactive role in not just obtaining new employees, but also to increase their well-being and, consequently also their productivity. Several programmes exist for training managers to carry out such tasks, however, they all approach the problem in different ways and offered by private companies or university programmes offering specific courses.

Based on the closed nature of the above programmes, resources cannot be reused. The goal of WELLY is to make sure it covers all of the training and educational aspects of these programmes, such as NGenvironment (2019), specific content of study

programmes listed, or open source EcoMentor (2018), while also building upon them by adding aspects that were not covered or was not taken into account (see Figure 12).

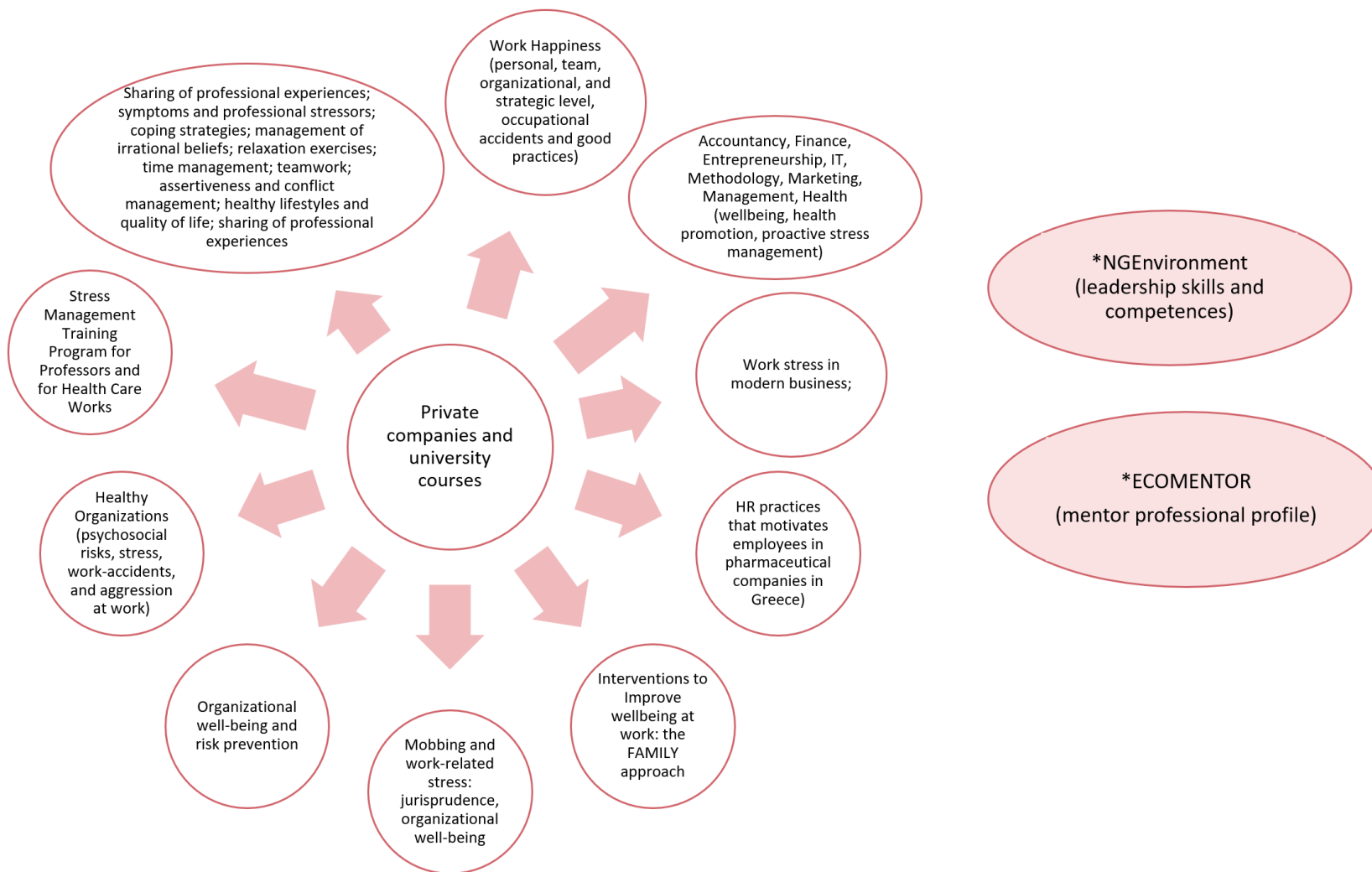


Figure 12. Existing Resources Summary



*What are the most appropriate media formats for learning content for target groups?
What is the most appropriate teaching and learning methodologies?*

In the context of the WELLY project and to be as effective as possible, the e-learning platform dedicated to "basic" pre-preparatory courses should use innovative multimedia formats for learning content. The most effective format appears to be blended learning, providing the opportunity not only for a physical lesson but also for an active interaction of the participants, encouraging the comparison between students coming from different professional backgrounds albeit online or in person. There are several forms of media for learning or e-learning, which can be accessed through various platforms in multiple media formats, for example, a webinar that is live or recorded is highly effective at conveying knowledge and information. Effective e-learning has to at the predevelopment stage analyse the needs of the client (student) and the provider (institution or organisation), considering pedagogically sound approaches and considering the anywhere and anytime notion through technologically enhanced materials. The focus has to be on learning, or more specifically focuses on 'doing' that results from learning (Cross, 2004). Even though e-learning differs in academics or in organisations, the use of e-learning can be used both in academic or corporate environments, private or public sector, and profit or not-for profit organisations.

E-learning platforms also allow active participation, particularly when mentors or teachers are available through various e-communication tools. This provides ease of access, decreases travelling costs and can be accessed at various times of the day; however, it cannot replace certain training that needs to be done in person. Another benefit of e-learning is that modules can be accessed multiple times, while in-person multimedia presentations depend on the attention skills of the participant. With recent advances making mobile phones sufficiently robust, this content can even be accessed on the go by managers or employees who are required to travel a lot, in addition to decreasing the costs of such learning methods. Mobile phones, as well as personal computers, both could make use of multiple media types, and it is useful to present a topic in many ways. The contents should be presented in such a way that they are engaging, manifold, visual, and concise. Certain topics may not convey themselves appropriately via a digital only environment and in these instances a hybrid course can be created, where appropriate content is divided into online and in person sessions. See Figure 13 for the most appropriate media formats for learning content for the target groups.

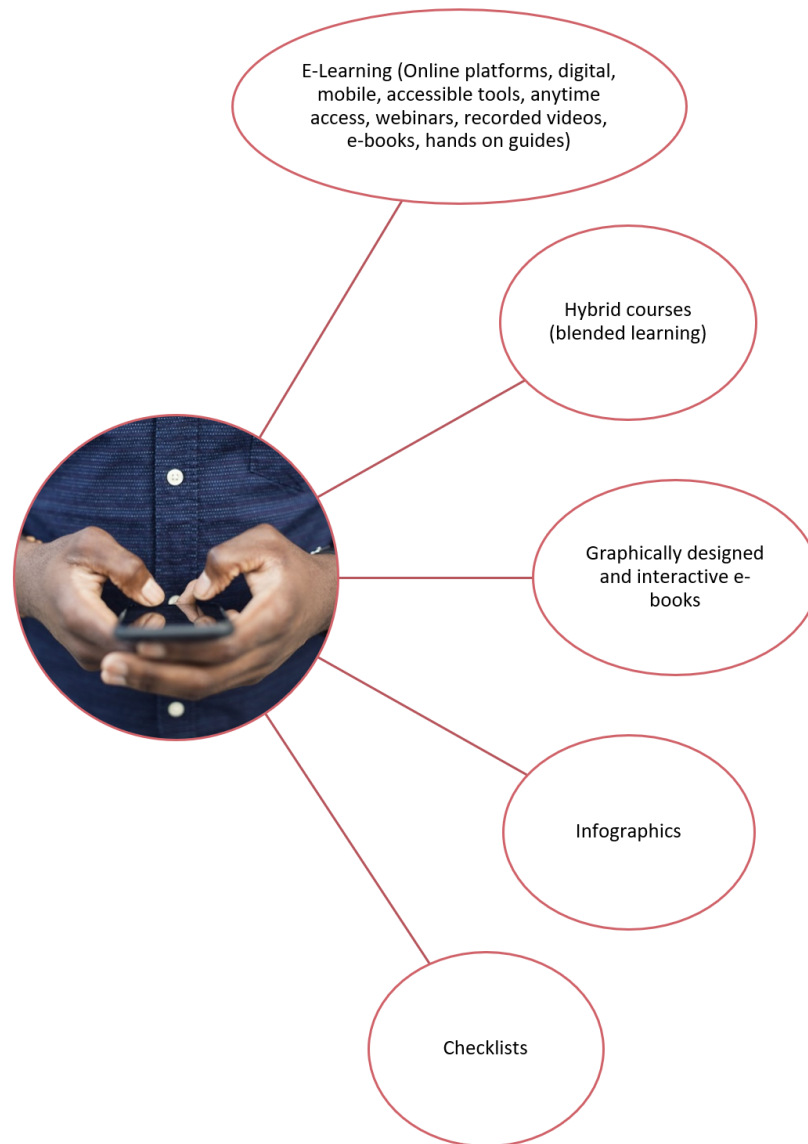


Figure 13. Media Formats for Learning Content Summary

A recent trend in many training courses is to provide learning pills during the training path: they are short and concise multimedia learning modules to the user either just-in-time or allowing them to have access as needed. The contents are presented using an idiom that is engaging, manifold, visual, concise, and easily committed to memory. There are many advantages to using this methodology: participants benefit from continuity in their training experience, keeping themselves updated and interested in the training path. The contents of the learning pills can be visualised on any devices; the concise and incisive topic can be immediately shared with the public, contributing to the social interest of the course topics.

While many of training programmes can be carried out by non-certified training agencies and freelance trainers, there is also the possibility of online e-learning or in-person

masters programmes or advanced courses that cover the topic of research and methodologies for battling work stress. All these sources have in common that they attempt to develop and strengthen employees' skills, as well as resources, for dealing with work stress. The goal of all these programmes is to help the employee identify problematic work risk situations and stressful conditions in various contexts (e.g., mobbing). In addition, they provide the employee with ways of assessing work identity beliefs, ethics and responsibility, conditions of discomfort, while providing methods and tools, which can be used to reduce social and business costs related to these stressful conditions. These training and educational courses following national and international guidelines, methodologies, and tools, as well as well supported or state-of-the-art (SOTA) research for promoting well-being at the workplace. These methods can be adapted for specific topics and users from various fields of business/industry. There are multiple andragogic/pedagogic support and teaching/learning methods, strategies, and approaches, such as learning by doing, interaction and discussion, such as role-playing and other simulation techniques, trivia competitions among groups, storytelling-narratives or techniques for analysing case studies (case study approach), portfolio development, problem-solving approaches (problem-based learning/work-based learning), conferences or webinars that promote improvisational on the spot problem solving or work-related tasks or experiences, among many other techniques based on a rich repertoire of theories and practice (see Figure 14).



Figure 14. Most Appropriate Teaching and Learning Methodologies Summary

What type of assessment framework would be most appropriate to facilitate the measurement of attainment?

What types of pedagogic supports are needed to facilitate the involvement of participants into the programme framework?

There are several methods that can be used to assess basic, technical, and soft skills. For example, psychometrics is a validated and objective tool for measuring results and can be used to show the attainment of formal, non-formal, and informal skills.

In terms of assessment, we can divide these into formative and summative. Formative assessment is assessing throughout the learning material, whereas summative assessment is assessing at the end or how much of the course content was acquired in comparison to a specific standard or benchmark. There are various types of assessments that would be appropriate for our target group. Assessments can be carried out in various ways such as practice exercise, dynamic assessment, completing concept maps or other types of graphic organizers, self-assessments, portfolio assessment, reflections, summaries, participation and performance tasks, oral presentation, problem-based learning (work-based learning), progression in games, online simulations, interactive assessment that are based on individual needs, and so on (see Figure 15).

Formative (continuous) and Summative (at end) Assessments	Problem-based learning, Performance Review, Dynamic Assessment	Concept maps, graphic organizers
Reflections, Summaries	Participation and Performance Tasks	Oral Presentations
Problem-based Assessment	Online Simulations and Interactive Assessments (individual needs)	VAL (incoming self-assessment, self assessment of quality and basic skills, technical skills, and soft skills, and an outgoing self assessment, exam test, assessment of the manager, and results).
Portfolio Assessment	Competences Assessment	LTSI – knowledge transference to the workplace (american instrument for assessing the learning transference).

Figure 15. Most Appropriate Assessment Framework Summary

E-learning is an effective approach to utilize with work well-being. Effective e-learning has to at the predevelopment stage analyse the needs of the client (student) and the provider (institution or organisation), considering pedagogically sound approaches and taking into account the anywhere and anytime notion through technologically enhanced materials. The focus has to be on learning, or more specifically focuses on 'doing' that results from learning (Cross, 2004). Additional pedagogic/andragogic support noted were finding an appropriate model for instructional design, needs assessment and training goals, on the job learning, mentoring, coaching, and utilization of Kolb's experiential learning theory (see Figure 16).

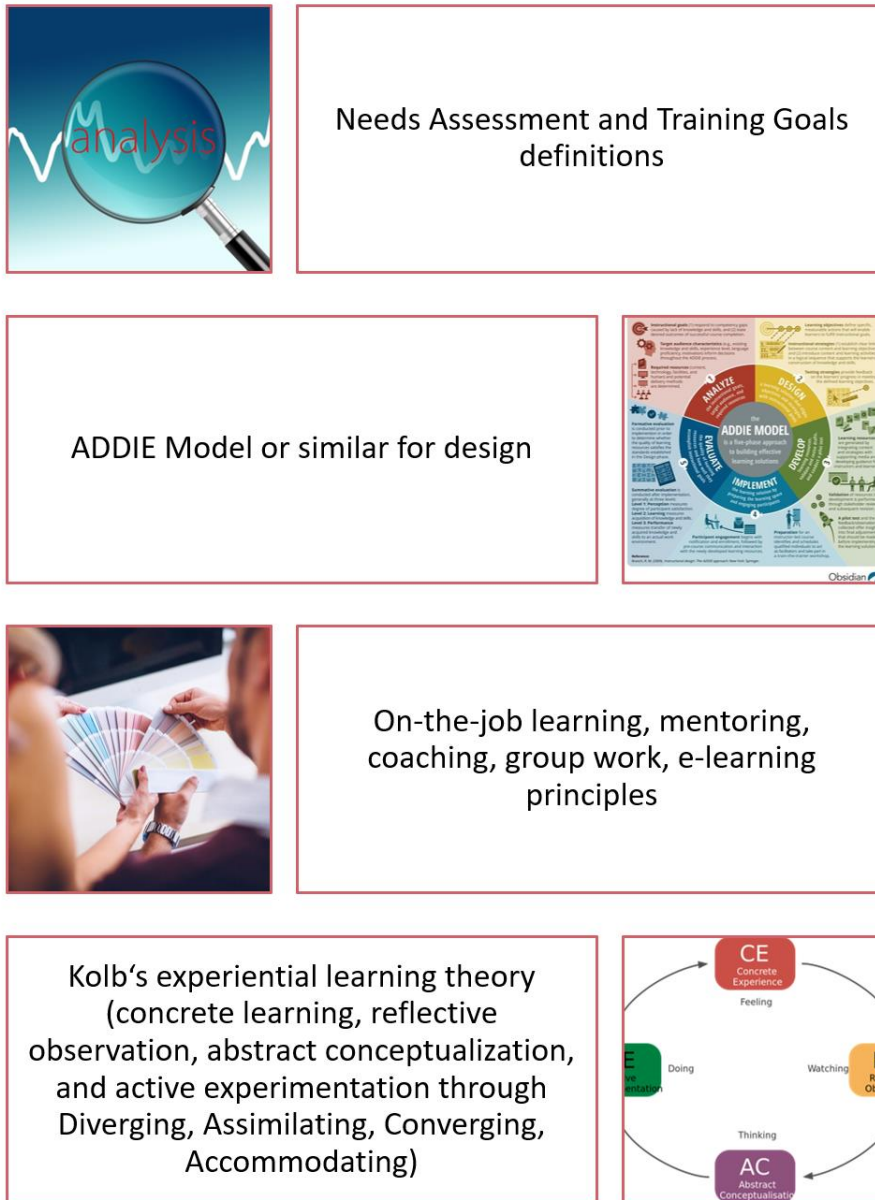


Figure 16. Types of Pedagogic Supports Summary

These results can be presented in various reports and graphics, which show the assessment of individual participants perceptions of their skills at the beginning and end, of course, objective exams and subjective assessment by the manager. Emphasis should be put on involving participants in the needs assessment and training goals definition, as well as to measure their satisfaction, as well as assessing how well knowledge and skills are transferred and applied in real life-namely, the workplace. For example, the instrument 'LTSI' is an American instrument for assessing learning transference.

3 WORK WELL-BEING CASE STUDIES, SURVEYS AND PARTNER COUNTRY RESEARCH RESULTS

Alessia Bastanielli, Dzhaner Ahmed, Julia Bachousi, Patrícia Costa, Annmarie Gorenc Zoran, Katja Kragelj, Federica Lo Cascio, Célia Nunes, Zvinca Ostapyuk, Giovanni Salvarani, Sílvia Silva

3.1 Case Studies Data Collection

3.1.2 Aim, Method, and Tool

Collection of data for the case study involved a survey of employers / management about the Well-Being Manager Professional Profile (see Figure 3. Schematic overview of case study protocol. Note. *Case studies were based on interviews conducted with enterprises that exercise work well-being within their organisations.). The goal was to know the main competencies that a well-being manager should have or acquire and what his or her training curriculum should be. Besides these aspects, the interview was intended to determine the welfare policies in respondents' organisations and to identify which policies are most useful for improving employees' well-being. To achieve these goals, we interviewed organisations that already guarantee organisational well-being with particular attention to different work-related stress. In particular, the interest was directed toward organisations that already had corporate cultures based on organisational well-being or that had a well-being manager or a professional profile responsible for the well-being of employees.

The data collection method used was a semi-structured interview (SSI), which is a hybrid technique for collecting information. The SSI is a conversation in which the interviewer leads the interview based on a flexible question scheme. Indeed, if the interviewee opens to one of the topics spontaneously, the order of the questions can be set aside, the interviewer can follow the respondent's topic to assist in his report. Also, the interviewee can give more information to make his answer more complete. In the same way, if the interviewee needs further clarification, the interviewer can give it and can add questions not foreseen in the scheme. In our SSI, data were both quantitative and qualitative.

A face-to-face interview or a digital interview with audio and video was administered. The SSI was conducted between December 2019 and February 2020.

To ensure both qualitative and quantitative data collection, an attempt was made to formulate closed-ended questions as much as possible, while leaving the interviewer free to investigate the aspects she/he considered relevant. The first version of SSI was submitted to some HR Managers of 3 Italian enterprises to verify their understanding and the lack of relevant aspects to evaluate. With the suggestions and proposals obtained from HR Managers, the definitive version of the interview was obtained.

The SSI began with a description of the purposes of the research and the specific aim of the interview. Then we collected respondents' demographic information and company data.

The SSI pool of questions concerned three areas:

- a) The first area collected opinions about well-being manager competencies. It was composed of 24 items divided into 2 parts: technical and soft skills. A 6-point Likert scale response was used according to the following scale: 1= Strongly disagree, 2 = Disagree, 3 = Somewhat disagree, 4 = Somewhat Agree, 5 = Agree, 6 = Strongly agree.
- b) The second area was composed of 3 different parts:
 - 1) Welfare policies offered by the company,
 - 2) Whether a specific welfare policy is used more by women, men, or is used by both equally,
 - 3) Respondents' opinions about the usefulness of the service in improving the well-being of employees.

Parts 1 and 2 of area (B) investigated the following aspects:

- Hourly and organisational flexibility
- Work-life balance and birth incentives
- Health protection
- Caregivers.

For part 3 of the area (B), the opinion questions were asked even if the company did not offer the welfare policies indicated in part 1. In such cases, respondents were asked about the possible usefulness of this service for improving employees' well-being. For these questions, a 6-point Likert scale response was used from 1 = Strongly disagree to 6 = Strongly agree, for a total of 33 items.

- c) In the third section, the interviewer asked what kind of economic indicators the respondent used (or should use) to assess the effectiveness of a well-being manager for dealing with well-being aspects. In this section, a 6-point Likert scale response was used as well.

The English version of the interview was shared with each partner using a Google form, and each of them translated the interview into his or her own language, respecting the original format where it was present. The answers to the interview were recorded using the same Google form.

3.1.3 Sampling Procedure

A convenience sampling method was used to recruit enterprises. Each partner has contacted enterprises based on the ease to contact or to reach.

The inclusion criteria for recruiting were as follow:

1. Companies can be placed in any part of the partner country.

2. Companies must already have a Well-being Manager or similar, or a manager directly involved in welfare policies and organisational well-being (i.e., she/he is the person in charge of implementing organisational well-being).
3. Companies must have carried out welfare policies in the last 5 years.
4. Companies must have at least 50 % of permanent employees (including part-time).

3.1.4 Participants

Company data

14 enterprises participated in the interview. The location for the Company Size and the Business Sector are shown in Table 34 and Table 35, respectively.

Table 34. Case Study Country * Company Size

		Company Size				Total
		Small	Medium	Large	Other	
Country	Spain	1	2	1	4	8
	Greece	0	2	0	0	2
	Slovenia	0	0	1	0	1
	Italy	0	1	0	0	1
	Portugal	0	0	2	0	2
Total		1	5	4	4	14

Table 35. Sector

Sector	Freq	%
Productions	4	28.6
Services	5	35.7
NGO	1	7.1
Pharmaceutical	1	7.1
ICT	2	14.3
Other	1	7.1
Total	14	100.0

Respondents' demographic information

Respondents interviewed were 3 men and 11 women aged between 23 and 62 years of age (Mean age 34.50; SD 10.92). They have worked in the enterprise between 2 and 16 years (Mean 3,93; SD 4.5). The educational qualification of the respondents is illustrated in Table 36.

Table 36. Educational Qualification by Respondent

	Freq	%
High School Degree	3	21.4
Higher education school	1	7.1
Master's degree	10	71.4
Total	14	100.0

The Role of Respondents in the company and their Department are presented in Table 37 and Table 38, respectively.

Table 37. Role of Respondents

	Freq	%
Clinical Service Coordinator	1	7.1
HR Technician or Manager	6	42.9
Manager	3	21.4
Operations Manager	1	7.1
Project Assistant	1	7.1
Project Manager	1	7.1
Treasurer	1	7.1
Total	14	100.0

Table 38. Sector/Area/Department

	Freq	%
Clinical Services	1	7.1
Education	1	7.1
EU projects	2	14.3
HR External Consultant	1	7.1
Human Resources Department	6	42.9
Implementation	1	7.1
Management area	1	7.1
Operations and HR	1	7.1
Total	14	100.0

3.1.5 Results

The analysis was performed using IBM SPSS Statistics Software (version 20.0). The overall results are presented divided into 3 areas according to the three areas of SSI:

- (A) Technical and soft competences of a Well-being Manager
- (B) Welfare policies
- (C) Economic indicators used to assess the effectiveness of a Well-being Manager.

3.1.5.1 Area (A) Technical and Soft Competences of a Well-being Manager

The following Table 39–Table 47 show the frequency response for each item based on the proposed response method: 1= Strongly disagree; 2 = Disagree; 3 = Somewhat disagree; 4 = Somewhat Agree, 5 = Agree; 6 = Strongly agree. Throughout the paragraph, so far as in the table, label and frequency are not reported, no respondents made that choice.

Item: Based on your experience, which of these technical skills should a Well-being Manager have?

Table 39. Knowledge of Country's Safety Regulations

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	2	14.3
Agree	3	21.4
Strongly Agree	8	57.1
Total	14	100.0

Table 40. Country Regulation Knowledge of Employee Rights (e.g., tax relief, work permits, parental leave, additional maternity leave, and so forth.)

	Freq	%
Somewhat agree	2	14.3
Agree	4	28.6
Strongly Agree	8	57.1
Total	14	100.0

Table 41. Abilities to Implement Adequate Rewarding Strategies

	Freq	%
Somewhat agree	1	7.1
Agree	5	35.7
Strongly Agree	8	57.1
Total	14	100.0

Table 42. Assess and Analyse Organisational Climate

	Freq	%
Agree	5	35.7
Strongly Agree	9	64.3
Total	14	100.0

Table 43. Assess Excessive Workloads

	Freq	%
Agree	6	42.9
Strongly Agree	8	57.1
Total	14	100.0

Table 44. Evaluate Job Demands/Resources Imbalance (i.e., skills and abilities not being matched to the job, or not having enough demands)

	Freq	%
Somewhat agree	3	21.4
Agree	3	21.4
Strongly Agree	8	57.1
Total	14	100.0

Table 45. Support Employees and Effective Communication

	Freq	%
Somewhat agree	2	14.3
Agree	1	7.1
Strongly Agree	11	78.6
Total	14	100.0

Table 46. Manage Unacceptable Behaviours (e.g., harassment, bullying, mobbing, and so forth.)

	Freq	%
Agree	1	7.1
Strongly Agree	13	92.9
Total	14	100.0

Table 47. Involve and Inform Employees on Organisational Changes

	Freq	%
Somewhat agree	3	21.4
Agree	4	28.6
Strongly Agree	7	50.0
Total	14	100.0

Table 48 outlines other technical skills that a Well-being Manager should have, each statement with a frequency of 1.

Table 48. Additional Technical Skills of a Well-being Manager

1. Creative thinking, critical thinking, communicating effectively, adaptability, teamwork, problem and conflict resolution, motivation.
2. Promote communication not only between you and the employees but the between employees and higher ranks
3. To identify office-life (and personal) issues of the employees and inform the higher management.

The following results (tables Table 49–Table 61) show based on the experiences of participants, which soft skills a work well-being manager should have.

Table 49. Adaptability: Able to Adapt to Different Organisational Context Demands

	Freq	%
Somewhat agree	1	7.1
Agree	6	42.9
Strongly Agree	7	50.0
Total	14	100.0

Table 50. Autonomy: Able to Set-up working Methods and Organize and Conduct their Work Independently

	Freq	%
Somewhat agree	2	14.3
Agree	6	42.9
Strongly Agree	6	42.9
Total	14	100.0

Table 51. Able to Guide and Motivate Teams, Assigning Objectives and Managing Dynamics

	Freq	%
Agree	5	35.7
Strongly Agree	9	64.3
Total	14	100.0

Table 52. Teamwork: Able to Cooperate to Achieve Common Objectives

	Freq	%
Agree	3	21.4
Strongly Agree	11	78.6
Total	14	100.0

Table 53. Time Management: Able to Use Time Efficiently and Effectively, Identifying Priorities of Importance and Urgency

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	2	14.3
Strongly Agree	8	57.1
Total	14	100.0

Table 54. Stress Management: Able to Handle Positive and Negative Emotions in Different Situations effectively. Able to Master Stressful Situations

	Freq	%
Agree	6	42.9
Strongly Agree	8	57.1
Total	14	100.0

Table 55. Communication Skills: Able to Effectively Use Verbal Language and Non-verbal Expression (e.g., gestures, tone of voice, and so forth.) Compared to the Different Functions of Communication and Context.

	Freq	%
Agree	4	28.6
Strongly Agree	10	71.4
Total	14	100.0

Table 56. Negotiating: Able to Exploit Existing Negotiating Margins to Achieve Positive Result by Reaching an Agreement between the Parties

	Freq	%
Somewhat agree	1	7.1
Agree	4	28.6
Strongly Agree	9	64.3
Total	14	100.0

Table 57. Conflict Management: Able to Prevent and Manage Conflict Situations

	Freq	%
Somewhat agree	1	7.1
Agree	4	28.6
Strongly Agree	9	64.3
Total	14	100.0

Table 58. Mediation: Able to Support the Achievement of an Agreement between the Parties as a Third Party

	Freq	%
Somewhat agree	2	14.3
Agree	4	28.6
Strongly Agree	8	57.1
Total	14	100.0

Table 59. Problem-solving: Able to Understand Problems and Find Effective Solutions using both Experience and Creativity

	Freq	%
Somewhat agree	1	7.1
Agree	5	35.7
Strongly Agree	8	57.1
Total	14	100.0

Table 60. Decision-making: Able to Make Effective Decisions Even in Conditions of Uncertainty and Complexity

	Freq	%
Somewhat agree	1	7.1
Agree	4	28.6
Strongly Agree	9	64.3
Total	14	100.0

Table 61. Integrity: Act with a Degree of Integrity at Work (e.g., to be trustworthy, responsible for your actions, and so forth.)

	Freq	%
Somewhat agree	1	7.1
Agree	4	28.6
Strongly Agree	9	64.3
Total	14	100.0

3.1.5.2 Area (B) Welfare Policies

In this section, for certain items, the frequency response relating to the presence or absence of a welfare policy (hourly and organisational flexibility) was reported. In some cases, it was possible to analyse the frequency response if the specific welfare service was used mainly by men, women, or both.

Table 62. Do you provide any family support services such as time banking in favour of employees who have particular health conditions (personal or family) and who have finished their days off and leave

	Freq	%
Yes	9	64.3
No	5	35.7
Total	14	100.0

Family support services in Table 62 were used by both females and males for 6 respondents, whereby it was used more by females by two respondents.

Respondents were asked an open-ended question on other types of time-banking services provided. Each statement has a frequency of 1 (see Table 63).

Table 63. Others kind of time banking services

1. Additional vocational day (up to 7 days) to escort a family member in a time of hospitalization - Shorter working hours due to the needs of the child
2. Formal social service integrated into clinical services
3. In this company all employee support is paid in many forms of time management (i.e., time banking, smart working, unpaid leave), depending on the need

Following are results of services (see tables Table 64–Table 91).

Table 64. Service such as time banking is (would be) useful in your country

	Freq	%
Somewhat agree	3	21.4
Strongly Agree	6	42.9
Total	9	64.3
Missing	5	35.7
Total	14	100.0

Table 65. Do you provide any family support services such as smart working

	Freq	%
Yes	6	42.9
No	3	21.4
Total	9	64.3
Missing	5	35.7
Total	14	100.0

Table 66. Do you supply devices and technological equipment to employees who want to use smart working

	Freq	%
Yes	8	57.1
No	3	21.4
Total	11	78.6
Missing	3	21.4
Total	14	100

Table 67. Who is it used more by

	Freq	%
Male	1	7.1
Female	2	14.3
Both M & F	4	28.6
Total	7	50.0
Missing	7	50.0
Total	14	100.0

Table 68. Can employees choose part-time voluntarily

	Freq	%
Yes	8	57.1
No	3	21.4
Total	11	78.6
Missing	3	21.4
Total	14	100.0

Table 69. If yes, what type (e.g., breastfeeding periods, small children, and so forth.):

	Freq
- Children up to 12, breastfeeding	2
- On-demand, any need	1
- Situations where there is a need to provide support to the family, transitory situations of illness, legal issues.	1
- Studies (for example PhD dissertation)	1

Table 70. Service such as supply devices and technological equipment is (would be) useful in your organisation

	Freq	%
Somewhat agree	3	21.4
Agree	4	28.6
Strongly agree	7	50.0
Total	14	100.0

Table 71. Service such as part-time is (would be) useful in your organisation

	Freq	%
Disagree	1	7.1
Somewhat agree	5	35.7
Agree	4	28.6
Strongly agree	4	28.6
Total	14	100.0

Table 72. Do you have time-limited hiring for the replacement of employees

	Freq	%
Yes	6	42.9
No	8	57.1
Total	14	100.0

Table 73. Do you have time-limited hiring for the replacement of employees on maternity leave

	Freq	%
Yes	5	35.7
No	1	7.1
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 74. Do you have time-limited hiring for replacement of employees absent due to health needs

	Freq	%
Yes	4	28.6
No	3	21.4
Total	7	50.0
Missing	7	50.0
Total	14	100.0

Table 75. If yes, under what conditions?

	Freq
- Substitution of long-term sick leave (more than 30 days), which can lead to permanent employment according to business needs and possibilities	1
- It depends on time of the absence	1
- Whenever an employee is absent or has to be moved, we use temporary work to ensure the employee's absence.	1
- Whenever the forecast of absence is more than 6 months.	1
Total	4

Note. Each statement with a frequency of 1.

Table 76. Do you have time-limited hiring for the replacement of employees who need to take care of family members

	Freq	%
Yes	1	7.1
No	2	14.3
Total	4	28.6
Missing	7	50.0
Total	7	50.0
Total	14	100.0

Table 77. Service such as time-limited hiring for the replacement of employees on maternity leave is (would be) useful in your organisation

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	4	28.6
Strongly Agree	6	42.9
Total	14	100.0

Table 78. Service, such as time-limited hiring for replacement of employees absent due to health needs is (would be) useful in your organisation

	Freq	%
Disagree	2	14.3
Somewhat disagree	2	14.3
Somewhat agree	2	14.3
Agree	2	14.3
Strongly Agree	6	42.9
Total	14	100.0

Table 79. Service such as time-limited hiring for the replacement of employees who need to take care of family members is (would be) useful in your organisation

	Freq	%
Somewhat disagree	2	14.3
Somewhat agree	4	28.6
Agree	2	14.3
Strongly Agree	6	42.9
Total	14	100.0

Table 80. Do you have any additional paid leave (or permit) concerning the legal allocation (or at better terms than required by law, e.g., in terms of quantity and/or economic treatment) to allow employees to deal with particular personal family situations

	Freq	%
Yes	6	42.9
No	8	57.1
Total	14	100.0

Table 81. Do you have any additional paid leave (or permit) for employees who are caregivers

	Freq	%
Yes	3	21.4
No	3	21.4
Total	6	42.9
Missing	8	57.1
Total	14	100.0

The additional paid leave (or permit) for employees who are caregivers is used more by Females by two respondents, and for one respondent it is used equally by Males and Females.

Table 82. Do you have any additional paid leave (or permit) in case of illness of children or with specific diagnosed disease

	Freq	%
Yes	4	28.6
No	2	14.3
Total	6	42.9
Missing	8	57.1
Total	14	100.0

In case of illness of children or with a specific diagnosed disease (Table 82Table 82), the additional paid leave (or permit) is used more by Males by two respondents, for one respondent it is used equally by Males and Females and finally for one respondent it is used more by Females.

Table 83. Do you have any additional paid leave (or permit) for school placement

	Freq	%
Yes	2	14.3
No	4	28.6
Total	6	42.9
Missing	8	57.1
Total	14	100.0

For two respondents to this item the service is used equally by Males and Females (see Table 83. Do you have any additional paid leave (or permit) for school placement).

Table 84. Do you have any additional paid leave (or permit) for key life events such as the birth of a child?

	Freq	%
Yes	13	92.9
Missing	1	7.1
Total	14	100.0

Table 85. If so, who it is used by

	Freq	%
Male	1	7.1
Female	3	21.4
Both M & F	2	14.3
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 86. Do you have any additional paid leave (or permit) for breastfeeding

		Freq	%
Valid	Yes	3	21.4
	No	3	21.4
	Total	6	42.9
	Missing	8	57.1
	Total	14	100.0

Table 87. Service such as paid leave (or permit) for employees who are caregivers is (would be) useful in your company

		Freq	%
	Disagree	1	7.1
	Somewhat disagree	1	7.1
	Somewhat agree	4	28.6
	Agree	2	14.3
	Strongly agree	6	42.9
	Total	14	100.0

Table 88. Service such as paid leave (or permit) in case of illness of children or with a specific diagnosed disease, is (would be) useful in your company

		Freq	%
	Somewhat disagree	1	7.1
	Somewhat agree	2	14.3
	Agree	4	28.6
	Strongly agree	7	50.0
	Total	14	100.0

Table 89. Service such as paid leave (or permit) for school placement, is (would be) useful in your company

		Freq	%
	Disagree	1	7.1
	Somewhat disagree	2	14.3
	Somewhat agree	2	14.3
	Agree	3	21.4
	Strongly agree	6	42.9
	Total	14	100.0

Table 90. Service, such as paid leave (or permit) for key life events such as the birth of a child, is (would be) useful in your company

		Freq	%
	Disagree	1	7.1
	Somewhat agree	4	28.6
	Agree	2	14.3
	Strongly agree	7	50.0
	Total	14	100.0

Table 91. Service such as paid leave (or permit) for breastfeeding, is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat agree	4	28.6
Agree	2	14.3
Strongly agree	7	50.0
Total	14	100.0

Following are results regarding work-life balance and birth incentives (see Table 92–Table 110).

Table 92. Do you have any birth incentives and/or work-life balance incentives (additional respect to the legal allocation)

	Freq	%
Yes	6	42.9
No	8	57.1
Total	14	100.0

Table 93. Do you have a salary increase (after the birth of the child)

	Freq	%
Yes	3	21.4
No	3	21.4
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 94. Do you have additional monthly payments (e.g., extra salary after the birth of the child)

	Freq	%
1	1	7.1
2	5	35.7
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 95. Do you provide any economic contributions for the purchase of products for children

	Freq	%
Yes	2	14.3
No	2	14.3
Total	4	28.6
Missing	10	71.4
Total	14	100.0

Economic contributions for the purchase of products for children (Table 95) are used equally by males and females.

Table 96. Do you provide any economic contributions for summer or recreational centres-for after-school

	Freq	%
Yes	1	7.1
No	6	42.9
Total	7	50.0
Missing	7	50.0
Total	14	100.0

Table 97. Do you provide any economic contributions to the cost of educating children (e.g., contributions for the costs of textbooks, study trips, higher education tuition/costs, and so forth?)

	Freq	%
Yes	2	14.3
No	4	28.6
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 98. Do you provide any economic contributions for school transport

	Freq	%
Yes	1	7.1
No	5	35.7
Total	6	42.9
Missing	8	57.1
Total	14	100.0

Table 99. Services such as birth incentives is (would be) useful in your company

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	3	21.4
Strongly agree	7	50.0
Total	14	100.0

Table 100. Services such as economic contributions are (would be) useful in your company

	Freq	%
Somewhat disagree	2	14.3
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	6	42.9
Total	14	100.0

Table 101. Services such as salary increase is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	3	21.4
Somewhat agree	2	14.3
Agree	3	21.4
Strongly agree	5	35.7
Total	14	100.0

Table 102. Services such as additional monthly payments are (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	3	21.4
Somewhat agree	3	21.4
Agree	2	14.3
Strongly agree	5	35.7
Total	14	100.0

Table 103. Services such as economic contributions for the purchase of baby-sitting services is (would be) useful in your company

	Freq	%
Somewhat disagree	3	21.4
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	5	35.7
Total	14	100.0

Table 104. Services such as economic contributions for the purchase of products for children is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat disagree	1	7.1
Somewhat agree	1	7.1
Agree	3	21.4
Strongly agree	7	50.0
Total	14	100.0

Table 105. Services such as economic contributions for summer or recreational centres-for after-school is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	1	7.1
Somewhat agree	2	14.3
Agree	2	14.3
Strongly agree	8	57.1
Total	14	100.0

Table 106. Services such as economic contributions to the cost of educating children is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	4	28.6
Strongly agree	5	35.7
Total	14	100.0

Table 107. Services such as economic contributions for school transport is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	6	42.9
Strongly agree	2	14.3
Total	14	100.0

Table 108. Services such as economic contributions for attending residences for family members (e.g., elderly), or with seriously ill or disability is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	2	14.3
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	5	35.7
Total	14	100.0

Table 109. Services such as economic contributions to the cost of nurses at home is (would be) useful in your company

	Freq	%
Disagree	3	21.4
Somewhat disagree	1	7.1
Somewhat agree	2	14.3
Agree	1	7.1
Strongly agree	7	50.0
Total	14	100.0

Table 110. Services such as an annual allowance for children of employees suffering from serious pathologies or for children of single-income families is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	1	7.1
Somewhat agree	4	28.6
Agree	2	14.3
Strongly agree	6	42.9
Total	14	100.0

The following results (Table 111–Table 130) are in the area of health protection.

Table 111. Do you have periodic prevention programmes for employees or agreement with the clinic (except dental offices)

	Freq	%
Yes	7	50.0
No	2	14.3
Total	9	64.3
Missing	5	35.7
Total	14	100.0

Table 112. It is used more by gender

	Freq	%
Both M & F	6	42.9
Missing	8	57.1
Total	14	100.0

Table 113. Do you have a paediatric medical clinic for employees' children

	Freq	%
Yes	2	14.3
No	7	50.0
Total	9	64.3
Missing	5	35.7
Total	14	100.0

For both respondents, the paediatric medical clinic for employees' children (Table 113) is used equally by Males and Females.

Table 114. Do you have agreements with dental offices

	Freq	%
Yes	2	14.3
No	7	50.0
Total	9	64.3
Missing	5	35.7
Total	14	100.0

Table 115. It is used more by gender

	Freq	%
Both M & F	2	14.3
Missing	12	85.7
Total	14	100.0

Table 116. Do you have forms of economic support for covering total or partial healthcare costs of the families of employees

	Freq	%
Yes	7	50.0
No	2	14.3
Total	9	64.3
Missing	5	35.7
Total	14	100.0

Table 117. It is used more by gender

	Freq	%
Both M & F	2	14.3
Missing	12	85.7
Total	14	100.0

Respondents were asked an open-ended question on specific initiatives to protect employee health and their families. Each statement has a frequency of 1 (see Table 118).

Table 118. Do you have other specific initiatives to protect the health of employees and their families (open-ended question)

	Freq
- Preventive measures for health protection and the Workplace Health Promotion Programme; - Working closely with occupational medicine; Providing free flu vaccination for all employees; Financing the sports association programme	1
- Health Insurance; Podology appointment; Psychiatrist appointment; Pneumology appointment.	1
- Just some kind of healthy snack providing	1
- Prevention programmes and analysis for employees only	1
- There is a health team (doctors and nurses) present weekly in the company and in all shifts. The employees can have an appointment with No cost. There is also free health insurance for all employees and the possibility for them to include children and/or spouses at a lower cost. In terms of health, there is also a supplement for illness, which the company offers to employees with a diagnosis of a serious illness, who cannot work and are on sick leave.	1
Total	5

Table 119. Services such as prevention programmes for employees or agreement with the clinic is (would be) useful in your company

	Freq	%
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	8	57.1
Total	14	100.0

Table 120. In your opinion the service like a paediatric medical clinic for employees' children is (would be) useful in your company

	Freq	%
Strongly disagree	1	7.1
Somewhat disagree	4	28.6
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	3	21.4
Total	14	100.0

Table 121. Services such as agreements with dental offices is (would be) useful in your company

	Freq	%
Strongly disagree	1	7.1
Somewhat disagree	2	14.3
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	5	35.7
Total	14	100.0

Table 122. Services such as economic support for covering total or partial healthcare costs of the families of employees is (would be) useful in your company

	Freq	%
3	1	7.1
4	4	28.6
5	6	42.9
6	3	21.4
Total	14	100.0

Table 123. Do you provide any specific support actions (including economic ones) for employees engaged in the assistance activities for family members (elderly and/or disabled)

	Freq	%
Yes	4	28.6
No	10	71.4
Total	14	100.0

Table 124. Do you provide any specific support actions for employees engaged in the assistance activities for family members (elderly and/or disabled)

	Yes
- Contact centre	2
- Tools or assistants for searching for qualified family assistants or suitable residential or care facilities	2
- Assistance in handling administrative procedures	3
- Psychological support	1

Table 125. In your opinion the service like Contact centre is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat disagree	1	7.1
Somewhat agree	4	28.6
Agree	2	14.3
Strongly agree	5	35.7
Total	14	100.0

Table 126. Services such as a Front office is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat agree	5	35.7
Agree	4	28.6
Strongly agree	3	21.4
Total	14	100.0

Table 127. Services such as web platform or website is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat agree	2	14.3
Agree	5	35.7
Strongly agree	5	35.7
Total	14	100.0

Table 128. Services such as handling administrative procedures is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat agree	2	14.3
Agree	4	28.6
Strongly agree	6	42.9
Total	14	100.0

Table 129. Services such as searching for qualified family assistants or suitable residential or care facilities is (would be) useful in your company

	Freq	%
Disagree	2	14.3
Somewhat disagree	3	21.4
Somewhat agree	5	35.7
Agree	3	21.4
Strongly agree	1	7.1
Total	14	100.0

Table 130. Services such as psychological support is (would be) useful in your company

	Freq	%
Disagree	1	7.1
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	6	42.9
Strongly agree	3	21.4
Total	14	100.0

3.1.5.3 Area (C) Economic Indicators (should) Used to Assess the Effectiveness of a Well-being Manager for Well-being Aspects

Table 131–Table 139 show the type of economic indicators used to assess the effectiveness of a work well-being manager dealing with well-being aspects.

Table 131. Disciplinary sanctions

	Freq	%
Disagree	3	21.4
Somewhat disagree	4	28.6
Somewhat agree	2	14.3
Agree	3	21.4
Strongly Agree	2	14.3
Total	14	100.0

Table 132. Absenteeism

	Freq	%
Disagree	2	14.3
Somewhat disagree	1	7.1
Somewhat agree	2	14.3
Agree	5	35.7
Strongly Agree	4	28.6
Total	14	100.0

Table 133. Turnover

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	1	7.1
Agree	7	50.0
Strongly Agree	5	35.7
Total	14	100.0

Table 134. Accidents at work (except for home-work trip)

	Freq	%
Somewhat disagree	1	7.1
Somewhat agree	3	21.4
Agree	5	35.7
Strongly Agree	5	35.7
Total	14	100.0

Table 135. Internal mobility requests

	Freq	%
Disagree	1	7.1
Somewhat disagree	2	14.3
Somewhat agree	1	7.1
Agree	5	35.7
Strongly Agree	5	35.7
Total	14	100.0

Table 136. Non-compliance as evidenced by quality systems

	Freq	%
Somewhat disagree	3	21.4
Somewhat agree	2	14.3
Agree	4	28.6
Strongly Agree	5	35.7
Total	14	100.0

Table 137. Customer satisfaction indicator

	Freq	%
Somewhat agree	3	21.4
Agree	4	28.6
Strongly Agree	7	50.0
Total	14	100.0

Table 138. Lead time

	Freq	%
Somewhat disagree	2	14.3
Somewhat agree	3	21.4
Agree	5	35.7
Strongly Agree	4	28.6
Total	14	100.0

Table 139. Turnover clients or increase customers

	Freq	%
Somewhat agree	5	35.7
Agree	7	50.0
Strongly Agree	2	14.2
Total	14	100.0

Finally, a number of useful comments and suggestions recommended during the interviews are shown in Table 140–Table 143.

Table 140. Other indicators used (or should use) to assess the effectiveness of a well-being manager for dealing with well-being aspects

	Freq
- Ideas for improvement (employee involvement)	1
- Measuring employee satisfaction and commitment by category: information, job satisfaction, organisational culture, internal relation	4
- Quantification and characterization of absenteeism	1
- Willingness to work in a team or as an individual	1
- Indexes of complaints / comments	1
- Suppliers efficiency	1
- Credit rating	1
- Employer reputation	1
- Time that employees spend in the office out of their time shift	1
- Willingness to participate in company's events and proposing some team (friends and family included) activities	1
- Examples of bypassing/ignoring the company policies,	1
- Number of conflicts between the team members,	1
- Performance appraisal;	1
- psychosocial risk assessment	1

Table 141. What kind of training did the Well-being Manager do?

	Freq
- Professional education in the field of health and safety at work -	1
- humanities degree (philosophy or letters) or psychology, in addition to technical economic or legal training, or jurisprudence or economics and commerce, in addition to soft skills and counselling or coaching skills	1
- Just experience earned for work and HR workshops	3
- Annual Personnel Congresses; or other courses, NLP - Training - Neurolinguistic Programming, family-friendly company-certified training	1

Table 142. Costs for a Well-being Manager

	Freq
30,000 EUR	1
40,000 EUR	1
Gross annual earnings	1

Table 143. Other Suggestions

	Freq
- Organisation of picnic, New Year's Eve, reception of jubilees, seniors Active G6 Society and Cultural Society	1
- By internal regulation, all employees benefit from two days a month of smart working; for particular needs, the number of days may increase	1
- Special referral, support, and monitoring programmes in chemical dependencies.	1
- There is a financial award given by the performance of the organisation to value and motivate the human resources of the organisation.	1
- We believe that the role of WWM should not be assigned to someone from the higher management, and should be someone trustworthy who spends a lot of hours in the office and is able to keep some balance between every member of a company.	1

3.1.6 Discussion

The first area investigated with the interview concerned the technical and soft skills that a Well-being manager should have. For the technical skills, the results show that respondents almost always provide positive answers to the skills proposed with the interview. In particular, for some items: i.e., *To assess and analyse organisational climate*, *To be able to assess excessive workloads*, *To manage unacceptable behaviours*, all respondents answered by indicating a level between "Agree" and "Strongly agree". Only for the *item To know The Country's safety regulations*, a respondent chose "somewhat disagree".

As regards the soft skills, all respondents provided a judgment between "Agree" and "Strongly agree" to skills like *Leadership*, *Teamwork*, *Stress Management*, and *Communication*. Therefore, these seem to be the soft skills that the well-being manager must necessarily be able to handle completely. For the other skills (*Adaptability*, *Autonomy*, *Negotiating*, *Conflict management*, *Mediation*, *Problem-solving and Decision making*) the response level is between "somewhat agree" and "strongly agree". This would seem to indicate that they are still skills that the well-being manager must-have, but not for all respondents are central. For the skill *Time Management*, a respondent does not consider this skill useful, choosing "somewhat disagree" as the answer.

For what concerns other skills emerged with the interview, some employers have suggested also creative thinking and motivation.

The second area investigated has concerned the policies of welfare existing in the company. The results for this area show a particular differentiation and fragmentation in the responses; this makes the understanding of the phenomenon more complex. This fragmentation of responses is reasonable, given that the possible welfare policies are manifold. Among welfare policies, the most frequent seems to be those related to smart working and the possibility of choosing part-time voluntarily. In general, no substantial gender differences seem to emerge in the use of all the services available to employees.

Concerning the perception of the usefulness of specific welfare services, in the case that it was introduced, most of the employers' answers seem to indicate that they could be useful for improving the well-being of employees. Indeed, there are only very few cases in which the answers are placed at the level of "disagree" and "strongly disagree".

Finally, the third area concerned the economic indicators used to assess the effectiveness of a Well-being Manager. If we consider the response frequencies "Agree" and "Strongly agree", the indicators can be listed in the following order of effectiveness (from most -to less): Turn over, Customer satisfaction indicator, Accidents at work (removing home-work trip) and Internal mobility requests (on an equal footing); Absenteeism, Non-compliance as evidenced by quality systems, Lead time and Turn over clients or increase customers' requests (on an equal footing) and finally Disciplinary sanctions.

In conclusion, although with a small sample, the results of the interviews provided useful suggestions for identifying the main aspects of employees' well-being already implemented by some organisations. But above all, particularly useful for the subsequent research phases, the level of importance of technical and soft skills seems to be more precise. Finally, a first step was taken to identify the economic indicators to evaluate the effectiveness of the wellness manager.

3.2 Web Survey

3.2.1 Aim, Method, and Tool

A web survey was conducted on the general population of the partner countries to collect data concerning employee's well-being and WWM skills. The web survey investigates the following main areas: work control and involvement, professional growth and development, work-life balance, work relationships, resource and communication, and job security.

The English version of the questionnaire was developed in Italy and shared with all partners. Each of them translated the instrument into the partner countries native language and administered it in its own country using an on-line questionnaire available on Google (Google Forms).

Both the American Association's Work and Well-Being Survey (from which most of the items were taken) and the results of the semi-structured interview were used to identify the constructs of the survey.

The questionnaire included a total of 76 items, scored on a four-point Likert scale (from 1 = Strongly disagree to 4 = Strongly agree). Six items were administered to evaluate the area "work control and involvement", five items were used for the area "professional growth and development", twelve were administered for evaluating the feeling concerning the "work-life balance", three items were employed to investigate "work relationships", six items were administered to explore the area "resource and

communication”, eight items were used for the area “job security and organisational change”, thirteen items were administered to evaluate “job conditions”, ten items focused on “welfare policies”, and thirteen items were administered to investigate “WWM skills”.

The questionnaire included specific questions aimed at collecting demographical information (e.g., age, gender, nationality).

The web survey was an openly available and accessible opinion poll, where a nonprobability sample of participants self-select into participation. Each participant could answer the questions privately at their own pace.

The data collection took place from March to June 2020. When the data collection was completed, all partners shared the data (back-translated in English) and sent it to the Italian partner for analysis.

3.2.2 Participants

A total of 118 respondents completed the web survey. The number of participants from partner countries and demographic information are as follows (see Table 144–Table 149):

Table 144. Country

	Freq	%
Greek	14	11.9
Italy	50	42.4
Portugal	27	22.9
Slovenia	14	11.9
Spain	13	11.0
Total	118	100.0

Table 145. My age is

	Freq	%
18-22	9	7.6
23-27	22	18.6
28-32	19	16.1
33-37	23	19.5
38-42	21	17.8
43-47	5	4.2
48-52	9	7.6
53-57	6	5.1
58-62	3	2.5
63 & over	1	.8
Total	118	100.0

Table 146. My gender is

	Freq	%
Male	38	32.2
Female	80	67.8
Total	118	100.0

Table 147. My nationality is

	Freq	%
Bulgarian	4	3.4
Cypriot	1	.8
Danish	1	.8
French	1	.8
Greek	12	10.2
Italian	49	41.5
Portuguese	27	22.9
Slovakian	1	.8
Slovenian	14	11.9
Spanish	8	6.8
Total	118	100.0

Table 148. Highest level of education

	Freq	%
High School	23	19.5
Bachelor's degree	39	33.1
Master's degree	50	42.4
PhD or Master	6	5.1
Total	118	100.0

Table 149. I work for an enterprise

	Freq	%
With more than 250 employees	18	15.3
With less than 250 employees	39	33.1
With less than 50 employees	31	26.3
With less than 10 employees	24	20.3
Freelance	3	2.5
Public Administration	3	2.5
Total	118	100.0

3.2.3 Results

The analysis was performed using IBM SPSS Statistics Software (version 20.0). The results are shown for each area (means, SD) and items (response rates).

With regard to the area "control and involvement", (see Table 150–Table 155) the means of the items ranged from 2.70 ($SD = .98$) to 3.08 ($SD = .77$). The greatest approval was for the item "Overall, I am satisfied with the amount of control and involvement I have at work" where the 83.1% of participants provided a response between "Agree" and "Strongly agree". Conversely, the lowest approval was for the item "I regularly participate in activities designed to involve employees in decision making, problem-solving and goal-setting" where 38.1% of participants provided an answer between "Disagree" and "Strongly disagree".

Table 150. Area Control and involvement

	Overall, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	My employer provides employees with sufficient control over how they perform their job.	My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work.	My employer values employee involvement in daily decision making, problem-solving, and goal setting.	I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting.
N	118	118	118	118	118	118
Mean	2.98	3.08	2.99	2.87	2.81	2.70
SD	.762	.769	.910	.957	.945	.981

Table 151. Overall, I am satisfied with the amount of control and involvement I have at work

	Freq.	%
Strongly disagree	5	4.2
Disagree	15	12.7
Agree	63	53.4
Strongly agree	35	29.7
Total	118	100

Table 152. My employer provides employees with sufficient control over how they perform their job

	Freq.	%
Strongly disagree	9	7.6
Disagree	22	18.6
Agree	48	40.7
Strongly agree	39	33.1
Total	118	100

Table 153. My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work

	Freq.	%
Strongly disagree	13	11.0
Disagree	23	19.5
Agree	48	40.7
Strongly agree	34	28.8
Total	118	100

Table 154. My employer values employee involvement in daily decision making, problem-solving, and goal setting

	Freq.	%
Strongly disagree	12	10.2
Disagree	30	25.4
Agree	45	38.1
Strongly agree	31	26.3
Total	118	100

Table 155. I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting

	Freq.	%
Strongly disagree	17	14.4
Disagree	28	23.7
Agree	46	39.0
Strongly agree	27	22.9
Total	118	100

For the area “*growth and development*” (see Table 156–Table 161), the means of the items ranged from 2.33 ($SD = 1.05$) to 2.75 ($SD = 1.03$). The item “My employer values employee training and development” obtained the largest approval with 66.1% of answers between “Agree” and “Strongly agree”. In contrast, the item “My employer provides sufficient opportunities for internal career advancement” reached the lowest approval with the majority of participants (54.3%) providing a judgment between “Disagree” or “Strongly disagree”.

Table 156. Area Growth and development

	Overall, I am satisfied with the growth and development opportunities offered by my employer.	My employer values employee training and development.	My employer offers employees opportunities to apply new knowledge and skills.	I regularly participate in employee training and development activities.	My employer provides sufficient opportunities for internal career advancement.
N	118	118	118	118	118
Mean	2.69	2.72	2.75	2.58	2.33
SD	1.019	1.085	1.029	1.073	1.046

Table 157. Overall, I am satisfied with the growth and development opportunities offered by my employer

	Freq.	%
Strongly disagree	20	16.9
Disagree	25	21.2
Agree	45	38.1
Strongly agree	28	23.7
Total	118	100.0

Table 158. My employer values employee training and development

	Freq.	%
Strongly disagree	25	21.2
Disagree	15	12.7
Agree	46	39.0
Strongly agree	32	27.1
Total	118	100.0

Table 159. My employer offers employees opportunities to apply new knowledge and skills

	Freq.	%
Strongly disagree	18	15.3
Disagree	26	22.0
Agree	41	34.7
Strongly agree	33	28.0
Total	118	100.0

Table 160. I regularly participate in employee training and development activities

	Freq.	%
Strongly disagree	25	21.2
Disagree	28	23.7
Agree	37	31.4
Strongly agree	28	23.7
Total	118	100.0

Table 161. I regularly participate in employee training and development activities

	Freq.	%
Strongly disagree	33	28.0
Disagree	31	26.3
Agree	36	30.5
Strongly agree	18	15.3
Total	118	100.0

Concerning the area “*work-life balance*” (see Table 162–Table 175), the means of the items ranged from 2.29 ($SD = .99$) to 2.84 ($SD = .92$). The largest approval was reached by the item “Overall, I am satisfied with the work-life balance practices offered by my employer” with 67.0% of participants providing an answer between “Agree” and “Strongly agree”. Conversely, the item “My employer provides benefits that allow me to more easily meet my non-work demands” reached the lowest approval (57.6% of answers between “Disagree” and “Strongly disagree”), indicating some dissatisfaction for this aspect of the work experience. Finally, results showed that the answers were equally distributed between “Agree” (or “Strongly agree”; 50%) and “Disagree” (or “Strongly disagree”; 50%) for the item “I find myself thinking negatively about work outside work hours”.

Table 162. Area work-life balance (part 1)

	Overall, I am satisfied with the work-life balance practices offered by my employer.	My employer values work-life balance.	My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.	I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.	I regularly utilize benefits that allow me to more easily meet my nonwork demands.	My employer provides benefits that allow me to more easily meet my non-work demands.
N	118	118	118	118	118	118
Mean	2.84	2.70	2.47	2.30	2.34	2.35
SD	.924	.972	1.002	1.088	1.056	.999

Table 163. Area work-life balance (part 2)

	Work does not let me to have a fair balance between private and working life	I feel excessively pressured at work to meet targets.	After work, I find it hard to wind down.	After the workday, I continue to think about my work situation.	I am under an excessive workload.	I find myself thinking negatively about work outside work hours.
N	118	118	118	118	118	118
Mean	2.29	2.33	2.31	2.71	2.59	2.38
SD	.988	1.022	1.106	1.030	.989	1.093

Table 164. Overall, I am satisfied with the work-life balance practices offered by my employer

	Freq.	%
Strongly disagree	11	9.3
Disagree	28	23.7
Agree	48	40.7
Strongly agree	31	26.3
Total	118	100.0

Table 165. My employer values work-life balance

	Freq.	%
Strongly disagree	18	15.3
Disagree	24	20.3
Agree	51	43.2
Strongly agree	25	21.2
Total	118	100.0

Table 166. My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work

	Freq.	%
Strongly disagree	23	19.5
Disagree	37	31.4
Agree	37	31.4
Strongly agree	21	17.8
Total	118	100.0

Table 167. I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work

	Freq.	%
Strongly disagree	38	32.2
Disagree	26	22.0
Agree	35	29.7
Strongly agree	19	16.1
Total	118	100.0

Table 168. I regularly utilize benefits that allow me to more easily meet my nonwork demands

	Freq.	%
Strongly disagree	32	27.1
Disagree	34	28.8
Agree	32	27.1
Strongly agree	20	16.9
Total	118	100.0

Table 169. My employer provides benefits that allow me to more easily meet my non-work demands

	Freq.	%
Strongly disagree	27	22.9
Disagree	41	34.7
Agree	32	27.1
Strongly agree	18	15.3
Total	118	100.0

Table 170. Work does not let me to have a fair balance between private and working life

	Freq.	%
Strongly disagree	31	26.3
Disagree	36	30.5
Agree	37	31.4
Strongly agree	14	11.9
Total	118	100.0

Table 171. I feel excessively pressured at work to meet targets

	Freq.	%
Strongly disagree	28	23.7
Disagree	43	36.4
Agree	27	22.9
Strongly agree	20	16.9
Total	118	100.0

Table 172. After work, I find it hard to wind down

	Freq.	%
Strongly disagree	37	31.4
Disagree	30	25.4
Agree	29	24.6
Strongly agree	22	18.6
Total	118	100.0

Table 173. After the workday, I continue to think about my work situation

	Freq.	%
Strongly disagree	17	14.4
Disagree	33	28.0
Agree	35	29.7
Strongly agree	33	28.0
Total	118	100.0

Table 174. I am under an excessive workload

	Freq.	%
Strongly disagree	17	14.4
Disagree	40	33.9
Agree	35	29.7
Strongly agree	26	22.0
Total	118	100.0

Table 175. I find myself thinking negatively about work outside work hours

	Freq.	%
Strongly disagree	35	29.7
Disagree	24	20.3
Agree	38	32.2
Strongly agree	21	17.8
Total	118	100.0

The means of the three items used to explore the area "work relationships" (i.e., solidarity, positive relationships with colleagues, and positive relationships with boss or supervisors; see Table 176–Table 179) ranged from 3.08 ($SD = .89$) to 3.44 ($SD = .66$). In all these items, the majority of answers were between "Agree" and "Strongly

agree" (83.0%; 92.3%; and 76.3%), indicating a medium to high satisfaction for this area of the work experience.

Table 176. Area work relationships

	There is solidarity among my colleagues / my team	I have positive relationship with my colleagues	I have positive relationship with my boss or supervisor
N	118	118	118
Mean	3.19	3.44	3.08
SD	.798	.661	.888

Table 177. There is solidarity among my colleagues / my team

	Freq.	%
Strongly disagree	4	3.4
Disagree	16	13.6
Agree	51	43.2
Strongly agree	47	39.8
Total	118	100.0

Table 178. I have positive relationship with my colleagues

	Freq.	%
Strongly disagree	1	.8
Disagree	8	6.8
Agree	47	39.8
Strongly agree	62	52.5
Total	118	100.0

Table 179. I have positive relationship with my boss or supervisor

	Freq.	%
Strongly disagree	7	5.9
Disagree	21	17.8
Agree	46	39.0
Strongly agree	44	37.3
Total	118	100.0

For the area "resource and communication" (see Table 180–Table 186), the means of item responses ranged from 1.93 ($SD = .99$) to 2.73 ($SD = .95$). In particular, for the items investigating satisfaction with employer's communication practices, definition and communication of objectives within the company, and communication with employees (the majority of answers were between "Agree" and "Strongly agree" (59.3%; 55.0%; and 61.9%). In contrast, the items concerning the interest for feedback from employees, and the changes performed in response to employees' feedback obtained the majority of answers between "Disagree" and "Strongly disagree" (56.0%; 64.4%), indicating some dissatisfaction for these aspects of one's own work. Finally, it could be observed that for item "Necessary information for my work is omitted or distorted by

colleagues" most of the answers were in disagreement ("Disagree" or "Strongly disagree"; 71.2%) indicating that this aspect of the working life did not represent a concern for participants.

Table 180. Area resource and communication

	Overall, I am satisfied with my employer's communication practices.	The objectives of my company organisation are always well defined and communicated.	My company or organisation regularly communicate with employees.	My company or organisation periodically collect feedback from employees.	My employer regularly makes changes in response to employee feedback.	Necessary information for my work is omitted or distorted by colleagues.
N	118	118	118	118	118	118
Mean	2.69	2.59	2.73	2.34	2.15	1.93
SD	.958	.989	.949	1.072	.975	.993

Table 181. Overall, I am satisfied with my employer's communication practices

	Freq.	%
Strongly disagree	15	12.7
Disagree	33	28.0
Agree	44	37.3
Strongly agree	26	22.0
Total	118	100.0

Table 182. The objectives of my company organisation are always well defined and communicated

	Freq.	%
Strongly disagree	19	16.1
Disagree	34	28.8
Agree	41	34.7
Strongly agree	24	20.3
Total	118	100.0

Table 183. My company or organisation regularly communicate with employees

	Freq.	%
Strongly disagree	14	11.9
Disagree	31	26.3
Agree	46	39.0
Strongly agree	27	22.9
Total	118	100.0

Table 184. My company or organisation periodically collect feedback from employees

	Freq.	%
Strongly disagree	33	28.0
Disagree	33	28.0
Agree	31	26.3
Strongly agree	21	17.8
Total	118	100.0

Table 185. My employer regularly makes changes in response to employee feedback

	Freq.	%
Strongly disagree	36	30.5
Disagree	40	33.9
Agree	30	25.4
Strongly agree	12	10.2
Total	118	100.0

Table 186. Necessary information for my work is omitted or distorted by colleagues

	Freq.	%
Strongly disagree	52	44.1
Disagree	32	27.1
Agree	24	20.3
Strongly agree	10	8.5
Total	118	100.0

In the area "job security and organisational change" (see Table 187–Table 195), the means of items ranged from 1.89 ($SD = 1.10$) to 3.00 ($SD = .91$). In particular, for the items referring to the availability of adequate safety devices, the availability of comfortable environments, the involvement of employees in organisational changes, the involvement of employees for decisions that affect him or her, the clear communication of changes, and the sensitivity of the company towards safety issues, the majority of the answers were between "Agree" and "Strongly agree" (i.e., 79.6%; 72.9%; 54.3%; 61.9%; 52.6%; and 73.8), suggesting that these aspects were satisfactory for participants. Conversely, the two items "I feel excluded from the possibilities of professional advancement" and "I am worried about the expiry of my employment contract" obtained mainly answers in disagreement ("Disagree" or "Strongly disagree"; 55.1% and 70.3%). These results suggest that feelings of exclusion from possibilities of professional advancement and worries about the expiry of the employment contract were aspects not problematic for respondents.

Table 187. Area job security and organisational change

	I feel excluded from the possibilities of professional advancement	To carry out my job, I have adequate safety devices available	The work environments are comfortable and well-lit	In my organisation, employees are consulted when there are changes in the workplace	I am directly involved when my boss or supervisor makes decisions that affect me	When changes are introduced, they are clear to me how they will work in practice	The company shows sensitivity towards safety issues in the workplace	I am worried about the expiry of my employment contract
N	118	118	118	118	118	118	118	118
Mean	2.41	2.98	3.00	2.61	2.75	2.59	2.95	1.89
SD	1.056	.896	.906	1.013	.915	.850	.941	1.100

Table 188. I feel excluded from the possibilities of professional advancement

	Freq.	%
Strongly disagree	28	23.7
Disagree	37	31.4
Agree	30	25.4
Strongly agree	23	19.5
Total	118	100.0

Table 189. To carry out my job, I have adequate safety devices available

	Freq.	%
Strongly disagree	12	10.2
Disagree	12	10.2
Agree	60	50.8
Strongly agree	34	28.8
Total	118	100.0

Table 190. The work environments are comfortable and well-lit

	Freq.	%
Strongly disagree	8	6.8
Disagree	24	20.3
Agree	46	39.0
Strongly agree	40	33.9
Total	118	100.0

Table 191. In my organisation, employees are consulted when there are changes in the workplace

	Freq.	%
Strongly disagree	19	16.1
Disagree	35	29.7
Agree	37	31.4
Strongly agree	27	22.9
Total	118	100.0

Table 192. I am directly involved when my boss or supervisor makes decisions that affect me

	Freq.	%
Strongly disagree	11	9.3
Disagree	34	28.8
Agree	46	39.0
Strongly agree	27	22.9
Total	118	100.0

Table 193. When changes are introduced, they are clear to me how they will work in practice

	Freq.	%
Strongly disagree	10	8.5
Disagree	46	39.0
Agree	44	37.3
Strongly agree	18	15.3
Total	118	100.0

Table 194. The company shows sensitivity towards safety issues in the workplace

	Freq.	%
Strongly disagree	12	10.2
Disagree	19	16.1
Agree	50	42.4
Strongly agree	37	31.4
Total	118	100.0

Table 195. I am worried about the expiry of my employment contract

	Freq.	%
Strongly disagree	63	53.4
Disagree	20	16.9
Agree	20	16.9
Strongly agree	15	12.7
Total	118	100.0

The means of the items in the area "job conditions" (see Table 196–Table 210) were from 1.87 ($SD = .94$) to 3.05 ($SD = .82$). The item in which most of the responses were "Agree" or "Strongly agree" (76.3%) was "I have all the tools I need to do my job";

whereas for the item “I have the impression that I have a marginal position within my organisation”, the majority of the responses were “Disagree” or “Strongly disagree”(75.5%), indicating that most of the participants do not have the impression of having a marginal position in their workplace.

Table 196. Area job conditions (part 1)

	Overall, I am satisfied with the health and safety practices of my employer	I have all the tools I need to do my job	The jobs of the various departments/offices are clearly defined	My role within the organisation is not well defined	I have the impression that I have a marginal position within my organisation	My work increases my sense of self-worth	I feel my boss is empathic and understanding about my work concerns	My employer provides sufficient resources to help employees manage their stress
N	118	118	118	118	118	118	118	118
Mean	2.97	3.05	2.86	2.09	1.87	2.88	2.70	2.22
SD	.842	.815	.866	1.029	.939	.944	.990	.988

Table 197. Area job conditions (part 2)

	I feel personally connected to my organisation’s values.	During my workday, I typically feel tense or stressed out.	My company or organisation makes me feel valued.	My values and the values of my employer are very similar.	I intend to seek employment outside of my company or organisation in the next year.
N	118	118	118	118	118
Mean	2.82	2.58	2.66	2.60	2.33
SD	.949	.955	1.031	.917	1.125

Table 198. Overall, I am satisfied with the health and safety practices of my employer

	Freq.	%
Strongly disagree	6	5.1
Disagree	25	21.2
Agree	53	44.9
Strongly agree	34	28.8
Total	118	100.0

Table 199. I have all the tools I need to do my job

	Freq.	%
Strongly disagree	4	3.4
Disagree	24	20.3
Agree	52	44.1
Strongly agree	38	32.2
Total	118	100.0

Table 200. The jobs of the various departments/offices are clearly defined

	Freq.	%
Strongly disagree	9	7.6
Disagree	26	22.0
Agree	55	46.6
Strongly agree	28	23.7
Total	118	100.0

Table 201. My role within the organisation is not well defined

	Freq.	%
Strongly disagree	44	37.3
Disagree	32	27.1
Agree	29	24.6
Strongly agree	13	11.0
Total	118	100.0

Table 202. I have the impression that I have a marginal position within my organisation

	Freq.	%
Strongly disagree	52	44.1
Disagree	37	31.4
Agree	21	17.8
Strongly agree	8	6.8
Total	118	100.0

Table 203. My work increases my sense of self-worth

	Freq.	%
Strongly disagree	12	10.2
Disagree	24	20.3
Agree	48	40.7
Strongly agree	34	28.8
Total	118	100.0

Table 204. I feel my boss is empathic and understanding about my work concerns

	Freq.	%
Strongly disagree	18	15.3
Disagree	26	22.0
Agree	47	39.8
Strongly agree	27	22.9
Total	118	100.0

Table 205. My employer provides sufficient resources to help employees manage their stress

	Freq.	%
Strongly disagree	33	28.0
Disagree	40	33.9
Agree	31	26.3
Strongly agree	14	11.9
Total	118	100.0

Table 206. I feel personally connected to my organisation's values

	Freq.	%
Strongly disagree	12	10.2
Disagree	29	24.6
Agree	45	38.1
Strongly agree	32	27.1
Total	118	100.0

Table 207. During my workday, I typically feel tense or stressed out

	Freq.	%
Strongly disagree	17	14.4
Disagree	38	32.2
Agree	41	34.7
Strongly agree	22	18.6
Total	118	100.0

Table 208. My company or organisation makes me feel valued

	Freq.	%
Strongly disagree	21	17.8
Disagree	26	22.0
Agree	43	36.4
Strongly agree	28	23.7
Total	118	100.0

Table 209. My values and the values of my employer are very similar

	Freq.	%
Strongly disagree	15	12.7
Disagree	37	31.4
Agree	46	39.0
Strongly agree	20	16.9
Total	118	100.0

Table 210. I intend to seek employment outside of my company or organisation in the next year

	Freq.	%
Strongly disagree	37	31.4
Disagree	29	24.6
Agree	28	23.7
Strongly agree	24	20.3
Total	118	100.0

In the area "welfare policies" (see Table 211–Table 222), the means of the items ranged from 3.11 ($SD = 1.08$) to 3.54 ($SD = .72$); for all items, the vast majority of participants provided judgments between "Agree" or "Strongly agree", suggesting that all the welfare policies indicated by the items are considered relevant and/or useful. In particular, the greatest approval (91.5%) was for item "Free kindergartens or company nursery", whereas the lowest (74.6%) was for item "Part-time for a limited period if I need it".

Table 211. Area welfare policies (part 1)

	More hourly flexibility (for example: to go to work later and finish later, etc.)	Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints)	Part-time for a limited period if I need it	To have more work permits to look after a family member at home or in hospital facilities	More economic incentives for key life events (for example the birth of a child)
N	118	118	118	118	118
Mean	3.31	3.4	3.11	3.45	3.54
SD	0.947	0.839	1.076	0.711	0.724

Table 212. Area welfare policies (part 2)

	More work permits for breastfeeding or feeding	Free kindergartens or company nursery	Additional forms of health care (like agreements with medical clinics, dental offices, etc.)	Other forms of specific support actions for the assistance of family members as caregiving	Tools supporting practical guidance for all the issues related to caregiving (as front office)
N	118	118	118	118	118
Mean	3.42	3.51	3.48	3.36	3.23
SD	0.851	0.793	0.792	0.802	0.861

Table 213. More hourly flexibility (for example: to go to work later and finish later, etc.)

	Freq.	%
Strongly disagree	9	7.6
Disagree	13	11.0
Agree	29	24.6
Strongly agree	67	56.8
Total	118	100.0

Table 214. Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints)

	Freq.	%
Strongly disagree	4	3.4
Disagree	15	12.7
Agree	29	24.6
Strongly agree	70	59.3
Total	118	100.0

Table 215. Part-time for a limited period if I need it

	Freq.	%
Strongly disagree	16	13.6
Disagree	14	11.9
Agree	29	24.6
Strongly agree	59	50.0
Total	118	100.0

Table 216. To have more work permits to look after a family member at home or in hospital facilities

	Freq.	%
Strongly disagree	2	1.7
Disagree	9	7.6
Agree	41	34.7
Strongly agree	66	55.9
Total	118	100.0

Table 217. More economic incentives for key life events (for example the birth of a child)

	Freq.	%
Strongly disagree	2	1.7
Disagree	10	8.5
Agree	28	23.7
Strongly agree	78	66.1
Total	118	100.0

Table 218. More work permits for breastfeeding or feeding

	Freq.	%
Strongly disagree	5	4.2
Disagree	13	11.0
Agree	28	23.7
Strongly agree	72	61.0
Total	118	100.0

Table 219. Free kindergartens or company nursery

	Freq.	%
Strongly disagree	6	5.1
Disagree	4	3.4
Agree	32	27.1
Strongly agree	76	64.4
Total	118	100.0

Table 220. Additional forms of health care (like agreements with medical clinics, dental offices, etc.)

	Freq.	%
Strongly disagree	4	3.4
Disagree	10	8.5
Agree	29	24.6
Strongly agree	75	63.6
Total	118	100.0

Table 221. Other forms of specific support actions for the assistance of family members as caregiving

	Freq.	%
Strongly disagree	5	4.2
Disagree	9	7.6
Agree	42	35.6
Strongly agree	62	52.5
Total	118	100.0

Table 222. Tools supporting practical guidance for all the issues related to caregiving (as front office)

	Freq.	%
Strongly disagree	6	5.1
Disagree	15	12.7
Agree	43	36.4
Strongly agree	54	45.8
Total	118	100.0

Finally, for the area WWM skills (see Table 223–Table 236), the means of items ranged from 5.13 ($SD = .82$) to 5.64 ($SD = .59$). For the item "To be able to master stressful situations" (all the answers were in agreement (i.e., "Agree" or "Strongly agree");

whereas for the item "To be able to adapt himself to the different organisational context demands" 9.2% of answers were in disagreement (i.e., "Disagree" or "Strongly disagree"), indicating that for some individuals this competence is not very relevant.

Table 223. Area WWM skills (part 1)

	To be able to adapt himself to the different organisational context demands	To be able to set up working methods and organize and conduct their work independently	To be able to guide and motivate team, assigning objectives and managing dynamics	To be able to cooperate to achieve common objectives	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency	To be able to handle positive and negative emotions in different situations effectively
N	118	118	118	118	118	118
Mean	5.20	5.13	5.38	5.47	5.44	5.40
SD	1.017	.822	.826	.770	.746	.807

Table 224. Area WWM skills (part 2)

	To be able to master stressful situations	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties	To be able to prevent and manage conflict situations	To be able to support, as a third party, the achievement of an agreement between the parties	To be able to understand problems and find an effective solution using both experience and creativity
N	118	118	118	118	118	118
Mean	5.64	5.43	5.37	5.43	5.33	5.46
SD	.594	.768	.793	.842	.916	.781

Table 225. To be able to adapt himself to the different organisational context demands

	Freq.	%
Strongly disagree	1	0.8
Disagree	2	1.7
Somewhat disagree	4	3.4
Somewhat agree	17	14.4
Agree	35	29.7
Strongly agree	59	50.0
Total	118	100.0

Table 226. To be able to set up working methods and organize and conduct their work independently

	Freq.	%
Somewhat disagree	5	4.2
Somewhat agree	18	15.3
Agree	52	44.1
Strongly agree	43	36.4
Total	118	100.0

Table 227. To be able to guide and motivate team, assigning objectives and managing dynamics

	Freq.	%
Disagree	1	0.8
Somewhat disagree	2	1.7
Somewhat agree	14	11.9
Agree	35	29.7
Strongly agree	66	55.9
Total	118	100.0

Table 228. To be able to cooperate to achieve common objectives

	Freq.	%
Somewhat disagree	3	2.5
Somewhat agree	11	9.3
Agree	32	27.1
Strongly agree	72	61.0
Total	118	100.0

Table 229. To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency

	Freq.	%
Somewhat disagree	1	0.8
Somewhat agree	15	12.7
Agree	33	28.0
Strongly agree	69	58.5
Total	118	100.0

Table 230. To be able to handle positive and negative emotions in different situations effectively

	Freq.	%
Somewhat disagree	3	2.5
Somewhat agree	15	12.7
Agree	32	27.1
Strongly agree	68	57.6
Total	118	100.0

Table 231. To be able to master stressful situations

	Freq.	%
Somewhat agree	7	5.9
Agree	29	24.6
Strongly agree	82	69.5
Total	118	100.0

Table 232. To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context

	Freq.	%
Disagree	1	0.8
Somewhat agree	14	11.9
Agree	35	29.7
Strongly agree	68	57.6
Total	118	100.0

Table 233. To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties

	Freq.	%
Disagree	1	0.8
Somewhat disagree	2	1.7
Somewhat agree	11	9.3
Agree	42	35.6
Strongly agree	62	52.5
Total	118	100.0

Table 234. To be able to prevent and manage conflict situations

	Freq.	%
Disagree	1	0.8
Somewhat disagree	2	1.7
Somewhat agree	15	12.7
Agree	27	22.9
Strongly agree	73	61.9
Total	118	100.0

Table 235. To be able to support, as a third party, the achievement of an agreement between the parties

	Freq.	%
Strongly disagree	1	0.8
Disagree	1	0.8
Somewhat disagree	3	2.5
Somewhat agree	11	9.3
Agree	39	33.1
Strongly agree	63	53.4
Total	118	100.0

Table 236. To be able to understand problems and find an effective solution using both experience and creativity

	Freq.	%
Somewhat disagree	4	3.4
Somewhat agree	9	7.6
Agree	34	28.8
Strongly agree	71	60.2
Total	118	100.0

Comparisons across age groups (see Table 237), gender (see Table 238), and nationality of respondents (see Table 239) were performed for the items asking about the overall satisfaction with one's own work, the amount of control and involvement at work, the growth and development opportunities, the work-life balance, the communication practices, and the health and safety practices (i.e., items 1, 2, 3, 4, 5, 6).

With regard to age, nine groups were considered: 18-22, 23-27, 28-32, 33-37, 38-42, 43-47, 48-52, 53-57, 58-62, over 63 years. Results showed that the age classes 18-22, 28-32, 33-37, 38-42, 53-57, and 58-62 reached the largest mean on item 2 ("Overall, I am satisfied with the amount of control and involvement I have at work"; mean from 3.00 to 3.67). The age group 28-32 scored higher also on item 6 ("Overall, I am satisfied with the health and safety practices of my employer"), whereas the age groups 53-57 and 58-62 scored higher also on item 1 (i.e., "All in all, I am satisfied with my job"), thus indicating a sufficient level of satisfaction for these aspects of the work experience. The age groups 28-32, 43-47, and 48-52 obtained the highest score on item 6.

Table 237. Age

A1. My age is		N	Mean	SD
18-22 years	1. All in all, I am satisfied with my job	9	3.11	.782
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	9	3.33	.707
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	9	3.22	.833
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	9	2.89	1.054
	5. Overall, I am satisfied with my employer's communication practices.	9	2.89	1.167
	6. Overall, I am satisfied with the health and safety practices of my employer.	9	3.11	.928
23-27 years	1. All in all, I am satisfied with my job	22	3.05	.785
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	22	3.00	.690
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	22	3.05	.785
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	22	2.77	.869
	5. Overall, I am satisfied with my employer's communication practices.	22	3.14	.941
	6. Overall, I am satisfied with the health and safety practices of my employer.	22	2.91	1.151
28-32 years	1. All in all, I am satisfied with my job	19	2.89	.658
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	19	3.05	.621

	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	19	2.68	.885
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	19	2.79	.976
	5.Overall, I am satisfied with my employer's communication practices.	19	2.47	1.020
	6.Overall, I am satisfied with the health and safety practices of my employer.	19	3.05	.848
33-37 years	1. All in all, I am satisfied with my job	23	2.87	.815
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	23	3.00	.905
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	23	2.30	1.063
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	23	2.78	.998
	5.Overall, I am satisfied with my employer's communication practices.	23	2.48	.994
	6.Overall, I am satisfied with the health and safety practices of my employer.	23	2.87	.626
38-42 years	1. All in all, I am satisfied with my job	21	2.90	.768
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	21	3.10	.768
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	21	2.57	1.076
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	21	2.86	.727
	5.Overall, I am satisfied with my employer's communication practices.	21	2.67	.730
	6.Overall, I am satisfied with the health and safety practices of my employer.	21	2.90	.768
43-47 years	1. All in all, I am satisfied with my job	5	2.60	.548
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	5	2.80	.447
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	5	1.80	.837
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	5	2.80	1.304
	5.Overall, I am satisfied with my employer's communication practices.	5	2.20	.447
	6.Overall, I am satisfied with the health and safety practices of my employer.	5	3.00	1.000
48-52 years	1. All in all, I am satisfied with my job	9	2.89	.928
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	9	2.89	1.167
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	9	2.44	1.236
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	9	2.56	1.014
	5.Overall, I am satisfied with my employer's communication practices.	9	2.33	1.118
	6.Overall, I am satisfied with the health and safety practices of my employer.	9	3.00	.707
53-57 years	1. All in all, I am satisfied with my job	6	3.50	.548
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	6	3.50	.548
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	6	3.00	1.265
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	6	3.33	.816

	5.Overall, I am satisfied with my employer's communication practices.	6	3.00	.894
	6.Overall, I am satisfied with the health and safety practices of my employer.	6	3.17	.753
58-62 years	1. All in all, I am satisfied with my job	3	3.67	.577
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	3	3.67	.577
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	3	3.33	.577
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	3	3.33	1.155
	5.Overall, I am satisfied with my employer's communication practices.	3	3.00	1.000
	6.Overall, I am satisfied with the health and safety practices of my employer.	3	3.00	1.000
63 & over	1. All in all, I am satisfied with my job	1	4.00	.
	2.Overall, I am satisfied with the amount of control and involvement I have at work.	1	4.00	.
	3.Overall, I am satisfied with the growth and development opportunities offered by my employer.	1	4.00	.
	4.Overall, I am satisfied with the work-life balance practices offered by my employer.	1	4.00	.
	5.Overall, I am satisfied with my employer's communication practices.	1	3.00	.
	6.Overall, I am satisfied with the health and safety practices of my employer.	1	4.00	.

Comparisons across gender indicate that both males and females obtained the highest score on item 2 ("Overall, I am satisfied with the amount of control and involvement I have at work"). However, while for the male group the lowest mean score was on item "Overall, I am satisfied with my employer's communication practices" for females it was on item 3 ("Overall, I am satisfied with the growth and development opportunities offered by my employer"). No statistically significant difference emerges in the comparison between males and females in any area.

Table 238. Gender

A2. My gender is:		N	Mean	SD
Male	1. All in all, I am satisfied with my job	38	3.05	.837
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	38	3.16	.754
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	38	2.66	1.047
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	38	2.76	.998
	5. Overall, I am satisfied with my employer's communication practices.	38	2.63	1.025
	6. Overall, I am satisfied with the health and safety practices of my employer.	38	2.92	.912
Female	1. All in all, I am satisfied with my job	80	2.95	.727
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	80	3.05	.778
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	80	2.70	1.011
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	80	2.88	.891
	5. Overall, I am satisfied with my employer's communication practices.	80	2.71	.930
	6. Overall, I am satisfied with the health and safety practices of my employer.	80	3.00	.811

Finally, with regard to the comparisons across nationalities, results indicated that, for Italian, Portuguese, and Slovenian respondents, the highest mean score was on item Overall, I am satisfied with the amount of control and involvement I have at work, for Greek was on item 1 (All in all, I am satisfied with my job), whereas for the Spanish was on item 5 (“Overall, I am satisfied with my employer's communication practices”). Interestingly, Slovenian e Spanish respondents provided an opposed pattern of answers. In fact, Spanish respondents obtained the highest score on item 5 and the lowest on item 2, whereas Slovenians obtained the highest on item 2 and the lowest on item 5 (the lowest mean score on item 5 was obtained also by English and Italian respondents, whereas Portuguese obtained the lowest score on item 3).

Table 239. Nationality

Country		N	Mean	SD
Greece	1. All in all, I am satisfied with my job	14	3.21	.699
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	14	3.07	.829
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	14	2.50	1.160
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	14	2.79	1.051
	5. Overall, I am satisfied with my employer's communication practices.	14	2.36	1.082
	6. Overall, I am satisfied with the health and safety practices of my employer.	14	3.07	.730
Italy	1. All in all, I am satisfied with my job	50	2.90	.863
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	50	2.98	.820
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	50	2.70	1.015
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	50	2.72	.991
	5. Overall, I am satisfied with my employer's communication practices.	50	2.62	.967
	6. Overall, I am satisfied with the health and safety practices of my employer.	50	2.84	.889
Portugal	1. All in all, I am satisfied with my job	27	2.85	.662
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	27	3.19	.622
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	27	2.33	1.000
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	27	2.96	.808
	5. Overall, I am satisfied with my employer's communication practices.	27	2.52	.643
	6. Overall, I am satisfied with the health and safety practices of my employer.	27	3.07	.675
Slovenia	1. All in all, I am satisfied with my job	14	3.14	.770
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	14	3.36	.745
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	14	3.07	.917
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	14	2.86	.864
	5. Overall, I am satisfied with my employer's communication practices.	14	2.79	1.122
	6. Overall, I am satisfied with the health and safety practices of my employer.	14	2.86	.770
Spain	1. All in all, I am satisfied with my job	13	3.15	.555
	2. Overall, I am satisfied with the amount of control and involvement I have at work.	13	3.00	.816
	3. Overall, I am satisfied with the growth and development opportunities offered by my employer.	13	3.15	.801
	4. Overall, I am satisfied with the work-life balance practices offered by my employer.	13	3.08	.862
	5. Overall, I am satisfied with my employer's communication practices.	13	3.54	.776
	6. Overall, I am satisfied with the health and safety practices of my employer.	13	3.31	1.109

3.3 SME Surveys (A)–Employees

3.3.1 Aim, Method, and Tool

The aim of this survey was to collect data from organisations that could be a possible recipient for the training of an expert for improving well-being at the workplace. The survey composed of two versions (A and B) and was conducted for each SME.

SME version A was addressed to employees and SME version B was addressed to the employers. Data collected for SME A examined the following areas: work control and involvement, professional growth and development, work-life balance, work relationships, resource and communication, job security and organisational change, job conditions, welfare policies, and WWM skills.

The SME version A was the same as the Web Survey.

The SME version B is a 6-point Likert scale survey covering:

- 1) 8 items about the indicators used (or that could be used) to assess the effectiveness of WWM. These items were proposed based on the results of SSI (see Chapter 3.1 Case Studies Data Collection).
- 2) 15 items were administrated to evaluate WWM skills (both soft and technical) scored on a six-point Likert scale (from 1 = “Strongly disagree” to 4 = “Strongly Agree”). Items about soft skills are the same of version A.
- 3) 7 items to investigate “Management style” to assess the employer’s management style. (see Chapter 3.11 SME Survey (B)–Employers

The English version of the surveys were developed in Italy and shared with all partners. Each of them translated the instrument to the native language and administered it in its own country through an on-line questionnaire available on Google Form. The responses also were recorded using the same Google Form.

A convenience sampling method was used to recruit enterprises. The data collection took place from March to July 2020. Initially, a shorter collection time was scheduled, but due to the COVID-19 pandemic it was very difficult to recruit companies to the project. As such, extended time was given to obtain a greater number of responses.

When the data collection was completed, all partners shared the data (backtranslated in English) to the Italian partner for analysis.

In the following sections, the results of SME Survey (A) – Employees is presented, first for the total sample of all employees from all partner countries and then the results for each individual partner country.

3.3.2 Participants

A total of 318 participants took part in the study (Greece = 31 participants; Italy = 42 participants; Portugal = 166 participants; Slovenia = 60 participants; Spain = 19 participants) from 35 different companies located in the countries of the five partners (Greece = 6 companies; Italy = 7 companies; Portugal = 11 companies; Slovenia = 5 companies; Spain = 6 companies). Participants were 199 females and 112 males (seven participants did not provide the information about gender). Among them, .06% were aged between 18 and 22 years, 10.7% were between 23 and 27, 14.8 % were between 28 and 32, 14.2% were between 33 and 37, 22.4 % were between 43 and 47, 11.4% were between 48 and 52, 8.5%; were between 53 and 57, 2.5% were between 58 and 62, 1.9% were over 63 (one participant did not provide the detail about age). The vast majority of respondents reported having good or very good health status (Very bad = .3%; Bad = 1.6%; Fair = 13.6%; Good = 45.7%; Very good = 38.8%; one participant did not provide the information about health). See Table 240. Country–Table 243. How is your health in general? for detailed results.

Table 240. Country

	Freq.	%
Italy	42	13.2
Greek	31	9.7
Slovenia	60	18.9
Portugal	166	52.2
Spain	19	6.0
Total	318	100.0

Table 241. Gender

	Freq.	%
Female	199	63
Male	112	36
Missing	7	1
Total	318	

Table 242. A1. My age is

	Freq.	%
18 -22	2	0.6
23-27	34	10.7
28-32	47	14.8
33-37	45	14.2
38-42	71	22.4
43-47	41	12.9
48-52	36	11.4
53-57	27	8.5
58-62	8	2.5
over 63	6	1.9
Missing	1	
Total	318	

Table 243. How is your health in general?

	Freq.	%
Very bad	1	0.3
Bad	5	1.6
Fair	43	13.6
Good	145	45.7
Very good	123	38.8
Missing	1	
Total	318	

3.3.3 Total Sample Results

The analysis was performed using IBM SPSS Statistics Software (version 20.0). The results are presented by area (means, SD) and by item (response rates). In some cases, on the basis of the sample size, certain *t* tests were carried out to verify the presence of significant differences between the group of males and females.

With regard to the items investigating the overall satisfaction with one's own work (see Table 244. Overall satisfaction, the amount of control and involvement at work, the growth and development opportunities, the work and life balance, the communication practices, and the health and safety practices means ranged between 2.95 and 3.32. For these items, the majority of answers were between "Agree" and "Strongly agree" (from 73.1% to 89.3%). These results indicate that, in general, participants are rather satisfied with these aspects of their work. The largest rate of agreement (i.e., "Agree" or "Strongly agree" was for the item investigating the satisfaction with the health and safety practices in the workplace (89.3% of endorsement). Conversely, the lowest agreement was for the item asking about the satisfaction with the growth and development opportunities offered by the employer (73.1 % of endorsement).

Table 244. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	318	318	317	318	318	318
Missing	0	0	1	0	0	0
Mean	3.30	3.29	2.95	3.11	3.01	3.32
SD	.720	.776	.883	.846	.902	.730

No statistically significant difference emerges in the comparison between males and females.

Table 245. Overall satisfaction Female and Male

	Mean Female	SD Female	Mean Male	SD Male
1. All in all, I am satisfied with my job	3.28	0.745	3.38	0.631
2. Overall, I am satisfied with the amount of control and involvement I have at work.	3.29	0.787	3.32	0.762
3.1 Overall, I am satisfied with the growth and development opportunities offered by my employer.	2.92	0.866	3.02	0.920
4.1 Overall, I am satisfied with the work-life balance practices offered by my employer.	3.07	0.856	3.19	0.833
6.1 Overall, I am satisfied with my employer's communication practices.	3.04	0.901	3.04	0.859
8.1 Overall, I am satisfied with the health and safety practices of my employer.	3.33	0.731	3.35	0.719

Table 246. All in all, I am satisfied with my job

	Freq.	%
Strongly Disagree	5	1.6
Disagree	34	10.7
Agree	141	44.3
Strongly Agree	138	43.4
Total	318	100.0

Table 247. Overall, I am satisfied with the amount of control and involvement I have at work

	Freq.	%
Strongly Disagree	12	3.8
Disagree	27	8.5
Agree	137	43.1
Strongly Agree	142	44.7
Total	318	100.0

Table 248. Overall, I am satisfied with the growth and development opportunities offered by my employer

	Freq.	%
Strongly Disagree	23	7.3
Disagree	62	19.6
Agree	139	43.8
Strongly Agree	93	29.3
Missing	1	
Total	318	

Table 249. Overall, I am satisfied with the work-life balance practices offered by my employer

	Freq.	%
Strongly Disagree	15	4.7
Disagree	53	16.7
Agree	132	41.5
Strongly Agree	118	37.1
Total	318	100.0

Table 250. Overall, I am satisfied with my employer's communication practices

	Freq.	%
Strongly Disagree	26	8.2
Disagree	50	15.7
Agree	138	43.4
Strongly Agree	104	32.7
Total	318	100.0

Table 251. Overall, I am satisfied with the health and safety practices of my employer

	Freq.	%
Strongly Disagree	8	2.5
Disagree	26	8.2
Agree	141	44.3
Strongly Agree	143	45.0
Total	318	100.0

Concerning the items exploring the skills of WWM (see Table 252–Table 266) the means ranged from 5.30 to 5.55. For these items, the vast majority of answers agreed (between “Somewhat agree” and “Strongly agree”; from 95.9% to 98.4%). These results indicate that, in general, participants consider very important all the proposed stress management competences. In particular, the highest endorsement was for the competence investigated by Items “To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context”, “To be able to understand problems and find an effective solution using both experience and creativity”), whereas the lowest was for the competences indicated by items such as “To be able to guide and motivate team, assigning objectives and managing dynamics”, “To be able to exploit existing

negotiating margins to achieve a positive result by reaching an agreement between the parties". These results suggest that, for participants, managers should be able to use verbal language and non-verbal expressions, and effective in understand and solving problems using both experience and creativity. In contrast, the competences of managing conflict situations, and guiding and motivating team were considered as a few less important.

Table 252. WWM Skills (part 1)

	To be able to adapt himself to the different organisational context demands	To be able to set up working methods and organize and conduct their work independently	To be able to guide and motivate team, assigning objectives and managing dynamics	To be able to cooperate to achieve common objectives	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency	To be able to handle positive and negative emotions in different situations effectively
N	315	314	314	314	314	314
Missing	3	4	4	4	4	4
Mean	5.42	5.30	5.40	5.53	5.46	5.46
SD	.771	.879	.928	.767	.767	.787

Table 253. WWM skills (part 2)

	To be able to master stressful situations.	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.	To be able to prevent and manage conflict situations.	To be able to support, as a third party, the achievement of an agreement between the parties.	To be able to understand problems and find an effective solution using both experience and creativity.	To be able to make effective decisions, even in conditions of uncertainty and complexity.
N	314	313	313	313	313	313	313
Missing	4	5	5	5	5	5	5
Mean	5.55	5.42	5.38	5.53	5.40	5.42	5.41
SD	.749	.768	.866	.772	.849	.780	.869

Table 254. To be able to adapt himself to the different organisational context demands

	Freq.	%
Disagree	3	1.0
Somewhat disagree	4	1.3
Somewhat agree	25	7.9
Agree	108	34.3
Strongly Agree	175	55.6
Missing	3	
Total	318	

Table 255. To be able to set up working methods and organize and conduct their work independently

	Freq.	%
Strongly Disagree	2	0.6
Disagree	1	0.3
Somewhat disagree	6	1.9
Somewhat agree	44	14.0
Agree	100	31.8
Strongly Agree	161	51.3
Missing	4	
Total	318	

Table 256. To be able to guide and motivate team. assigning objectives and managing dynamics

	Freq.	%
Strongly Disagree	3	1.0
Disagree	3	1.0
Somewhat disagree	7	2.2
Somewhat agree	28	8.9
Agree	84	26.8
Strongly Agree	189	60.2
Missing	4	
Total	318	

Table 257. To be able to cooperate to achieve common objectives

	Freq.	%
Strongly Disagree	1	0.3
Somewhat disagree	6	1.9
Somewhat agree	25	8.0
Agree	74	23.6
Strongly Agree	208	66.2
Missing	4	
Total	318	

Table 258. To be able to use time efficiently and effectively. identifying priorities in terms of importance and urgency

	Freq.	%
Disagree	1	0.3
Somewhat disagree	5	1.6
Somewhat agree	32	10.2
Agree	85	27.1
Strongly Agree	191	60.8
Missing	4	
Total	318	

Table 259. To be able to handle positive and negative emotions in different situations effectively

	Freq.	%
Somewhat disagree	9	2.9
Somewhat agree	31	9.9
Agree	81	25.8
Strongly Agree	193	61.5
Missing	4	
Total	318	

Table 260. To be able to master stressful situations

	Freq.	%
Disagree	1	0.3
Somewhat disagree	6	1.9
Somewhat agree	25	8.0
Agree	70	22.3
Strongly Agree	212	67.5
Missing	4	
Total	318	

Table 261. To be able to effectively use verbal language and non-verbal expression (gestures. tone of voice. etc.) compared to the different functions of communication and context

	Freq.	%
Disagree	1	0.3
Somewhat disagree	4	1.3
Somewhat agree	36	11.5
Agree	94	30.0
Strongly Agree	178	56.9
Missing	5	
Total	318	

Table 262. To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties

	Freq.	%
Strongly Disagree	1	0.3
Disagree	1	0.3
Somewhat disagree	11	3.5
Somewhat agree	31	9.9
Agree	90	28.8
Strongly Agree	179	57.2
Missing	5	
Total	318	

Table 263. To be able to prevent and manage conflict situations

	Freq.	%
Disagree	2	0.6
Somewhat disagree	7	2.2
Somewhat agree	21	6.7
Agree	77	24.6
Strongly Agree	206	65.8
Missing	5	
Total	318	

Table 264. To be able to support, as a third party, the achievement of an agreement between the parties

	Freq.	%
Disagree	3	1.0
Somewhat disagree	6	1.9
Somewhat agree	39	12.5
Agree	81	25.9
Strongly Agree	184	58.8
Missing	5	
Total	318	

Table 265. To be able to understand problems and find an effective solution using both experience and creativity

	Freq.	%
Disagree	2	0.6
Somewhat disagree	3	1.0
Somewhat agree	36	11.5
Agree	94	30.0
Strongly Agree	178	56.9
Missing	5	
Total	318	

Table 266. To be able to make effective decisions. even in conditions of uncertainty and complexity

	Freq.	%
Disagree	4	1.3
Somewhat disagree	8	2.6
Somewhat agree	32	10.2
Agree	80	25.6
Strongly Agree	189	60.4
Missing	5	
Total	318	

For the overall data, no difference between men and women was found.

3.4 SME Survey -Greece

3.4.1 Participants

A total of 31 participants from six Greek companies answered the questionnaire. Among them, 16 were females and 15 were males. The majority were aged between 28 and 32 years (36.7%; 23-27 years = 20.0 %; 33-37 years = 20.0 %; 38-42 years = 10%; 43-47 years = 6.7%; 48-52 years = 6.7%) and had a Bachelor's degree (67.7%; High School Diploma = 6.5%; Professional Degree = 16.1%; Some College = 6.5%; Other = 3.2%). All participants reported having a good health status (Fair = 3.2%; Good = 16.1%; Very good =80.6%).

3.4.2 Results

With regard to the items investigating the overall satisfaction with one's own work (see Table 267), the amount of control and involvement at work, the growth and development opportunities, the work-life balance, the communication practices, and the health and safety practices means ranged between 3.06 and 3.61. For these items, the majority of answers were between "Agree" and "Strongly agree" (from 77.5% to 96.7%).

Table 267. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	31	31	31	31	31	31
Missing	0	0	0	0	0	0
Mean	3.77	3.48	3.16	3.19	3.52	1.58
SD	.497	.626	.820	.910	.677	.848

Concerning the items exploring WWM skills (see Table 268 and Table 269) the means ranged from 5.45 to 5.77. In this area, the majority of items obtained all the answers in agreement (from "Somewhat agree" to "Strongly Agree", form). Only the item asking about the ability of manager to adapt him/herself to the different organisational demands obtained one answer in disagreement.

Table 268. WWM Skills (part 1)

	To be able to adapt himself to the different organisational demands	To be able to set up working methods and organize and conduct their work independently	To be able to guide and motivate team, assigning objectives and managing dynamics	11.4 To be able to cooperate to achieve common objectives	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency	To be able to handle positive and negative emotions in different situations effectively
N	17	31	31	31	31	31
Missing	14	0	0	0	0	0
Mean	5.53	5.48	5.45	5.74	5.77	5.65
SD	.514	.851	.675	.445	.497	.709

Table 269. WWM skills (part 2)

	To be able to master stressful situations	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties	To be able to prevent and manage conflict situations	To be able to support, as a third party, the achievement of an agreement between the parties	To be able to understand problems and find an effective solution using both experience and creativity	To be able to make effective decisions, even in conditions of uncertainty and complexity
N	31	31	31	31	31	31	31
Missing	0	0	0	0	0	0	0
Mean	5.52	5.68	5.65	5.74	5.77	5.68	5.61
SD	.677	.599	.551	.445	.425	.541	.615

Finally, the comparison between males and females shows a statistically significant differences only for the item: My work increases my sense of self-worth, where the group of male has a mean value higher (Mean=3.30, SD=0.632) than the group female (Mean=3, SD=0.632) ($t_{(28,871)} = -2.640$; $p < 0.05$).

3.4.3. Detailed Results for Greek Organisations

Samples description

- *G01*

Six questionnaires were collected from this organisation. The sample included three females and three males, aged between 28 and 52 years. Four participants had a bachelor's degree whereas two had a professional degree. One participant reported a fair health status, whereas five reported very good health.

- *G02*

Five employees of this organisation answered the questionnaire. Three of them were females, whereas two were males. Their age ranged between 28 and 47 years. Concerning the education level, two participants had a college degree whereas three had a bachelor's degree. All participants reported very good health status.

- *G03*

In this organisation, all respondents were males ($N = 5$), aged between 23 and 42 years. With regard to their education level, one of them had a Professional Degree and four had a bachelor's degree. All participants reported a very good health condition (one a good health).

- *G04*

From this organisation, five participants took part in the study. All respondents were females, aged between 23 and 32 years. Among them, three had a Professional Degree, whereas one had a bachelor's degree. Three participants declared a good health condition, whereas two reported a very good health.

- *G05*

From this organisation, five participants took part in the study. Three participants were males, whereas two were females. Their age ranged from 28 and 37 years. With regard to education, three had a bachelor's degree, one had a Professional Degree, and one a College Degree. One participant declared a good health condition, whereas four reported a very good health.

- *G06*

Five employees of this organisation filled out the questionnaire. Two of them were males and three were females. Three participants were aged between 23 and 32 years and the remaining two were between 34 and 52. Three participants had a bachelor's degree, whereas two had a High School Diploma. All participants reported very good health status.

Details for each organisation are reported in Table 270.

Table 270. Company data

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
My Gender is												
Male	3	50.0	2	40.0	5	100.0			3	60.0	2	40.0
Female	3	50.0	3	60.0			5	100.0	2	40.0	3	60.0
My age is												
18-22												
23-27					2	40.0	2	50.0			2	40.0
28-32	2	33.3	1	20.0	2	40.0	2	50.0	3	60.0	1	20.0
33-37	2	33.3	2	40.0					2	40.0		
38-42	1	16.7	1	20.0	1	20.0						
43-47			1	20.0							1	20.0
48-52	1	16.7									1	20.0
53-57												
58-62												
63 and over												
The highest level of education that I have completed is												
High School												
High School Diploma											2	40.0
Some College			2	40.0					1	20.0		
Professional Degree	2	33.3			1	20.0	1	20.0	1	20.0		
Bachelor's Degree	4	66.7	3	60.0	4	80.0	4	80.0	3	60.0	3	60.0
Master's Degree												
Postgraduate Degree or PhD												
Now my health in general is												
Very good	5	83.3	5	100.0	4	80.0	2	40.0	4	80.0	5	100.0
Good					1	20.0	3	60.0	1	20.0		
Fair	1	16.7										
Bad												
Very bad												

Results for the Area "control and involvement"

Overall, answers in this area were mainly in agreement (between 60.0% and 100.0%), indicating that respondents were rather satisfied with their level of "control and involvement" in the workplace. The items that obtained the highest endorsement (only two answers in disagreement) were those investigating the overall level of satisfaction with ones' job, and the amount of control and involvement in ones' work. Conversely, the items investigating the control over how to perform ones' job, and opportunities of involvement in decision making showed the lowest approval (four answers in disagreement out of 31).

Details for each organisation are reported in the following table (see Table 272).

Area "growth and development opportunities"

Table 271. Area control and involvement

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
All in all. I am satisfied with my job												
Strongly Disagree												
Disagree	1	16.7			1	20.0						
Agree	3	50.0	1	20.0			3	60.0	3	60.0	2	40.0
Strongly Agree	2	33.3	4	80.0	4	80.0	2	40.0	2	40.0	3	60.0
Overall. I am satisfied with the amount of control and involvement I have at work.												
Strongly Disagree	1	16.7										
Disagree									1	20.0		
Agree	2	33.3	2	40.0	2	40.0	4	80.0	1	20.0	2	40.0
Strongly Agree	3	50.0	3	60.0	3	60.0	1	20.0	3	60.0	3	60.0
My employer provides employees with sufficient control over how they perform their job.												
Strongly Disagree	1	16.7										
Disagree	1	16.7			1	20.0			1	20.0		
Agree	3	50.0			1	20.0	2	40.0	1	20.0	1	20.0
Strongly Agree	1	16.7	5	100.0	3	60.0	3	60.0	3	60.0	4	80.0
My employer provides sufficient opportunities for me to be involved in decision making. problem-solving, and goal setting at work.												
Strongly Disagree					1	20.0						
Disagree	2	33.3							1	20.0		
Agree	3	50.0			1	20.0	2	40.0	2	40.0	1	20.0
Strongly Agree	1	16.7	5	100.0	3	60.0	3	60.0	2	40.0	4	80.0
My employer values employee involvement in daily decision making. problem-solving. and goal setting.												
Strongly Disagree	1	16.7										
Disagree	1	16.7			1	20.0						
Agree	4	66.7	1	20.0	2	40.0	2	40.0	3	60.0		
Strongly Agree			4	80.0	2	40.0	3	60.0	2	40.0	5	100.0
I regularly participate in activities designed to involve employees in decision making. problem-solving and goal setting.												
Strongly Disagree	1	16.7			1	20.0						
Disagree	1	16.7			1	20.0						
Agree	4	66.7	2	40.0	2	40.0	2	40.0	4	80.0	2	40.0
Strongly Agree			3	60.0	1	20.0	3	60.0	1	20.0	3	60.0

In this area, most of the answers agreed ("Agree" or "Strongly agree" from 40.0% to 100.0%), suggesting that participants were rather satisfied with the degree of "growth and development opportunities" offered by their work. In particular, the item exploring the satisfaction for the value attributed to training and development opportunities obtained only three answer in disagreement ("Disagree"), indicating that, in general, participants experienced a high level of satisfaction for this aspect of their work. Conversely, the largest disagreement (i.e., seven answers in disagreement) was observed for the item investigating the satisfaction with participation in employee training and development activities.

Details of the answers from each organisation are reported in Table 272.

Table 272. Area growth and development opportunities

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the growth and development opportunities offered by my employer.												
Strongly Disagree	1	16.7										
Disagree	1	16.7					1	20.0	3	60.0	1	20.0
Agree	3	50.0	2	40.0	1	20.0	3	60.0	2	40.0	3	60.0
Strongly Agree	1	16.7	3	60.0	4	80.0	1	20.0			1	20.0
My employer values employee training and development.												
Strongly Disagree									2	40.0	1	20.0
Disagree	1	16.7							1	20.0		
Agree	4	66.7					2	40.0				
Strongly Agree	1	16.7	5	100.0	5	100.0	3	60.0	2	40.0	4	80.0
My employer offers employees opportunities to apply new knowledge and skills.												
Strongly Disagree					1	20.0	1	20.0	2	40.0		
Disagree	2	33.3							1	20.0	1	20.0
Agree	3	50.0	2	40.0					2	40.0	4	80.0
Strongly Agree	1	16.7	3	60.0	4	80.0	4	80.0	2	40.0	4	80.0
I regularly participate in employee training and development activities.												
Strongly Disagree	1	16.7	1	20.0					1	20.0		
Disagree	1	16.7			1	20.0	1	20.0	2	40.0	1	20.0
Agree	3	50.0	1	20.0			1	20.0	2	40.0	3	60.0
Strongly Agree	1	16.7	3	60.0	4	80.0	3	60.0			1	20.0
My employer provides sufficient opportunities for internal career advancement.												
Strongly Disagree	1	16.7									1	20.0
Disagree					1	20.0	1	20.0	2	40.0		
Agree	3	50.0	1	20.0	2	40.0	2	40.0	2	40.0	1	20.0
Strongly Agree	2	33.3	4	80.0	2	40.0	2	40.0	1	20.0	3	60.0

Area "work-life balance"

The results indicate that the perceptions concerning this area were highly heterogeneous. The highest approval (only four answers in disagreement) was for the item exploring the overall satisfaction with the "work-life balance" policies offered ones' work. In contrast, a high disapproval (from seven to ten answers in disagreement) was for the items investigating the satisfaction for the balance between private and working life, difficulties in wind down after work, and negative thoughts about one's job after the workday.

Detailed results for each company are reported in Table 273.

Table 273. Area work-life balance

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the work-life balance practices offered by my employer.												
Strongly Disagree											1	20.0
Disagree	1	16.7			1	20.0	1	20.0	1	20.0		
Agree	4	66.7	2	40.0	1	20.0	3	60.0	1	20.0		
Strongly Agree	1	16.7	3	60.0	3	60.0	1	20.0	3	60.0	4	80.0
My employer values work-life balance.												
Strongly Disagree											1	20.0
Disagree	3	66.7							1	20.0		
Agree	2	33.3	1	20.0	4	80.0	3	60.0	1	20.0		
Strongly Agree	1	16.7	4	80.0	1	20.0	2	40.0	3	60.0	4	80.0

My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.

Strongly Disagree	1	16.7	1	20.0	1	20.0			1	20.0	1	20.0
Disagree	3	50.0			2	40.0	3	60.0	4	80.0		
Agree	1	16.7	4	80.0			2	40.0			4	80.0
Strongly Agree	1	16.7			2	40.0						
I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.												
Strongly Disagree	1	16.7	1	20.0	1	20.0			1	20.0	1	20.0
Disagree	3	50.0			2	40.0	4	80.0	3	60.0	1	20.0
Agree	1	16.7	3	60.0	1	20.0	1	20.0	1	20.0	2	40.0
Strongly Agree	1	16.7	1	20.0	1	20.0					1	20.0
I regularly utilize benefits that allow me to more easily meet my nonwork demands.												
Strongly Disagree	1	16.7									1	20.0
Disagree	2	33.3					2	40.0	1	20.0		
Agree	2	33.3	4	80.0	1	20.0	2	40.0	1	20.0	2	40.0
Strongly Agree	1	16.7	1	20.0	4	80.0	1	20.0	3	60.0	2	40.0
My employer provides benefits that allow me to more easily meet my non-work demands.												
Strongly Disagree	1	16.7									1	20.0
Disagree	2	33.3	1	20.0	1	20.0	4	80.0	1	20.0		
Agree	3	50.0	3	60.0	1	20.0			1	20.0	2	40.0
Strongly Agree			1	20.0	3	60.0	1	20.0	3	60.0	2	40.0
Work does not let me to have a fair, balance between private and working life.												
Strongly Disagree	3	50.0	3	60.0	2	40.0	2	40.0	4	80.0	3	60.0
Disagree	1	16.7	1	20.0	1	20.0	2	40.0				
Agree	1	16.7	1	20.0	1	20.0			1	20.0	1	20.0
Strongly Agree	1	16.7			1	20.0	1	20.0			1	20.0
I feel excessively pressured at work to meet targets.												
Strongly Disagree			1	20.0					3	60.0	3	60.0
Disagree	3	50.0	2	40.0	2	40.0	1	20.0	2	40.0	1	20.0
Agree	1	16.7	2	40.0	2	40.0	3	60.0				
Strongly Agree	2	33.3			1	20.0	1	20.0			1	20.0
After work, I find it hard to wind down.												
Strongly Disagree	1	16.7	1	20.0					1	20.0	3	60.0
Disagree	2	33.3	2	40.0	4	80.0	2	40.0	4	80.0	1	20.0
Agree	1	16.7	2	40.0			3	60.0				
Strongly Agree	2	33.3			1	20.0					1	20.0
After the workday, I continue to think about my work situation.												
Strongly Disagree	1	16.7					1	20.0	1	20.0	2	40.0
Disagree	2	33.3	2	40.0	1	20.0	1	20.0	2	40.0	1	20.0
Agree	1	16.7	2	40.0	3	60.0	1	20.0	2	40.0	1	20.0
Strongly Agree	2	33.3	1	20.0	1	20.0	2	40.0			1	20.0
I am under an excessive workload.												
Strongly Disagree			1	20.0					3	60.0	2	40.0
Disagree	2	33.3	1	20.0	2	40.0	3	60.0	2	40.0	2	40.0
Agree	3	50.0	3	60.0	3	60.0	2	40.0				
Strongly Agree	1	16.7									1	20.0
I find myself thinking negatively about work outside work hours.												
Strongly Disagree	1	16.7	2	40.0			2	40.0	3	60.0	4	80.0
Disagree	1	16.7	3	60.0	5	100.0	1	20.0	1	20.0	1	20.0
Agree	2	33.3					2	40.0	1	20.0		
Strongly Agree	2	33.3										

Area "work relationships"

In the area of work relationships, the majority of the answers agreed ("Agree" and "Strongly agree" ranging from 66.6% to 100%), indicating a rather high satisfaction with work relationships. In particular, the highest dissatisfaction (four answers in

disagreement) was observed on the item asking about solidarity among colleagues. This result suggests that this aspect of work was problematic for respondents. Conversely, the highest satisfaction was observed for the item investigating the relationship with the boss or supervisor (only three answers in disagreement).

Detailed results for each company are reported in Table 274.

Table 274. Area work relationships

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
There is solidarity among my colleagues / my team.												
Strongly Disagree	1	16.7										
Disagree	1	16.7			1	20.0			1	20.0		
Agree	2	33.3	3	60.0	1	20.0	3	60.0	1	20.0	1	20.0
Strongly Agree	2	33.3	2	40.0	3	60.0	2	40.0	3	60.0	4	80.0
I have positive relationship with my colleagues.												
Strongly Disagree	1	33.3										
Disagree									1	20.0		
Agree	1	33.3	3	60.0	2	40.0	4	80.0			1	20.0
Strongly Agree	4	66.7	2	40.0	3	60.0	1	20.0	4	80.0	4	80.0
I have positive relationship with my boss or supervisor.												
Strongly Disagree												
Disagree	1	16.7			1	20.0			1	20.0		
Agree	2	33.3	3	60.0			2	40.0			2	40.0
Strongly Agree	3	50.0	2	40.0	4	80.0	3	60.0	4	80.0	3	60.0

Area "communication practices"

In this area, the majority of answers agreed indicating that respondents were rather satisfied with the communication practices in their companies. The greater disapproval was for the item asking about organisational changes performed in response to employee feedback where the answers in disagreement (i.e., "Disagree" or "Strongly disagree") were from 20% to 66.7%. This indicates that this aspect of communication in the workplace was problematic for respondents. Moreover, a great disapproval was for the item investigating the omission or the diffusion of distorted information by colleagues, that obtained several answers in disagreement (i.e., "Disagree" or "Strongly disagree" were from 20% to 66.7%). This indicates that this aspect was not problematic for respondents.

Details of the answers from each company are reported in Table 275.

Table 275. Area communication practices

	G01		G02		G03		G04		G05		G06	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with my employer's communication practices.												
Strongly Disagree	1	16.7			1	20.0						
Disagree	2	33.3										
Agree	3	50.0	2	40.0	1	20.0	3	60.0	3	60.0	3	60.0
Strongly Agree			3	60.0	3	60.0	2	40.0	2	40.0	2	40.0
The objectives of my company organisation are always well defined and communicated.												
Strongly Disagree											1	20.0
Disagree	3	50.0	1	20.0	2	40.0	1	20.0	2	40.0	1	20.0
Agree	2	33.3	2	40.0			1	20.0	1	20.0	2	40.0
Strongly Agree	1	16.7	2	40.0	3	60.0	3	60.0	2	40.0	1	20.0
My company or organisation regularly communicate with employees.												
Strongly Disagree											1	20.0
Disagree	1	16.7			1	20.0						
Agree	5	83.3	1	20.0	1	20.0	2	40.0	2	40.0	1	20.0
Strongly Agree			4	80.0	3	60.0	3	60.0	3	60.0	3	60.0
My company or organisation periodically collect feedback from employees.												
Strongly Disagree									1	20.0	1	20.0
Disagree	1	16.7	1	20.0			1	20.0	1	20.0		
Agree	5	83.3	2	40.0	2	40.0	1	20.0	1	20.0	1	20.0
Strongly Agree			2	40.0	3	60.0	3	60.0	2	40.0	3	60.0
My employer regularly makes changes in response to employee feedback.												
Strongly Disagree	1	16.7	1	20.0	1	20.0	1	20.0	1	20.0	1	20.0
Disagree	3	50.0	1	20.0	1	20.0			2	40.0	1	20.0
Agree	2	33.3	3	60.0	2	40.0	2	40.0			2	40.0
Strongly Agree					1	20.0	2	40.0	2	40.0	1	20.0
Necessary information for my work is omitted or distorted by colleagues.												
Strongly Disagree	3	50.0	4	80.0	1	20.0	2	40.0	4	80.0	4	80.0
Disagree	1	16.7	1	20.0	2	40.0	1	20.0	1	20.0	1	20.0
Agree	2	33.3			1	20.0	1	20.0				
Strongly Agree					1	20.0	1	20.0				

Area "job security and organisational change"

Results indicate that satisfaction for this area of the work experience was, in general, rather high. The greatest approval was observed for the item investigating sensitivity towards safety issues in the workplace, that obtained only three answers in agreement. In contrast, the highest disapproval was for items investigating feelings of exclusion from the possibilities of professional advancement and worries about the expire of the employment contract (disagreement from 50.0% to 100.0%). These results indicate that these aspects of work were not problematic for respondents.

Details of the answers collected from each company are reported in Table 276.

Table 276. Area job security and organisational change

	GO1		GO2		GO3		GO4		GO5		GO6	
	N	%	N	%	N	%	N	%	N	%	N	%
I feel excluded from the possibilities of professional advancement.												
Strongly Disagree	3	50.0	2	40.0	2	40.0	1	40.0	2	40.0	4	80.0
Disagree			2	40.0	2	40.0	2	40.0	1	20.0	1	20.0
Agree	2	33.3	1	20.0			2	40.0	2	40.0		
Strongly Agree	1	16.7			1	20.0						
To carry out my job. I have adequate safety devices available.												
Strongly Disagree									1	20.0	1	20.0
Disagree	1	16.7										
Agree	3	50.0	2	40.0	1	20.0	2	40.0	2	40.0		
Strongly Agree	2	33.3	3	60.0	4	80.0	3	60.0	2	40.0	4	80.0
The work environments are comfortable and well-lit.												
Strongly Disagree												
Disagree	1	16.7										
Agree	4	66.7	2	40.0	1	20.0	3	40.0	2	40.0	1	20.0
Strongly Agree	1	16.7	3	60.0	4	80.0	2	60.0	3	60.0	4	80.0
In my organisation. employees are consulted when there are changes in the workplace.												
Strongly Disagree											1	20.0
Disagree	2	33.3							1	20.0		
Agree	3	50.0	2	40.0	3	60.0	2	40.0	3	60.0		
Strongly Agree	1	16.7	3	60.0	2	40.0	3	60.0	1	20.0	4	80.0
I am directly involved when my boss or supervisor makes decisions that affect me.												
Strongly Disagree	2	33.3			1	20.0					1	20.0
Disagree	2	33.3			1	20.0	1	20.0				
Agree	1	16.7	3	60.0			2	40.0	2	40.0	1	20.0
Strongly Agree	1	16.7	2	40.0	3	60.0	2	40.0	3	60.0	3	60.0
When changes are introduced. they are clear to me how they will work in practice.												
Strongly Disagree											1	20.0
Disagree	2	33.3			1	20.0						
Agree	1	16.7	2	40.0	1	20.0	2	40.0	3	60.0	2	40.0
Strongly Agree	3	50.0	3	60.0	3	60.0	3	60.0	2	40.0	2	40.0
The company shows sensitivity towards safety issues in the workplace.												
Strongly Disagree												
Disagree												
Agree	3	50.0	1	20.0	1	20.0	1	20.0	1	20.0	1	20.0
Strongly Agree	3	50.0	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0
I am worried about the expiry of my employment contract.												
Strongly Disagree	4	66.7	3	60.0	3	60.0	2	40.0	3	60.0	4	80.0
Disagree			1	20.0	1	20.0	2	40.0	2	40.0	1	20.0
Agree	2	33.3	1	20.0			1	20.0				
Strongly Agree					1	20.0						

Area "job conditions"

For this area, most of answers agreed. The greater endorsement was for the item investigating the overall satisfaction for safety practices in the workplaces (only one answer in disagreement out of 31). Conversely, a high disapproval (from 20.0% to 66.7%) was observed for the item asking about the availability of resources to help employees manage their stress. This indicates that this aspect of work should be improved.

Details concerning answers from each company are reported in Table 277.

Table 277. Area job conditions

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6		N tot = 5		N tot = 5		N tot = 5		N tot = 5		N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the health and safety practices of my employer.												
Strongly Disagree											1	20.0
Disagree												
Agree	3	50.0	2	40.0	1	20.0	1	20.0	2	40.0		
Strongly Agree	3	50.0	3	60.0	4	80.0	4	80.0	3	60.0	4	80.0
I have all the tools I need to do my job.												
Strongly Disagree												
Disagree	1	16.7							1	20.0		
Agree	1	16.7	2	40.0	1	20.0	3	60.0	1	20.0		
Strongly Agree	4	66.7	3	60.0	4	80.0	2	40.0	3	60.0	5	80.0
The jobs of the various departments/offices are clearly defined.												
Strongly Disagree											2	40.0
Disagree	2	33.3	1	20.0			2	40.0			2	40.0
Agree	3	50.0	2	40.0	3	60.0			2	40.0	1	20.0
Strongly Agree	1	16.7	2	40.0	2	40.0	3	60.0	3	60.0		
My role within the organisation is not well defined.												
Strongly Disagree			4	80.0	2	40.0	3	60.0	3	60.0	1	20.0
Disagree	3	50.0	1	20.0	2	40.0	2	40.0	1	20.0	2	40.0
Agree	2	33.3							1	20.0	2	40.0
Strongly Agree	1	16.7			1	20.0						
I have the impression that I have a marginal position within my organisation.												
Strongly Disagree	2	33.3	3	60.0	3	60.0	3	60.0	4	80.0	3	60.0
Disagree	3	50.0	1	20.0			1	20.0	1	20.0	2	40.0
Agree			1	20.0	1	20.0	1	20.0				
Strongly Agree	1	16.7			1	20.0						
My work increases my sense of self-worth.												
Strongly Disagree	1	16.7										
Disagree									1	20.0		
Agree	3	50.0	3	60.0	2	40.0	4	80.0	3	60.0	2	40.0
Strongly Agree	2	33.3	2	40.0	3	60.0	1	20.0	1	20.0	3	60.0
I feel my boss is empathic and understanding about my work concerns.												
Strongly Disagree	1	16.7									1	20.0
Disagree	2	33.3			1	20.0			1	20.0		
Agree	3	50.0	2	40.0	1	20.0	3	60.0	2	40.0		
Strongly Agree			3	60.0	3	60.0	2	40.0	2	40.0	4	80.0
My employer provides sufficient resources to help employees manage their stress.												
Strongly Disagree	1	16.7			1	20.0			2	40.0	1	20.0
Disagree	3	50.0	3	60.0	2	40.0	3	60.0	1	20.0		
Agree	2	33.3	1	20.0	1	20.0	1	20.0	2	40.0	2	40.0
Strongly Agree			1	20.0	1	20.0	1	20.0			2	40.0
I feel personally connected to my organisation's values.												
Strongly Disagree												
Disagree	1	16.7							1	20.0		
Agree	3	50.0	3	60.0			4	80.0	1	20.0	1	20.0
Strongly Agree	2	33.3	2	40.0	5	100.0	1	20.0	3	60.0	4	80.0
During my workday. I typically feel tense or stressed out.												
Strongly Disagree									1	20.0	1	20.0
Disagree	2	33.3	3	60.0			1	20.0	2	40.0	1	20.0
Agree	2	33.3	2	40.0	4	80.0	2	40.0	2	40.0	1	20.0
Strongly Agree	2	33.3			1	20.0	2	40.0			2	40.0
My company or organisation makes me feel valued.												
Strongly Disagree	1	16.7										
Disagree	2	33.3			1	20.0	1	20.0	1	20.0		
Agree	2	33.3	4	80.0			3	60.0	2	40.0	3	60.0
Strongly Agree	1	16.7	1	20.0	4	80.0	1	20.0	2	40.0	2	40.0

My values and the values of my employer are very similar.

Strongly Disagree												
Disagree	1	16.7					1	20.0	1	20.0		
Agree	5	83.3	3	60.0	3	60.0	3	60.0	2	40.0	2	40.0
Strongly Agree			2	40.0	2	40.0	1	20.0	2	40.0	3	60.0
I intend to seek employment outside of my company or organisation in the next year.												
Strongly Disagree	1	16.7	3	60.0	2	40.0	1	20.0	3	60.0	4	80.0
Disagree	4	66.7	2	40.0	1	20.0	4	80.0	1	20.0	1	20.0
Agree					1	20.0			1	20.0		
Strongly Agree	1	16.7			1	20.0						

Area "welfare policies"

Almost all the items in the area of welfare policies reached a high rate of endorsement. The item that showed the greatest agreement was that investigating the willingness of having work permits to care a family member in need, for which the approval ("Agree" or "Strongly agree") was between 80.00 and 100.00%. Conversely, the item that showed the lowest endorsement was that asking about the willingness of having part-time for a limited period. In this item, the rates of disagreement ("Disagree" or "Strongly disagree") ranged between 33.4% and 80.0%.

Detailed results for each company are reported in Table 278.

Table 278. Area welfare policies

	GO1		GO2		GO3		GO4		GO5		GO6	
	N tot = 6	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	N tot = 5	
	N	%	N	%	N	%	N	%	N	%	N	%
More hourly flexibility (for example: to go to work later and finish later. etc.).												
Strongly Disagree					1	20.0			2	40.0		
Disagree			1	20.0					1	20.0	1	20.0
Agree	1	16.7	3	60.0	1	20.0	3	60.0			2	40.0
Strongly Agree	5	83.3	1	20.0	3	60.0	2	40.0	2	40.0	2	40.0
Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints).												
Strongly Disagree					1	20.0			3	60.0	1	20.0
Disagree							1	20.0	2	40.0		
Agree	1	16.7	4	80.0	2	40.0	3	60.0			2	40.0
Strongly Agree	5	83.3	1	20.0	2	40.0	1	20.0			2	40.0
Part-time for a limited period if I need it.												
Strongly Disagree	1	16.7	1	20.0			1	20.0			1	20.0
Disagree	1	16.7	2	40.0	2	40.0	3	60.0	4	80.0	1	20.0
Agree	3	50.0	2	40.0	2	40.0	1	20.0				
Strongly Agree	1	16.7			1	20.0			1	20.0	3	60.0
To have more work permits to look after a family member at home or in hospital facilities.												
Strongly Disagree												
Disagree	1	16.7									1	20.0
Agree	2	33.3	4	80.0	4	80.0	1	20.0	2	40.0	2	40.0
Strongly Agree	3	50.0	1	20.0	1	20.0	4	80.0	3	60.0	2	40.0
More economic incentives for key life events (for example the birth of a child).												
Strongly Disagree	1	16.7										
Disagree					2	40.0			1	20.0		
Agree			3	60.0	1	20.0					3	60.0
Strongly Agree	5	83.3	2	40.0	2	40.0	5	100.0	4	80.0	2	40.0
More work permits for breastfeeding or feeding.												
Strongly Disagree												
Disagree	1	16.7			2	40.0	1	20.0				

Agree	1	16.7	3	60.0	1	20.0	1	20.0	1	20.0	2	40.0
Strongly Agree	4	66.7	2	40.0	2	40.0	3	60.0	4	80.0	3	60.0
Free kindergartens or company nursery.												
Strongly Disagree			1	20.0					1	20.0	1	20.0
Disagree					3	60.0			3	60.0		
Agree	2	33.3	2	40.0	2	40.0	2	40.0			1	20.0
Strongly Agree	4	66.7	2	40.0			3	60.0	1	20.0	3	60.0
Additional forms of health care (like agreements with medical clinics, dental offices, etc.).												
Strongly Disagree									1	20.0		
Disagree									1	20.0	1	20.0
Agree			3	60.0	4	80.0	2	40.0			1	20.0
Strongly Agree	6	100.0	2	40.0	1	20.0	3	60.0	3	60.0	3	60.0
Other forms of specific support actions for the assistance of family members as caregiving.												
Strongly Disagree									2	40.0	2	40.0
Disagree	1	16.7	2	40.0	1	20.0			1	20.0		
Agree	1	16.7	2	40.0	4	80.0	3	60.0	1	20.0	1	20.0
Strongly Agree	4	66.7	1	20.0			2	40.0	1	20.0	2	40.0
Tools supporting practical guidance for all the issues related to caregiving (as front office).												
Strongly Disagree									1	20.0		
Disagree					1	20.0			2	40.0		
Agree	4	66.7	4	80.0	4	80.0	3	60.0	2	40.0	2	40.0
Strongly Agree	2	33.3	1	20.0			2	40.0			3	60.0

Area WWM skills

In this area, all items showed a high approval (from "Somewhat agree" to "Strongly agree" 100%). Only the item "To be able to adapt himself to the different organisational context demands" obtained one answer in disagreement ("Disagree"). In contrast, items "To be able to guide and motivate team, assigning objectives and managing dynamics", "To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties", "To be able to prevent and manage conflict situations", "To be able to make effective decisions, even in conditions of uncertainty and complexity") obtained only answers in complete agreement (from "Agree" to "Strongly agree").

Detailed results for each company are reported in Table 279.

Table 279. Area WWM skills

	GO1		GO2		GO3		GO4		GO5		GO6	
	N	%	N	%	N	%	N	%	N	%	N	%
To be able to adapt himself to the different organisational context demands.												
Strongly Disagree												
Disagree											1	20.0
Somewhat Disagree												
Somewhat Agree									1	20.0		
Agree	3	50.0	2	40.0	3	60.0	1	20.0			1	20.0
Strongly Agree	3	50.0	3	60.0	2	40.0	4	80.0	4	80.0	3	60.0
To be able to set up working methods and organize and conduct their work independently.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	16.7			1	20.0			1	20.0		
Agree	2	33.3	3	60.0	3	60.0	1	20.0			2	40.0
Strongly Agree	3	50.0	2	40.0	1	20.0	4	80.0	4	80.0	3	60.0
To be able to guide and motivate team, assigning objectives and managing dynamics.												
Strongly Disagree												

Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree			2	40.0	3	60.0	1	20.0	1	20.0	1	20.0
Strongly Agree	6	100.0	3	60.0	2	40.0	4	80.0	4	80.0	4	80.0
To be able to cooperate to achieve common objectives.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	16.7										
Agree			1	20.0	1	20.0	1	20.0	1	20.0	1	20.0
Strongly Agree	5	83.3	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0
To be able to use time efficiently and effectively. identifying priorities in terms of importance and urgency.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	2	33.3			1	20.0					1	20.0
Agree			1	20.0			1	20.0	1	20.0		
Strongly Agree	4	66.7	4	80.0	4	80.0	4	80.0	4	80.0	4	80.0
To be able to handle positive and negative emotions in different situations effectively.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	16.7							1	20.0	1	20.0
Agree	2	33.3	2	40.0	2	40.0	1	20.0	1	20.0	1	20.0
Strongly Agree	3	50.0	3	60.0	3	60.0	4	80.0	3	60.0	3	60.0
To be able to master stressful situations.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	16.7									1	20.0
Agree			2	40.0	2	40.0	1	20.0	1	20.0		
Strongly Agree	5	83.3	3	60.0	3	60.0	4	80.0	4	80.0	4	80.0
To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree							1	20.0				
Agree	3	50.0	2	40.0	1	20.0			1	20.0	2	40.0
Strongly Agree	3	50.0	3	60.0	4	80.0	4	80.0	4	80.0	3	60.0
To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree	1	16.7	3	60.0	2	40.0			1	20.0	1	20.0
Strongly Agree	5	83.3	2	40.0	3	60.0	5	100.0	4	80.0	4	80.0
To be able to prevent and manage conflict situations.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree	1	16.7	1	20.0	2	40.0			2	40.0	1	20.0
Strongly Agree	5	83.3	4	80.0	3	60.0	5	100.0	3	60.0	4	80.0
To be able to support, as a third party, the achievement of an agreement between the parties.												
Strongly Disagree												
Disagree												

Somewhat Disagree												
Somewhat Agree							1	20.0				
Agree	3	50.0	1	20.0	1	20.0			2	40.0	1	20.0
Strongly Agree	3	50.0	4	80.0	4	80.0	4	80.0	3	60.0	4	80.0
To be able to understand problems and find an effective solution using both experience and creativity.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	2	33.3										
Agree	1	16.7	2	40.0	2	40.0	1	20.0	1	20.0	1	20.0
Strongly Agree	3	50.0	3	60.0	3	60.0	4	80.0	4	80.0	4	80.0
To be able to make effective decisions. even in conditions of uncertainty and complexity.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree	3	50.0	3	60.0	2	40.0	1	20.0			1	20.0
Strongly Agree	3	50.0	2	40.0	3	60.0	4	80.0	5	100.0	4	80.0

3.5 SME Survey – Italy

3.5.1 Participants

Seven companies participated in the survey and a total of 42 participants answered the questionnaire. Among respondents there were 19 females and 19 males (four participants did not provide the information about gender). The majority of respondents were aged between 38 and 42 years (23.8%, 23-27 years = 16.7 %; 28-32 = 19.0%; 33-37 years = 16.7 %; 43-47 years = 4.8%; 48-52 years = 2.4%; 53-57 years 14.3%; over 63 years = 2.4%). All respondents had a medium to high education level (Bachelor’s Degree = 38.1%; High School Diploma 42.9%, College degree = 14.3%; Postgraduate Degree or PhD = 4.8%) and almost all declared a good health status (only two participants reported having a bad health status, whereas all the other respondents ranged between “Fair” and “Very good”).

3.5.2 Results

With regard to the items investigating the overall satisfaction with one's own work (see Table 280), the amount of control and involvement at work, the growth and development opportunities, the work-life balance, the communication practices, and the health and safety practices (i.e., item 1, 2, 3, 4, 5, 6), means ranged between 2.10 and 2.88. The highest approval was for the items investigating the overall satisfaction with one's own work and the health and safety practices in the workplace (i.e., Items 1 and 6, “All in all, I am satisfied with my job”, “Overall, I am satisfied with the health and safety practices of my employer”), which obtained, respectively, the 67% and 66.7% of answers in agreement (i.e., “Agree” or “Strongly agree”). In contrast, the lowest approval was for the item investigating communication practices (i.e., Item 5, “Overall, I am satisfied with my employer's communication practices”), which obtained the 59.5% of answers in disagreement (i.e., “Disagree” or “Strongly disagree”). The results indicate for Italians respondents the area of communication at work should be improved.

Table 280. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	42	42	42	42	42	42
Missing	0	0	0	0	0	0
Mean	2.88	2.50	2.33	2.45	2.10	2.64
SD	.772	.890	.979	.916	.906	.879

Concerning the items exploring WWM skills (see Table 281–Table 282) means ranged from 5.42 to 5.88. In general, the vast majority (from 85.7% to 97.6%) of answers agreed (i.e., between “Somewhat agree” and “Strongly Agree”). The greatest approval was for the items “To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency”, “To be able to master stressful situations”, “To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context that obtained the 97.6% of answers in agreement. Conversely, the greatest disapproval was for the item “To be able to guide and motivate team, assigning objectives and managing dynamics”, that obtained the 14.3% of answers in disagreement (i.e., from “Somewhat disagree” to “Strongly Disagree”). The results indicate that, for Italian participants, managers should be able to master stressful situations, use verbal language and non-verbal expression, and efficiently define priorities. In contrast, a lower importance is attributed to the ability of managers of guide and motivate team.

Table 281. WWM Skills (part 1)

	To be able to adapt himself to the different organisational context demands.	To be able to set up working methods and organize and conduct their work independently.	To be able to guide and motivate team, assigning objectives and managing dynamics.	To be able to cooperate to achieve common objectives.	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.	To be able to handle positive and negative emotions in different situations effectively.
N	42	42	42	42	42	42
Missing	0	0	0	0	0	0
Mean	5.43	5.12	4.88	5.48	5.40	5.21
SD	.831	.993	1.452	.740	.828	.976

Table 282. WWM skills (part 2)

	To be able to master stressful situations.	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties	To be able to prevent and manage conflict situations	To be able to support, as a third party, the achievement of an agreement between the parties	To be able to understand problems and find an effective solution using both experience and creativity	To be able to make effective decisions, even in conditions of uncertainty and complexity
N	42	42	42	42	42	42	42
Missing	0	0	0	0	0	0	0
Mean	5.40	5.19	5.12	5.29	5.10	5.29	5.17
SD	.857	.943	1.064	.970	1.100	.970	1.057

In the comparison between males and females, some statistically significant differences emerge. For the items:

“How do you personally evaluate the importance of a part-time for a limited period if I need it” and “How do you personally evaluate the importance of more work permits for breastfeeding or feeding” the group of females has mean values statistically higher than male. In detail for the importance of a part-time for a limited period mean for female is 3.42 (SD= 0.838) and for male is 2.63 (SD= 1.165) ($t_{(32.690)} = 2.399$; $p < 0.05$). For the importance of more work permits for breastfeeding or feeding the mean for female is 3.32 (SD= 1.003) and for male is 2.37 (SD= 1.342) ($t_{(33.325)} = 2.465$; $p < 0.05$).

3.5.3. Detailed Results for Italian Organisations

Samples description

- *IO1*

Eight employees of this organisation answered the questionnaire. Four of them were females and four were male. The majority of participants were aged between 23 and 37 years (i.e., 23-27 years = 25.0%; 28-32 years = 25.0%; 33-37 years = 25.0%), whereas two participants were aged between 43-47 years and 53-57 years, respectively. With regard to the education level, five respondent had High School diploma, whereas three had a bachelor’s degree or College studies. All reported at least fair health conditions (Very good = 12.5%; Good = 75.0%; Fair = 12.5%).

- *IO2*

From this organisation, three participants took part in the study. There were females and two males. Two participants were aged between 23 and 32 years, and one between 48-52. All participants had a medium to high education level (Bachelor's Degree). All participants reported at least fair health conditions, excluding one participant who declared very bad health.

- *IO3*

Eight employees of this company answered the questionnaire. Among respondents there were two males and two females (two participants did not provide the information about gender). Five participants were aged between 28 and 32 years, whereas three were between 33 and 37 years. Seven participants had a bachelor's degree and one had a Postgraduate Degree or Ph.D. All participants reported having at least fair health condition (Very good = 37.5%; Good = 12.5%; Fair = 50.0%).

- *IO4*

Eleven questionnaires were collected from this company. Among respondents eight were two males and three females. Nine participants were aged between 33 and 42 years, whereas two were between 53 and 57 years. Five participants had a High School Diploma whereas six had a bachelor's degree.

- *IO5*

Three employees of this company answered the questionnaire. Two of them were males, whereas one was female. Two participants were aged between 43 and 47 years, whereas one over 63. All participants had a High School diploma, and all reported at least fair health conditions (Good = 66.7%, Fair = 33.3%).

- *IO6*

Five employees of this company answered the questionnaire. Three were females and two were males. Two participants were aged between 57 and 57 years, whereas three were younger. The majority had a High School Diploma and one had a Postgraduate Degree or Ph.D. All participants reported having at least fair health condition (Very good = 40.0%; Good = 20.0%; Fair = 40.0%).

- *IO7*

In this company, all respondents were females (N = 4), aged between 23 and 27 (one was between 53-57 years). All participants had college studies or bachelor's degree. All participants reported a good (50.0%) or fair (50.0%) health condition.

Details for each organisation are reported in Table 283.

Table 283. Company data

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
My Gender is														
Male	4	50.0	2	33.3	2	50	8	72.7	1	33.3	2	40		
Female	4	50.0	1	66.7	2	50	3	27.3	2	66.7	3	60	4	100
My age is														
18_22														
23-27	2	25.0	1	33.3							1	20	3	75
28-32	2	25.0	1	33.3	5	62.5								
33-37	2	25.0			3	37.5	2	18.2						
38-42							7	63.6	2	66.7	1	20		
43-47	1	12.5	1	33.3										
48-52											1	20		
53-57	1	12.5					2	18.2			2	40	1	25
58-62														
63 and over									1	33.3				
The highest level of education that I have completed is														
High School Diploma	5	62.5	2	66.7			5	45.5	3	100	3	60		
Some College	2	25.0	1	33.3							1	20	2	50
Professional Degree														
Bachelor's Degree	1	12.5			7	87.5	6	54.5					2	50
Master's Degree														
Postgraduate Degree or PhD					1	12.5					1	20		
Now my health in general is														
Very good	1	12.5	2	66.7	3	37.5	4	36.4			2	40	2	50
Good	6	75	1	33.3	1	12.5	2	18.2	2	66.7	1	20	2	50
Fair	1	12.5			4	50	3	27.3	1	33.3	2	40		
Bad							2	18.2						
Very bad														

Results for the Area "control and involvement"

The results for this area are rather heterogeneous. The item that obtained the highest endorsement (only five answers in disagreement out of eleven) was that investigating the overall level of satisfaction with ones' work. Conversely, the highest disagreement was for the item asking about the regular participation in activities designed to involve employees in decision making, problem-solving and goal setting (23 answers in disagreement). This result indicates that several Italian participants feel of not being involved in decision making within their companies.

Details for each organisation are reported in Table 284.

Table 284. Area control and involvement

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
All in all. I am satisfied with my job														
Strongly Disagree					1	12.5								
Disagree	1	12.5			1	12.5	8	72.7	2	66.7				
Agree	7	87.5	1	33.3	3	37.5	3	27.3	1	33.3	3	60.0	2	50.0
Strongly Agree			2	66.7	3	37.5					2	40.0	2	50.0
Overall. I am satisfied with the amount of control and involvement I have at work.														
Strongly Disagree							5	45.5	2	66.7				
Disagree	2	25.0			2	25	4	36.4	1	33.3	2	40.0		
Agree	6	75.0	2	66.7	5	62.5	2	18.2			2	40.0	3	75.0
Strongly Agree			1	33.3	1	12.5					1	20.0	1	25.0
My employer provides employees with sufficient control over how they perform their job.														
Strongly Disagree	1	12.5			1	12.5	6	54.5	2	66.7				
Disagree	2	25.0			3	37.5	2	18.2			2	40.0		
Agree	4	50.0	1	33.3	4	50.0	3	27.3	1	33.3	3	60.0	3	75.0
Strongly Agree	1	12.5	2	66.7									1	25.0
My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work.														
Strongly Disagree	1	12.5					5	45.5	2	66.7				
Disagree	3	37.5			2	25.0	4	36.4	1	33.3	1	20.0		
Agree	4	50.0	1	33.3	4	50.0	2	18.2			2	40.0	2	50.0
Strongly Agree			2	66.7	2	25.0					2	40.0	2	50.0
My employer values employee involvement in daily decision making, problem-solving, and goal setting.														
Strongly Disagree	2	25.0			2	25.0	6	54.5	2	66.7				
Disagree	4	50.0			2	25.0	4	36.4	1	33.3				
Agree	2	25.0	1	33.3	3	37.5	1	9.1			4	80.0	2	50.0
Strongly Agree			2	66.7	1	12.5					1	20.0	2	50.0
I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting.														
Strongly Disagree	1	12.5			1	12.5	2	18.2	2	66.7				
Disagree	5	62.5			3	37.5	6	54.5	1	33.3	1	20.0		
Agree	2	25.0	2	66.7	3	37.5	3	27.3			3	60.0	2	50.0
Strongly Agree			1	33.3	1	12.5					1	20.0	2	50.0

Area "growth and development opportunities"

In the area of growth and development opportunities, several answers disagreed for all items. The highest disapproval (i.e., "Disagree" or "Strongly disagree") was for the item investigating opportunities for internal career advancement in which only 14 answers in agreement (out of 42) were obtained. However, it could be observed that the overall level of satisfaction for the development opportunities in the workplace was rather high for participants of almost all companies.

Details of answers from each company are reported in Table 285.

Table 285. Area growth and development opportunities

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the growth and development opportunities offered by my employer.														
Strongly Disagree	1	12.5			2	25.0	2	18.2	2	66.7	2	40.0		
Disagree	4	50.0			4	50.0	6	54.5	1	33.3	2	40.0	3	75.0
Agree	3	37.5	2	66.7	2	25.0	3	27.3			1	20.0	1	25.0
Strongly Agree			1	33.3										
My employer values employee training and development.														
Strongly Disagree	1	12.5			2	25.0	7	63.6	2	66.7				
Disagree	4	50.0			2	25.0	4	36.4	1	33.3	1	20.0		
Agree	2	25.0	1	33.3	1	12.5					4	80.0	2	50.0
Strongly Agree	1	12.5	2	66.7	3	37.5							2	50.0
My employer offers employees opportunities to apply new knowledge and skills.														
Strongly Disagree	1	12.5					8	72.7	2	66.7				
Disagree	2	25.0			2	25.0	2	18.2	1	33.3				
Agree	4	50.0	1	33.3	2	25.0	1	9.1			4	80.0	2	50.0
Strongly Agree	1	12.5	2	66.7	4	50.0					1	20.0	2	50.0
I regularly participate in employee training and development activities.														
Strongly Disagree	1	12.5			1	12.5	3	27.3	2	66.7				
Disagree	2	25.0			1	12.5	7	63.6	1	33.3	2	40.0		
Agree	5	62.5	1	33.3	3	37.5	1	9.1			2	40.0	2	50.0
Strongly Agree			2	66.7	3	37.5					1	20.0	2	50.0
My employer provides sufficient opportunities for internal career advancement.														
Strongly Disagree	2	25.0			1	12.5	8	72.7	2	66.7	2	40.0		
Disagree	5	62.5			2	25.0	3	27.3	1	33.3	1	20.0	1	25.0
Agree	1	12.5	2	66.7	4	50.0					1	20.0	1	25.0
Strongly Agree			1	33.3	1	12.5					1	20.0	2	50.0

Area "work-life balance"

The results indicate that perceptions concerning work-life balance were highly heterogeneous. In general, results indicate that even if participants of almost all companies are rather satisfied with the work-life balance practices offered by the employer (disagreement between 25% to 90.9%), they also feel excessive pressure to meet targets, difficulties to wind down, and excessive workload (agreement between 9.1% to 100%).

Detailed results for each company are reported in Table 286.

Table 286. Area work-life balance

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the work-life balance practices offered by my employer.														
Strongly Disagree							7	63.6						
Disagree	2	25.0	1	33.3	2	25.0	3	27.3	2	66.7	2	40.0	2	50.0
Agree	5	62.5	1	33.3	5	62.5			1	33.3	2	40.0	2	50.0
Strongly Agree	1	12.5	1	33.3	1	12.5	1	9.1			1	20.0		
My employer values work-life balance.														
Strongly Disagree	1	12.5					7	63.6						
Disagree			1	33.3	2	25.0	3	27.3	3	100.0	2	40.0	1	25.0
Agree	7	87.5	1	33.3	4	50.0	1	9.1					3	75.0
Strongly Agree			1	33.3	2	25.0					3	60.0		

My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.

Strongly Disagree	1	12.5			4	50.0	7	63.6						
Disagree	3	37.5	1	33.3	3	37.5	3	27.3	1	33.3	2	40.0	2	50.0
Agree	4	50.0	1	33.3			1	9.1	2	66.7	1	20.0	1	25.0
Strongly Agree			1	33.3	1	12.5					2	40.0	1	25.0
I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.														
Strongly Disagree	2	25.0			4	50.0	8	72.7			1	20.0		
Disagree	2	25.0	1	33.3	3	37.5	2	18.2	3	100.0	1	20.0	2	50.0
Agree	4	50.0	1	33.3			1	9.1			1	20.0	2	50.0
Strongly Agree			1	33.3	1	12.5					2	40.0		
I regularly utilize benefits that allow me to more easily meet my nonwork demands.														
Strongly Disagree	4	50.0	1	33.3	4	50.0	8	72.7			1	20.0	2	50.0
Disagree	3	37.5			2	25.0	2	18.2	2	66.7	3	60.0	1	25.0
Agree	1	12.5	1	33.3	2	25.0	1	9.1	1	33.3	1	20.0	1	25.0
Strongly Agree			1	33.3										
My employer provides benefits that allow me to more easily meet my non-work demands.														
Strongly Disagree	5	62.5	1	33.3	5	62.5	8	72.7	2	66.7	1	20.0	2	50.0
Disagree	2	25.0			2	25.0	2	18.2			1	20.0	1	25.0
Agree	1	12.5	1	33.3	1	12.5	1	9.1	1	33.3	3	60.0	1	25.0
Strongly Agree			1	33.3										
Work does not let me to have a fair, balance between private and working life														
Strongly Disagree	1	12.5			4	50.0	1	9.1			2	40.0	1	25.0
Disagree	3	37.5	3	100.0	2	25.0	1	9.1			1	20.0	2	50.0
Agree	4	50.0					5	45.5	3	100.0	2	40.0	1	25.0
Strongly Agree					2	25.0	4	36.4						
I feel excessively pressured at work to meet targets.														
Strongly Disagree	1	12.5	1	33.3	3	37.5	1	9.1					1	25.0
Disagree	3	37.5	2	66.7	3	37.5	2	18.2	2	66.7	3	60.0		
Agree	2	25.0			1	12.5	2	18.2	1	33.3	1	20.0	3	75.0
Strongly Agree	1	12.5			1	12.5	6	54.5			1	20.0		
After work, I find it hard to wind down.														
Strongly Disagree	3	37.5	1	33.3	5	62.5					2	40.0	2	50.0
Disagree	4	50.0	1	33.3	1	12.5	1	9.1	3	100.0			1	25.0
Agree	1	12.5	1	33.3	1	12.5	3	27.3			2	40.0	1	25.0
Strongly Agree					1	12.5	7	63.6			1	20.0		
After the workday, I continue to think about my work situation.														
Strongly Disagree	1	12.5			4	50.0					1	20.0	1	25.0
Disagree	3	37.5			2	25.0			3	100.0	1	20.0		
Agree	3	37.5	3	100.0			3	27.3			2	40.0	2	50.0
Strongly Agree	1	12.5			2	25.0	8	72.7			1	20.0	1	25.0
I am under an excessive workload.														
Strongly Disagree	2	25.0	1	33.3	2	25.0					1	20.0	1	25.0
Disagree	2	25.0			4	50.0	1	9.1	2	66.7	2	40.0		
Agree	3	37.5	2	66.7	1	12.5	3	27.3	1	33.3	1	20.0	3	75.0
Strongly Agree	1	12.5			1	12.5	7	63.6			1	20.0		
I find myself thinking negatively about work outside work hours.														
Strongly Disagree	4	50.0			2	25.0	1	9.1			1	20.0	1	25.0
Disagree	3	37.5	2	66.7			3	27.3	1	33.3	2	40.0	1	25.0
Agree			1	33.3	3	37.5			2	66.7	2	40.0	2	50.0
Strongly Agree	1	12.5			3	37.5	7	63.6						

Area "work relationships"

For this area, the results indicate that in general participants are rather satisfied with their relationships in the workplace. The highest agreement was for the item asking about positive relationship with colleagues, that obtained only one answer in

disagreement. In contrast, investigating solidarity among colleagues obtained nine answers in disagreement, indicating that this aspect of work relationship may be improved.

Detailed results for each company are reported in Table 287.

Table 287. Area work relationships

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
There is solidarity among my colleagues / my team.														
Strongly Disagree							1	9.1						
Disagree	2	25.0			2	25.0	3	27.3			1	20.0		
Agree	3	37.5	3	100.0	4	50.0	7	63.6	3	100.0	2	40.0	3	75.0
				0						0				
Strongly Agree	3	37.5			2	25.0					2	40.0	1	25.0
I have positive relationship with my colleagues.														
Strongly Disagree														
Disagree											1	20.0		
Agree	4	50.0	2	66.7	4	50.0	7	63.6	3	100.0	3	60.0	3	75.0
										0				
Strongly Agree	4	50.0	1	33.3	4	50.0	4	36.4			1	20.0	1	25.0
I have positive relationship with my boss or supervisor.														
Strongly Disagree	1	12.5					1	9.1						
Disagree					1	12.5	1	9.1	3	100.0				
										0				
Agree	5	62.5	2	66.7	4	50.0	7	63.6			4	80.0	3	75.0
Strongly Agree	2	25.0	1	33.3	3	37.5	2	18.2			1	20.0	1	25.0

Area "communication practices"

Results showed that for all the companies some difficulties could be recognized concerning the area "communication practices". In particular, for the item "My employer regularly makes changes in response to employee feedback." a rather high percentage (between 33.3% and 100%) of participants indicated dissatisfaction ("Disagree" or "Strongly disagree") in all companies. This result indicates that this aspect of the work experience may be improved. Conversely, for most of participants the omission diffusion of distorted information by colleagues did not represent a problem of their workplaces (<8disagreement between 60.0% and 100%).

Detailed results for each company are reported in Table 288.

Table 288. Area communication practices

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with my employer's communication practices.														
Strongly Disagree	2	25.0			3	37.5	7	63.6	2	66.7				
Disagree	3	37.5			3	37.5	2	18.2	1	33.3	2	40.0		
Agree	3	37.5	2	66.7	2	25.0	2	18.2			3	60.0	4	100.0
Strongly Agree			1	33.3										
The objectives of my company organisation are always well defined and communicated.														
Strongly Disagree	3	37.5			5	62.5	7	63.6	2	66.7	1	20.0		
Disagree	4	50.0	1	33.3	2	25.0	3	27.3	1	33.3				
Agree	1	12.5	2	66.7	1	12.5	1	9.1			4	80.0	4	100.0
Strongly Agree														
My company or organisation regularly communicate with employees.														
Strongly Disagree	2	25.0			3	37.5	6	54.5	2	66.7	1	20.0		
Disagree	3	37.5	1	33.3	3	37.5	4	36.4	1	33.3	1	20.0		
Agree	2	25.0	1	33.3	1	12.5	1	9.1			3	60.0	2	50.0
Strongly Agree	1	12.5	1	33.3	1	12.5							2	50.0
My company or organisation periodically collect feedback from employees.														
Strongly Disagree	3	37.5					8	72.7	2	66.7	3	60.0		
Disagree	4	50.0	2	66.7	2	25.0	3	27.3	1	33.3	1	20.0		
Agree			1	33.3	4	50.0					1	20.0	3	75.0
Strongly Agree	1	12.5			2	25.0							1	25.0
My employer regularly makes changes in response to employee feedback.														
Strongly Disagree	3	37.5			3	37.5	8	72.7	2	66.7				
Disagree	5	62.5	1	33.3	3	37.5	3	27.3	1	33.3	3	60.0	2	50.0
Agree			1	33.3	2	25.0					2	40.0	2	50.0
Strongly Agree			1	33.3										
Necessary information for my work is omitted or distorted by colleagues.														
Strongly Disagree	4	50.0	1	33.3	5	62.5					1	20.0	2	50.0
Disagree	3	37.5	1	33.3	2	25.0	1	100	3	100.0	2	40.0	1	25.0
Agree							1							
Strongly Agree	1	12.5	1	33.3	1	12.5					2	40.0	1	25.0

Area "job security and organisational change"

Results indicate that for almost all companies a percentage from 16.7% to 30.0% of participants felt some difficulties concerning item 7.6 ("When changes are introduced, they are clear to me how they will work in practice"). Conversely, most of the participants were not concerned about the expire of their employment contract (only seven answers in disagreement out of 42), and about the exclusion from the possibilities of professional advancement (14 answers in disagreement out of 42).

Details of answers collected from each company are reported in Table 289.

Table 289. Area "job security and organisational change"

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I feel excluded from the possibilities of professional advancement.														
Strongly Disagree	2	25.0	1	33.3	6	75.0	1	9.1	2	66.7	1	20.0	1	25.0
Disagree	3	37.5	2	66.7	1	12.5	1	9.1	1	33.3	1	20.0	2	50.0
Agree	3	37.5					2	18.2			2	40.0	1	25.0
Strongly Agree					1	12.5	7	63.6			1	20.0		
To carry out my job, I have adequate safety devices available.														
Strongly Disagree	1	12.5			1	12.5	1	9.1						
Disagree	1	12.5			2	25.0	5	45.5	2	66.7	1	20.0		
Agree	4	50.0	2	66.7	3	37.5	5	45.5	1	33.3	1	20.0	4	100.0
Strongly Agree	2	25.0	1	33.3	2	25.0					3	60.0		
The work environments are comfortable and well-lit.														
Strongly Disagree	3	37.5												
Disagree					2	25.0	1	9.1					1	25.0
Agree	5	62.5	1	33.3	6	75.0	3	27.3	1	33.3	2	40.0	3	75.0
Strongly Agree			2	66.7			7	63.6	2	66.7	3	60.0		
In my organisation, employees are consulted when there are changes in the workplace.														
Strongly Disagree	2	25.0			2	25.0	6	54.5						
Disagree	5	62.5			2	25.0	3	27.3	3	100.0				
Agree	1	12.5	2	66.7	4	50.0	1	9.1			3	60.0	4	100.0
Strongly Agree			1	33.3			1	9.1			2	40.0		
I am directly involved when my boss or supervisor makes decisions that affect me.														
Strongly Disagree					1	12.5	5	45.5						
Disagree	3	37.5			1	12.5	4	36.4						
Agree	3	37.5	2	66.7	4	50.0	2	18.2	3	100.0	4	80.0	4	100.0
Strongly Agree	2	25.0	1	33.3	2	25.0					1	20.0		
When changes are introduced, they are clear to me how they will work in practice.														
Strongly Disagree	2	25.0			1	12.5	6	54.5			1	20.0		
Disagree	5	62.5			4	50.0	3	27.3	1	33.3				
Agree	1	12.5	2	66.7	3	37.5	2	18.2	2	66.7	3	60.0	4	100.0
Strongly Agree			1	33.3							1	20.0		
The company shows sensitivity towards safety issues in the workplace.														
Strongly Disagree	2	25.0					6	54.5						
Disagree	3	37.5			2	25.0	3	27.3						
Agree	1	12.5	2	66.7	4	50.0	1	9.1	3	100.0	4	80.0	4	100.0
Strongly Agree	2	25.0	1	33.3	2	25.0	1	9.1			1	20.0		
I am worried about the expiry of my employment contract.														
Strongly Disagree	4	50.0	1	33.3	7	87.5	8	72.7	2	66.7	3	60.0	3	75.0
Disagree			2	66.7			2	18.2	1	33.3	2	40.0		
Agree	2	25.0			1	12.5							1	25.0
Strongly Agree	2	25.0					1	9.1						

Area "job conditions"

In this area, the overall level of satisfaction was rather high (agreement from 36.4% to 100%). The item that reached the lowest agreement was that asking about resources to help employees manage their stress, that obtained only 14 answers in agreement out of 42. This indicates that improving the stress management competences seems relevant for Italian participants. Conversely, the item investigating the availability of the tools needed to do job showed a high percentage of answers in agreement in all companies (from 35.0% to 100%). This indicate that this was not a problematic aspect of the work experience.

Detailed concerning answers from each company are reported in Table 290.

Table 290. Area job conditions

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the health and safety practices of my employer.														
Strongly Disagree							6	54.5						
Disagree	3	37.5			4	50.0	1	9.1						
Agree	4	50.0	2	66.7	4	50.0	4	36.4	3	100.0	3	60.0	3	75.0
Strongly Agree	1	12.5	1	33.3							2	40.0	1	25.0
I have all the tools I need to do my job.														
Strongly Disagree					1	12.5								
Disagree					4	50.0	3	27.3			1	20.0		
Agree	6	75.0	1	33.3	2	25.0	7	63.6	3	100.0	2	40.0	3	75.0
Strongly Agree	2	25.0	2	66.7	1	12.5	1	9.1			2	40.0	1	25.0
The jobs of the various departments/offices are clearly defined.														
Strongly Disagree	1	12.5	1	33.3	2	25.0	4	36.4			1	20.0		
Disagree	4	50.0	1	33.3	3	37.5	3	27.3	2	66.7	3	60.0		
Agree	3	37.5	1	33.3	1	12.5	4	36.4	1	33.3	1	20.0	4	100.0
Strongly Agree					2	25.0								
My role within the organisation is not well defined.														
Strongly Disagree	4	50.0			2	25.0	2	18.2			2	40.0	2	50.0
Disagree	2	25.0	3	100.0	2	25.0	1	9.1	1	33.3	3	60.0	1	25.0
Agree	1	12.5			4	50.0	1	9.1	2	66.7			1	25.0
Strongly Agree	1	12.5												
I have the impression that I have a marginal position within my organisation.														
Strongly Disagree	3	37.5	1	33.3	3	37.5					1	20.0	3	75.0
Disagree	3	37.5	2	66.7	2	25.0	6	54.5			3	60.0		
Agree	2	25.0			3	37.5	1	9.1	3	100.0	1	20.0	1	25.0
Strongly Agree							4	36.4						
My work increases my sense of self-worth.														
Strongly Disagree					2	25.0								
Disagree	5	62.5	1	33.3	2	25.0	8	72.7	1	33.3				
Agree	1	12.5	2	66.7	3	37.5	2	18.2	2	66.7	3	60.0	1	25.0
Strongly Agree	2	25.0			1	12.5	1	9.1			2	40.0	3	75.0
I feel my boss is empathic and understanding about my work concerns.														
Strongly Disagree	2	25.0			1	12.5	6	54.5						
Disagree	2	25.0			4	50.0	3	27.3	3	100.0	2	40.0		
Agree	4	50.0	2	66.7	1	12.5	2	18.2			1	20.0	2	50.0
Strongly Agree			1	33.3	2	25.0					2	40.0	2	50.0
My employer provides sufficient resources to help employees manage their stress.														
Strongly Disagree	2	25.0			3	37.5	8	72.7	2	66.7				
Disagree	5	62.5			3	37.5	3	27.3			2	40.0		

Agree	1	12.0	3	100.0	1	12.5		1	33.3	2	40.0	4	100.0	
Strongly Agree					1	12.5				1	20.0			
I feel personally connected to my organisation's values.														
Strongly Disagree	1	12.5			1	12.5	4	36.4						
Disagree	1	12.5			2	25.0	3	27.3	1	33.3	1	20.0		
Agree	6	75.0	2	66.7	3	37.5	3	27.3	2	66.7		2	50.0	
Strongly Agree			1	33.3	2	25.0	1	9.1			4	80.0	2	50.0
During my workday, I typically feel tense or stressed out.														
Strongly Disagree	2	25.0			1	12.5							1	25.0
Disagree	3	37.5	2	66.7	5	62.5	1	9.1	2	66.7	2	40.0	1	25.0
Agree	2	25.0	1	33.3			5	45.5	1	33.3	2	40.0	2	50.0
Strongly Agree	1	12.5			2	25.0	5	45.5			1	20.0		
My company or organisation makes me feel valued.														
Strongly Disagree	1	12.5			1	12.5	6	54.5						
Disagree	5	62.5					4	36.4	3	100.0	1	20.0		
Agree	2	25.0	3	100.0	5	62.5	1	9.1			4	80.0	4	100.0
Strongly Agree					2	25.0								
My values and the values of my employer are very similar.														
Strongly Disagree					2	25.0	7	63.6	2	66.7				
Disagree	4	50.0			4	50.0	1	9.1	1	33.3	1	20.0	1	25.0
Agree	4	50.0	2	66.7			3	27.3			2	40.0	2	50.0
Strongly Agree			1	33.3	2	25.0					2	40.0	1	25.0
I intend to seek employment outside of my company or organisation in the next year.														
Strongly Disagree	6	75.0	1	33.3	4	50.0	2	18.2			3	60.0	2	50.0
Disagree	1	12.5	1	33.3	2	25.0	1	9.1	3	100.0	1	20.0	1	25.0
Agree	1	12.5	1	33.3	2	25.0	2	18.2			1	20.0	1	25.0
Strongly Agree							6	54.5						

Area "welfare policies"

Results for this area showed that hourly flexibility, smart working for one or more days per month, and more economic incentives for key life events (for example the birth of a child) were among the most liked policies (agreement from 33.0% to 100%). In contrast, part-time for a limited period, more work permits to care family members in need, and more work permits for breastfeeding or feeding were among the policies less valued by Italian participants (from 9.1% to 60.0% of disagreement).

Detailed results for each company are reported in Table 291.

Table 291. Area welfare policies

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
More hourly flexibility (for example: to go to work later and finish later, etc.).														
Strongly Disagree							3	27.3			2	40.0		
Disagree	1	12.5							1	33.3				
Agree	1	12.5	3	100.0			2	18.2			1	20.0	3	75.0
Strongly Agree	6	75.5			8	100.0	6	54.5	2	66.7	2	40.0	1	25.0
Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints).														
Strongly Disagree									1	33.3	2	40.0		
Disagree													1	20.0
Agree	1	12.5			2	25.0					1	20.0	2	50.0
Strongly Agree	7	87.5	3	100.0	6	75.0	1	100	2	66.7	2	40.0	1	25.0
Part-time for a limited period if I need it.														
Strongly Disagree			1	33.3	2	25.0	1	9.1			1	20.0	1	25.0
Disagree	2	25.0			2	25.0	2	18.2	1	33.3				
Agree	2	25.0	1	33.3	2	25.0	1	9.1			2	40.0	2	50.0
Strongly Agree	4	50.0	1	33.3	2	25.0	7	63.6	2	66.7	2	40.0	1	25.0
To have more work permits to look after a family member at home or in hospital facilities.														
Strongly Disagree	1	12.5			2	25.0					1	20.0		
Disagree	1	12.5	1	33.3	2	25.0	1	9.1	1	33.3			1	25.0
Agree	3	37.5	1	33.3	3	37.5	2	18.2			2	40.0	2	50.0
Strongly Agree	3	37.5	1	33.3	1	12.5	8	72.7	2	66.7	2	40.0	1	25.0
More economic incentives for key life events (for example the birth of a child).														
Strongly Disagree					2	25.0					1	20.0		
Disagree			2	66.7			1	9.1	1	33.3	1	20.0		
Agree	2	25.0			3	37.5	1	9.1					3	75.0
Strongly Agree	6	75.0	1	33.3	3	37.5	9	81.8	2	66.7	3	60.0	1	25.0
More work permits for breastfeeding or feeding.														
Strongly Disagree	2	25.0	2	66.7	2	25.0					3	60.0	1	25.0
Disagree	1	12.5			1	12.5	1	9.1	1	33.3				
Agree	2	25.0			3	37.5	2	18.2					3	75.0
Strongly Agree	3	37.5	1	33.3	2	25.0	8	72.7	2	66.7	2	40.0		
Free kindergartens or company nursery.														
Strongly Disagree			2	66.7	2	25.0					2	40.0	2	50.0
Disagree	3	37.5			1	12.5	1	9.1	1	33.3			1	25.0
Agree							2	18.2			1	20.0	1	25.0
Strongly Agree	5	62.5	1	33.3	5	62.5	8	72.7	2	66.7	2	40.0		
Additional forms of health care (like agreements with medical clinics, dental offices, etc.).														
Strongly Disagree			1	33.3	2	25.0							1	25.0
Disagree	1	12.5	1	33.3							1	20.0	1	25.0
Agree	2	25.0			2	25.0	4	36.4	1	33.3	1	20.0	1	25.0
Strongly Agree	5	62.5	1	33.3	4	50.0	7	63.6	2	66.7	3	60.0	1	25.0
Other forms of specific support actions for the assistance of family members as caregiving.														
Strongly Disagree	1	12.5			2	25.0								
Disagree	2	25.0	2	66.7					1	33.3	1	20.0	1	25.0
Agree	3	37.5			4	50.0	2	18.2			1	20.0	3	75.0
Strongly Agree	2	25.0	1	33.3	2	25.0	9	81.8	2	66.7	3	60.0		
Tools supporting practical guidance for all the issues related to caregiving (as front office).														
Strongly Disagree	1	12.5	1	33.3	2	25.0					1	20.0	1	25.0
Disagree	2	25.0	1	33.3	1	12.5			1	33.3			1	25.0
Agree	3	37.5			2	25.0	3	27.3					2	50.0
Strongly Agree	2	25.0	1	33.3	3	37.5	8	72.7	2	66.7	4	80.0		

Area WWM Skills

Overall, all items in WWM skills (see Table 292) reached high approval indicating that all the stress management competencies indicated were relevant for Italian participants. In particular, the items asking about the ability to cooperate to achieve common objectives, use time efficiently, and use verbal language and non-verbal expression obtained only one answer in disagreement. In contrast, the item investigating the ability to guide and motivate team was that obtained the lowest endorsement (six answers in disagreement).

Table 292. WWM Skills

	IO1		IO2		IO3		IO4		IO5		IO6		IO7	
	N tot = 8		N tot = 3		N tot = 8		N tot = 11		N tot = 3		N tot = 5		N tot = 4	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
To be able to adapt himself to the different organisational context demands.														
Strongly Disagree														
Disagree														
Somewhat Disagree	1	12.5							1	33.3				
Somewhat Agree	1	12.5			1	12.5							1	25.0
Agree	3	37.5	1	33.3	1	12.5	3	27.3			2	40.0	2	50.0
Strongly Agree	3	37.5	2	66.7	6	75.0	8	72.7	2	66.7	3	60.0	1	25.0
To be able to set up working methods and organize and conduct their work independently.														
Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree									1	33.3				
Somewhat Agree	2	25.0			3	37.5					3	60.0	1	25.0
Agree	4	50.0	2	66.7			3	27.3			1	20.0	2	50.0
Strongly Agree	1	12.5	1	33.3	5	62.5	8	72.7	2	66.7	1	20.0	1	25.0
To be able to guide and motivate team, assigning objectives and managing dynamics.														
Strongly Disagree					2	25.0								
Disagree	2	25.0			1	12.5								
Somewhat Disagree									1	33.3				
Somewhat Agree	2	25.0			1	12.5	1	9.1			1	20.0		
Agree	2	25.0	2	66.7	1	12.5	1	9.1			4	80.0	2	50.0
Strongly Agree	2	25.0	1	33.3	3	37.5	9	81.8	2	66.7			2	50.0
To be able to cooperate to achieve common objectives.														
Strongly Disagree														
Disagree														
Somewhat Disagree									1	33.3				
Somewhat Agree	2	25.0					1	9.1						
Agree	4	50.0	2	66.7	2	25.0	1	9.1			1	20.0	3	75.0
Strongly Agree	2	25.0	1	33.3	6	75.0	9	81.8	2	66.7	4	80.0	1	25.0
To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.														

Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree	2	25.0			2	25.0			1	33.3		1	25.0	
Agree	2	25.0	2	66.7	2	25.0	1	9.1			2	40.0	1	25.0
Strongly Agree	3	37.5	1	33.3	4	50.0	1	90.9	2	66.7	3	60.0	2	50.0

To be able to handle positive and negative emotions in different situations effectively.

Strongly Disagree														
Disagree	1	12.5			1	12.5			1	33.3				
Somewhat Disagree	4	50.0			2	25.0						1	25.0	
Agree			2	66.7	1	12.5	4	36.4			1	20.0	2	50.0
Strongly Agree	3	37.5	1	33.3	4	50.0	7	63.6	2	66.7	4	80.0	1	25.0

To be able to master stressful situations.

Strongly Disagree														
Disagree	2	25.0												
Somewhat Disagree	2	25.0			1	12.5			1	33.3				
Agree	3	37.5	2	66.7			4	36.4			2	40.0	2	50.0
Strongly Agree	2	25.0	1	33.3	7	87.5	7	63.6	2	66.7	3	60.0	2	50.0

To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.

Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree	3	37.5			3	37.5			1	33.3		2	50.0	
Agree	3	37.5	2	66.7	1	12.5	3	27.3			2	40.0	1	25.0
Strongly Agree	1	12.5	1	33.3	4	50.0	8	72.7	2	66.7	3	60.0	1	25.0

To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.

Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree					1	12.5			1	33.3	1	20.0		
Agree	4	50.0			1	12.5						1	25.0	
Strongly Agree	2	25.0	2	66.7	1	12.5	4	36.4	2	66.7	1	20.0		
	1	12.5	1	33.3	5	62.5	7	63.6			3	60.0	3	75.0

To be able to prevent and manage conflict situations.

Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree					1	12.5								
Agree	2	25.0							1	33.3	1	20.0	2	50.0

Agree	5	62.5	2	66.7		3	27.3				1	25.0		
Strongly Agree			1	33.3	7	87.5	8	72.7	2	66.7	4	80.0	1	25.0
To be able to support, as a third party, the achievement of an agreement between the parties.														
Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree					1	12.5			1	33.3			1	25.0
Somewhat Agree	5	62.5			1	12.5							2	50.0
Agree														
Agree	2	25.0	2	66.7	1	12.5	2	18.2			2	40.0		
Strongly Agree			1	33.3	5	62.5	9	81.8	2	66.7	3	60.0	1	25.0
To be able to understand problems and find an effective solution using both experience and creativity.														
Strongly Disagree														
Disagree	1	12.5												
Somewhat Disagree					1	12.5								
Somewhat Agree	2	25.0			1	12.5			1	33.3			2	50.0
Agree														
Agree	3	37.5	2	66.7	1	12.5	3	27.3			1	20.0	1	25.0
Strongly Agree	2	25.0	1	33.3	5	62.5	8	72.7	2	66.7	4	80.0	1	25.0
To be able to make effective decisions, even in conditions of uncertainty and complexity.														
Strongly Disagree														
Disagree													1	25.0
Somewhat Disagree					2	25.0			1	33.3				
Somewhat Agree	2	25.0					1	9.1			1	20.0	1	25.0
Agree														
Agree	4	50.0	2	66.7	2	25.0	2	18.2			1	20.0	1	25.0
Strongly Agree	2	25.0	1	33.3	4	50.0	8	72.7	2	66.7	3	60.0	1	25.0

3.6 SME Survey – Portugal

3.6.1 Participants

A total of 166 participants took part in the study from eleven Portuguese companies. Participants were 119 females and 44 males (three participants did not provide the information about gender). The majority were aged between 38 and 42 years (23.5%; 23-27 years = 6 %; 28-32 years = 11.4%; 33-37 years = 10.2 %; 43-47 years = 15.1%; 48-52 years = 16.9%; 53-57 years = 10.8%; 58-62 years = 3.6%; 63 & over = 24%) and had a Professional Degree (31.7%; Postgraduate Degree or PhD = 15.2%; Master degree = 2.4%; Bachelor' degree = 11.6%; Secondary school = 8.5%; High School Diploma = 26.2%; Primary Education = 4.3%; two data were missing). Almost all participants reported having a good health status (Bad = 1,8%; Fair = 15.8%; Good = 56.4%; Very good = 26.1%; one participant did not provide the information about health).

3.6.2 Results

With regard to the items investigating the overall satisfaction with one's own work (see Table 293), the amount of control and involvement at work, the growth and

development opportunities, the work-life balance, the communication practices, and the health and safety practices (i.e., items 1, 2, 3, 4, 5, 6), means ranged between 2.95 and 3.36. For these items, the majority of answers were between “Agree” and “Strongly agree” (from 74.6% to 91.6%). These results indicate that, in general, participants are rather satisfied with these aspects of their work. The largest rate of agreement (i.e., “Agree” or “Strongly agree” was for the item investigating the satisfaction with the amount of control and involvement in the workplace (i.e., Item 2). Conversely, the lowest agreement was for the item asking about the satisfaction with the growth and development opportunities offered by the employer (i.e., Item 3).

Table 293. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	166	166	165	166	166	166
Missing	0	0	1	0	0	0
Mean	3.30	3.36	2.95	3.11	3.06	3.35
SD	.742	.688	.840	.809	.829	.659

Concerning the items exploring WWM Skills the means ranged from 5.24 to 5.45 (see Table 294–Table 295). For these items, the vast majority of answers agreed (between “Somewhat agree” and “Strongly agree”; from 95.8% to 98.8%). These results indicate that, in general, participants consider very important all the proposed stress management competences. In particular, the highest endorsement was for the competence investigated by Item “To be able to understand problems and find an effective solution using both experience and creativity”, whereas the lowest was for the competences indicated by items to be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties” and “To be able to prevent and manage conflict situations”. These results suggest that for Portuguese participants, managers should be able to understand problems and find effective solutions using both experience and creativity, while their competences in managing conflict situations are a few less important.

Table 294. WWM Skills (part 1)

	To be able to adapt himself to the different organisational context demands	To be able to guide and motivate team, assigning objectives and managing dynamics	To be able to cooperate to achieve common objectives	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency	To be able to handle positive and negative emotions in different situations effectively	To be able to master stressful situations
N	163	162	162	162	162	162
Missing	3	4	4	4	4	4
Mean	5.38	5.38	5.45	5.39	5.37	5.44
SD	.787	.871	.842	.758	.826	.819

Table 295. WWM Skills (part 2)

	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.	To be able to prevent and manage conflict situations.	To be able to support, as a third party, the achievement of an agreement between the parties.	To be able to understand problems and find an effective solution using both experience and creativity.	To be able to make effective decisions, even in conditions of uncertainty and complexity.
N	161	161	161	161	161	161
Missing	5	5	5	5	5	5
Mean	5.35	5.30	5.43	5.32	5.39	5.32
SD	.785	.902	.842	.869	.775	.911

In the comparison between males and females, some statistically significant differences emerge. For the following items, the group of male has a mean value statistically higher than female:

“All in all, I am satisfied with my job” (Mean male = 3.5 SD= 0.591; mean female = 3.24, SD= 0.781) ($t_{(101)} = -2.224$; $p < 0.05$).

“I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting” (Mean male= 3.16, SD = 0.776; Mean female= 2.87, SD= 0.708) ($t_{(71.078)} = -2.132$; $p < 0.05$).

“Overall, I am satisfied with the work-life balance practices offered by my employer” (Mean male= 3.30, SD=0.765, Mean female = 3.02, SD= 0.863) ($t_{(90.312)} = -2.228$; $p < 0.05$).

I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work (Mean male= 2.93; SD=0.998; Mean female= 2.56, SD = 0.860) ($t_{(68.007)} = 2.172$; $p < 0.05$).

Whereas for the following items, the group of female has a mean value statistically higher than male:

"After work, I find it hard to wind down" (Mean female = 2.38, SD= 1.066; Mean male= 1.98, SD = 0.849) ($t_{(68.007)} = 2.172$; $p < 0.05$).

"During my workday, I typically feel tense or stressed out" (Mean female= 2.48, SD= 0.949; Mean male= 2.16; SD=0.861) ($t_{(84.440)} = 2.070$; $p < 0.05$).

"How do you personally evaluate the importance of free kindergartens or company nursery" (Mean female= 3.18, SD= 0,939; Mean male= 2.77, SD=1.031) ($t_{(70.945)} = 2.320$; $p < 0.05$).

3.6.3. Detailed Results for Portuguese Organisations

Samples description

- *PO1*

In this organisation, all respondents were females ($N = 12$). The majority of respondents were aged between 53 and 57 years (33.3%). With regard to the education level, three participants had a master's degree and nine had a Bachelor's Degree. All participants reported a good or very good health condition.

- *PO2*

From this organisation, ten participants took part in the study. Nine respondents were males, whereas one was female. The majority of respondents were aged between 38 and 42 years (30%) and had a Secondary School Diploma ($N = 5$). All participants reported having a good health condition (Fair = 11.1%; Good = 66.7%; Very good = 22.2%).

- *PO3*

Four employees of this organisation answered the questionnaire. Three of them were males, whereas one was female. Their age ranged between 23 and 32 years. Concerning the education level, three participants had a Secondary School Diploma whereas one had a bachelor's degree. All participants reported a very good health condition.

- *PO4*

Eleven questionnaires were collected from this company. The sample included three males and seven males. The majority of participants were aged between 38 and 42 years (36.4%). Nine participants had a Postgraduate Degree or PhD, one had bachelor's degree, and one had a master's degree. All participants reported a good or very good health status.

- *PO5*

Ten employees of this company filled out the questionnaire. One of them was male whereas the remaining nine were females. The majority of participants were aged between 38 and 42 years (30%). With regard to the education level, five participants had a Secondary School Diploma and five a bachelor's degree. All participants reported having a good health status (between fair and very good).

- *PO6*

From this organisation, 35 participants took part in the study. Eight respondents were males, whereas 25 were female. The majority of respondents were aged between 38 and 42 years (25.7%) and had a Professional Degree. All participants reported having a good health condition (Fair = 28.6%; Good = 57.1%; Very good = 14.3%).

- *PO7*

Five questionnaires were collected from this organisation. The sample included four females and one male. The majority of participants were aged between 43 and 47 years (40.0%). Two participants had a High School Diploma, whereas the others had a Professional Degree or a Postgraduate Degree. All participants reported a good (40.0%) or very good health status (60.0%).

- *PO8*

Seven employees of this organisation answered the questionnaire. Three of them were males, whereas four were females. Their age ranged between 28 and 52 years and the majority were aged between 38 and 42 (28.6%). Concerning the education level, three participants had a High School Diploma, three had a Professional Degree, whereas one had a Postgraduate Degree. All participants reported a good health condition (good = 57.1%; very good = 42.9%).

- *PO9*

Ten employees of this organisation filled out the questionnaire. Four of them were males whereas the remaining six were females. The age of participants ranged between 23 and 22 years and the majority were aged between 38-42 (30.0%) and 43-47 (30.0%) years. With regard to the education level, six participants had a Professional Degree, one had a High School Degree, and three had a Postgraduate Degree. All participants reported a good health status (good = 60.0%; very good = 40.0%).

- *PO10*

Seven employees of this organisation completed the questionnaire. Four were males and three were females. The majority of participants were aged between 43 and 52 years (43-47 = 42.9%; 48-52 = 42.9%). With regard to the education level, five participants had a High School Diploma whereas the others had a Professional Degree or a Secondary School Diploma. All participants reported a good health status (fair = 42.9%; good = 57.1%).

- *PO11*

This was the largest sample from Portugal and included 54 participants. Seven of them were males, whereas 47 was female. The majority of respondents were aged between 38 and 42 years (24.1%) and had a Professional Degree. Almost all participants reported having a good health condition (Fair = 18.5%; Good = 55.6%; Very good = 20.4%), whereas three declared a bad health.

Details for each organisation are reported in Table 296.

Table 296. Company data

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11	
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
My Gender is																						
Male			9	90	3	75.0	3	30	1	10	8	24.2	1	20.0	3	42.9	4	40.0	4	57.1	7	13.0
Female	12	100	1	10	1	25.0	7	70	9	90	25	75.8	4	80.0	4	57.1	6	60.0	3	42.9	47	87.0
My age is																						
18_22																						
23-27					1	25.0			2	20							1	10.0			6	11.1
28-32			2	20	3	75.0							1	20.0	1	14.3	2	20.0			10	18.5
33-37	1	8.3					1	9.1			4	11.4			1	14.3			1	14.3	9	16.7
38-42	1	8.3	3	30			4	36.4	3	30	9	25.7	1	20.0	2	28.6	3	30.0			13	24.1
43-47	1	8.3					1	9.1	2	20	6	17.1	2	40.0	2	28.6	3	30.0	3	42.9	5	9.3
48-52	3	25	2	20			2	18.2	1	10	7	20.0	1	20.0	1	14.3	1	10.0	3	42.9	6	11.1
53-57	4	33.3	2	20			1	9.1	1	10	5	14.3									5	9.3
58-62	1	8.3					2	18.2	1	10	2	5.7										
63 and over	1	8.3	1	10							2	5.7										
The highest level of education that I have completed is																						
Bachelor or graduation	9		3		1		1		5		0		0		0		0		0		0	
High School	0		0		0		0		0		7		0		3		1		2		11	
High School Diploma	0		0		0		0		0		6		2		0		0		3		7	
Master's degree	3		0		0		1		0		0		0		0		0		0		0	
Professional Degree (for ex	0		0		0		0		0		7		1		3		6		1		13	
Secondary school	0		5		3		0		5		0		0		0		0		0		0	
Other. High School with Voc	0		0		0		0		0		0		0		0		0		1		0	
Other. Primary Education	0		0		0		0		0		3		0		0		0		0		4	

Results for the Area "control and involvement"

In general, answers in this area were mainly in agreement, indicating that respondents were rather satisfied with the level of "control and involvement" in their work. The highest endorsement was obtained by item and 2 (i.e., "Overall, I am satisfied with the amount of control and involvement I have at work"), in which answers in disagreement (from 5.7% to 40% of "Disagree" or "Strongly disagree") were provided only by the participants of three out of the eleven companies that participated in the study. Conversely, the items investigating the opportunities of being involved in decision making showed the lowest approval, with a percentage of disagreement ("Disagree" or "Strongly disagree") between 8.3% and 71.4%.

Details of the answers from each company are reported in Table 297.

Table 297. Area Control and involvement

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11		
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
All in all, I am satisfied with my job																							
Strongly Disagree																					4	7.4	
Disagree			5	50			1	9.1			3	8.6							2	28.6	5	9.3	
Agree			1	10	3	75.0	6	54.5	4	40	16	45.7	1	20.0	5	71.4	1	10.0	5	71.4	2	53.7	
Strongly Agree	12	100	4	40	1	25.0	4	36.4	6	60	16	45.7	4	80.0	2	28.6	9	90.0			1	29.6	
Overall, I am satisfied with the amount of control and involvement I have at work.																							
Strongly Disagree			2	20																		1	1.9
Disagree			2	20						2	5.7											6	11.1
Agree			3	30	3	75.0	2	18.2	4	40	16	45.7	2	40.0	5	71.4	2	20.0	7	100.0	3	59.3	
Strongly Agree	12	100	3	30	1	25.0	9	81.8	6	60	17	48.6	3	60.0	2	28.6	8	80.0			2	27.8	
My employer provides employees with sufficient control over how they perform their job.																							
Strongly Disagree			2	20																		1	1.9
Disagree			2	20						1	2.9			1	14.3						1	14.3	
Agree	5	41.7	2	20	3	75.0	3	27.3	4	40	18	51.4	1	20.0	3	42.9	2	20.0	4	57.1	2	51.9	
Strongly Agree	7	58.3	4	40	1	25.0	8	72.7	6	60	16	45.7	4	80.0	3	42.9	8	80.0	1	14.3	1	33.3	
My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work.																							
Strongly Disagree			1	11.1			1	9.1	1	10													
Disagree	1	8.3	4	44.4							8	22.9			1	14.3			3	42.9	1	25.9	

Agree	4	33.3	1	11.1	1	25.0	6	54.5	4	40	17	48.6	1	20.0	3	42.9	2	20.0	4	57.1	2	48.1
Strongly Agree	7	58.3	3	33.3	3	75.0	4	36.4	5	50	10	28.6	4	80.0	3	42.9	8	80.0			1	25.9
My employer values employee involvement in daily decision making, problem-solving, and goal setting.																						
Strongly Disagree			1	11.1			1	9.1	1	10												
Disagree	1	8.3	4	44.4							9	25.7						3	42.9	1	20.4	
Agree	4	33.3	1	11.1	1	25.0	6	54.5	4	40	19	54.3	2	40.0	4	57.1	2	20.0	4	57.1	2	53.7
Strongly Agree	7	58.3	3	33.3	3	75.0	4	36.4	5	50	7	20	3	60.0	3	42.9	8	80.0			1	25.9
I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting.																						
Strongly Disagree			1	10			1	9.1											1	14.3	1	1.9
Disagree	2	16.7	4	40			1	9.1	2	20	9	25.7						4	57.1	1	31.5	
Agree	6	50	4	40	2	50.0	8	72.7	3	30	22	62.9	2	40.0	4	57.1	2	20.0	2	28.6	3	55.6
Strongly Agree	4	33.3	1	10	2	50.0	1	9.1	5	50	4	11.4	3	60.0	3	42.9	8	80.0			6	11.1

Area "growth and development opportunities"

In this area, most of the answers agreed ("Agree" or "Strongly agree"), indicating that participants had a sufficient level of satisfaction with the degree of "*growth and development opportunities*" in their workplaces. In particular, the item exploring the satisfaction for the opportunities to apply new knowledge and skills in one's work obtained the highest rate of endorsement (from 28.6% to 100% of "Agree" or "Strongly agree"), indicating that participants had a rather high level of satisfaction for this aspect of their work. Conversely, the largest disagreement was observed for the items investigating the satisfaction for participation in training and development activities (from 8.3% to 71.5% of "Disagree" or "Strongly disagree"), and the opportunities for internal career advancement (from 14.3% to 100.0% of "Disagree" or "Strongly disagree"). This result suggests that this aspect of participants' work needs to be improved.

Details of the answers from each company are reported in Table 298.

Table 298. Area growth and development opportunities

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11		
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall, I am satisfied with the growth and development opportunities offered by my employer.																							
Strongly Disagree			2	22.2			1	9.1											2	28.6	5	9.3	
Disagree			2	22.2			1	9.1			8	22.9			1	14.3			3	42.9	16	29.6	
Agree	4	33.3	2	22.2	2	50.0	6	54.5	8	80.0	20	57.1	2	40.0	4	57.1	3	30.0	2	28.6	26	48.1	
Strongly Agree	8	66.7	3	33.3	2	50.0	3	27.3	2	20.0	7	20	3	60.0	2	28.6	7	70.0			7	13.0	
My employer values employee training and development.																							
Strongly Disagree																			2	28.6	6	11.1	
Disagree			4	40.0	1	25.0					4	11.4							4	57.1	11	20.4	
Agree	1	8.3	2	20.0	1	25.0	8	72.7	8	80.0	24	68.6	1	20.0	3	42.9	1	10.0	1	14.3	22	40.7	
Strongly Agree	11	91.7	4	40.0	2	50.0	3	27.3	2	20.0	7	20	4	80.0	4	57.1	9	90.0			15	27.8	
My employer offers employees opportunities to apply new knowledge and skills.																							
Strongly Disagree																				1	14.3	3	5.6
Disagree			3	30.0					2	20.0	4	11.4							4	57.1	9	16.7	
Agree	3	25	4	40.0	1	25.0	3	27.3	6	60.0	20	57.1	1	20.0	3	42.9	2	20.0	2	28.6	31	57.4	
Strongly Agree	9	75	3	30.0	3	75.0	8	72.7	2	20.0	11	31.4	4	80.0	4	57.1	8	80.0			11	20.4	
I regularly participate in employee training and development activities.																							
Strongly Disagree	1	8.3	1	11.1			1	9.1	1	10.0	2	5.7							2	28.6	5	9.3	
Disagree									4	40.0	5	14.3			1	14.3			3	42.9	11	20.4	
Agree	4	33.3	2	22.2	1	25.0	9	81.8	3	30.0	20	57.1	2	40.0	3	42.9	3	30.0	1	14.3	30	55.6	
Strongly Agree	7	58.3	2	22.2	2	50.0	1	9.1	2	20.0	8	22.9	3	60.0	3	42.9	7	70.0	1	14.3	8	14.8	
My employer provides sufficient opportunities for internal career advancement.																							
Strongly Disagree			2	22.2			1	9.1			5	14.3							2	28.6	13	24.1	



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Disagree			2	22.2			4	36.4	2	20	12	34.3	1	20.0	1	14.3			5	71.4	18	33.3
Agree	7	58.3	2	22.2	2	50.0	5	45.5	5	50	15	42.9	1	20.0	4	57.1	4	40.0			23	42.6
Strongly Agree	5	41.7	3	33.3	2	50.0	1	9.1	3	30	3	8.6	3	60.0	2	28.6	6	60.0				



Area "work-life balance"

The answers concerning this area were quite heterogeneous. For items "Overall, I am satisfied with the work-life balance practices offered by my employer", "My employer values work-life balance", "My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work", "I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work", "I regularly utilize benefits that allow me to more easily meet my non-work demands", "My employer provides benefits that allow me to more easily meet my non-work demands") the rate of answers in agreement was rather high. The highest disapproval ("Disagree" or "Strongly disagree") was for the items asking about flexibility policies, and benefits to meet non-work demands. For these last items answers in disapproval were observed for almost all companies, with percentages reaching the 100%. This result suggests that these aspects of the work experience may be improved. Concerning items such as "Work does not let me to have a fair, balance between private and working life", "I feel excessively pressured at work to meet targets", "After work, I find it hard to wind down", "After the workday, I continue to think about my work situation", "I am under an excessive workload", "I find myself thinking negatively about work outside work hours"), the rate of answers in disagreement was between 9.1% to 100%. However, a relatively high rate of answers in agreement (from 20.0% to 80.0% of "Agree" or "Strongly agree") was observed for the item asking about thoughts related to work after the workday. This may suggest that this aspect of the work experience is problematic for many participants.

Detailed results for each company are reported in Table 299.

Table 299. Area Work-life balance

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11	
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the work-life balance practices offered by my employer.																						
Strongly Disagree							1	9.1													6	11.1
Disagree			6	60.0			1	9.1	1	10.0	4	11.4									13	24.1
Agree	3	25	1	10.0	1	25.0	4	36.4	5	50.0	19	54.3	3	60.0	5	71.4	2	20.0	7	100.0	26	48.1
Strongly Agree	9	75	3	30.0	3	75.0	5	45.5	4	40.0	12	34.3	2	40.0	2	28.6	8	80.0			9	16.7
My employer values work-life balance.																						
Strongly Disagree							2	18.2													5	9.3
Disagree			4	40.0			4	36.4			7	20							1	14.3	14	25.9
Agree	2	16.7	3	30.0			4	36.4	5	50.0	15	42.9	1	20.0	5	71.4	2	20.0	6	85.7	26	48.1
Strongly Agree	10	83.3	3	30.0	4	100.0	1	9.1	5	50.0	13	37.1	4	80.0	2	28.6	8	80.0			9	16.7
My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.																						
Strongly Disagree	1	8.3	2	20.0			1	9.1			2	5.7					1	10.0	3	42.9	7	13.0
Disagree			3	30.0	1	25.0	4	36.4			9	25.7							3	42.9	15	27.8
Agree	7	58.3	2	20.0	1	25.0	3	27.3	4	40.0	15	42.9	1	20.0	5	71.4	3	30.0	1	14.3	28	51.9
Strongly Agree	4	33.3	3	30.0	2	50.0	3	27.3	6	60.0	9	25.7	4	80.0	2	28.6	6	60.0			4	7.4
I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.																						
Strongly Disagree	1	8.3	2	20.0			2	18.2			2	5.7			1	14.3			4	57.1	8	14.8
Disagree	2	16.7	3	30.0	1	25.0	3	27.3	2	20.0	10	28.6					1	10.0	2	28.6	24	44.4
Agree	7	58.3	3	30.0	1	25.0	5	45.5	3	30.0	17	48.6	2	40.0	5	71.4	3	30.0	1	14.3	20	37.0
Strongly Agree	2	16.7	2	20.0	2	50.0	1	9.1	5	50.0	6	17.1	3	60.0	1	14.3	6	60.0			2	3.7
I regularly utilize benefits that allow me to more easily meet my nonwork demands.																						

Strongly Disagree	1	10.0				2	18.2			3	8.6						2	28.6	2	3.7		
Disagree	2	16.7	4	40.0	1	25.0	1	9.1	2	20.0	8	22.9		1	14.3	1	10.0	4	57.1	17	31.5	
Agree	2	16.7	2	20.0	1	25.0	6	54.5	5	50.0	16	45.7	2	40.0	4	57.1	7	70.0	1	14.3	30	55.6
Strongly Agree	8	66.7	3	30.0	2	50.0	2	18.2	3	30.0	8	22.9	3	60.0	2	28.6	2	20.0			5	9.3
My employer provides benefits that allow me to more easily meet my non-work demands.																						
Strongly Disagree			2	20.0			1	9.1			1	2.9					2	28.6		6	11.1	
Disagree	1	8.3	2	20.0	1	25.0	1	9.1	1	10.0	10	28.6			1	10.0	5	71.4		21	38.9	
Agree	3	25	3	30.0	1	25.0	8	72.7	7	70.0	16	45.7	1	20.0	5	71.4	6	60.0		24	44.4	
Strongly Agree	8	66.7	3	30.0	2	50.0	1	9.1	2	20.0	8	22.9	4	80.0	2	28.6	3	30.0		3	5.6	
Work does not let me to have a fair, balance between private and working life																						
Strongly Disagree	9	75	3	30.0	3	75.0	2	18.2	5	50.0	11	31.4	2	40.0	3	42.9	7	70.0	2	28.6	17	31.5
Disagree	2	16.7	3	30.0	1	25.0	4	36.4	3	30.0	15	42.9	2	40.0	3	42.9	1	10.0	3	42.9	12	22.2
Agree	1	8.3	2	20.0			2	18.2	1	10.0	9	25.7	1	20.0	1	14.3	1	10.0	2	28.6	22	40.7
Strongly Agree			1	10.0			3	27.3	1	10.0							1	10.0			3	5.6
I feel excessively pressured at work to meet targets.																						
Strongly Disagree	8	66.7	4	44.4	2	50.0	1	9.1	4	40.0	11	31.4	2	40.0	4	57.1					8	14.8
Disagree	4	33.3	1	11.1	2	50.0	3	27.3	5	50.0	14	40	3	60.0	3	42.9			2	28.6	24	44.4
Agree			3	33.3			4	36.4	1	10.0	8	22.9					4	57.1		14	25.9	
Strongly Agree			1	11.1			3	27.3			2	5.7					1	14.3		8	14.8	
After work, I find it hard to wind down.																						
Strongly Disagree	6	50	3	30.0	2	50.0	1	9.1	6	60.0	3	8.6	1	20.0	3	42.9	5	50.0	4	57.1	16	29.6
Disagree	5	41.7	1	10.0	2	50.0			1	10.0	17	48.6	3	60.0	2	28.6	5	50.0	2	28.6	11	20.4
Agree	1	8.3	3	30.0			9	81.8	2	20.0	9	25.7	1	20.0	2	28.6			1	14.3	15	27.8
Strongly Agree			3	30.0			1	9.1	1	10.0	6	17.1									12	22.2
After the workday, I continue to think about my work situation.																						
Strongly Disagree	3	25	3	30.0	1	25.0			1	10.0	2	5.7					4	40.0			3	5.6

Disagree	5	41.7			2	50.0	1	9.1	5	50.0	5	14.3	2	40.0	3	42.9	4	40.0	2	28.6	11	20.4	
Agree	4	33.3	4	40.0	1	25.0	4	36.4	3	30.0	18	51.4	3	60.0	4	57.1	2	20.0	4	57.1	24	44.4	
Strongly Agree			3	30.0			6	54.5	1	10.0	10	28.6							1	14.3	16	29.6	
I am under an excessive workload.																							
Strongly Disagree	7	58.3	2	20.0	3	75.0	1	9.1	2	20.0	3	8.6	2	40.0	2	28.6	3	30.0				12	22.2
Disagree	4	33.3	7	70.0	1	25.0	3	27.3	4	40.0	12	34.3	2	40.0	3	42.9	3	30.0	2	28.6	11	20.4	
Agree	1	8.3	1	10.0			2	18.2	3	30.0	15	42.9	1	20.0	2	28.6	4	40.0	3	42.9	16	29.6	
Strongly Agree							5	45.5	1	10.0	5	14.3							2	28.6	15	27.8	
I find myself thinking negatively about work outside work hours.																							
Strongly Disagree	12	100	4	40	3	75	1	9.1	5	50	10	28.6	2	40.0	2	28.6	3	30.0				11	20.4
Disagree			2	20	1	25	5	45.5	3	30	13	37.1	2	40.0	4	57.1	6	60.0	3	42.9	18	33.3	
Agree			3	30			3	27.3	1	10	10	28.6	1	20.0	1	14.3	1	10.0	2	28.6	15	27.8	
Strongly Agree			1	10			2	18.2	1	10	2	5.7							2	28.6	10	18.5	

Area "work relationships"

In this area, the majority of the answers agreed ("Agree" and "Strongly agree" ranging from 10.0% to 100.0%), indicating a rather high satisfaction with work relationships. In particular, the highest satisfaction ("Agree" or "Strongly agree" from 70% to 100%) was observed on the items asking about positive relationships with colleagues and boss or supervisor. This result suggests that these aspects of work were satisfactory for almost all respondents.

Detailed results for each company are reported in Table 300.

Table 300. Area work relationships

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11		
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
There is solidarity among my colleagues / my team.																							
Strongly Disagree							2	18.2			1	2.9					7	70.0			2	3.7	
Disagree			6	60.0			3	27.3			2	5.7					2	20.0	1	14.3	5	9.3	
Agree			2	20.0	3	75.0	5	45.5	3	30.0	14	40	1	20.0	3	42.9	1	10.0	3	42.9	15	27.8	
Strongly Agree	12	100	2	20.0	1	25.0	1	9.1	7	70.0	18	51.4	4	80.0	4	57.1			3	42.9	32	59.3	
I have positive relationships with my colleagues.																							
Strongly Disagree																							
Disagree			2	20.0			1	9.1													5	9.3	
Agree			5	50.0	2	50.0	9	81.8	5	50.0	13	37.1			2	28.6	1	10.0	4	57.1	20	37.0	
Strongly Agree	12	100	3	30.0	2	50.0	1	9.1	5	50.0	22	62.9	5	100.0	5	71.4	9	90.0	3	42.9	29	53.7	
I have positive relationships with my boss or supervisor.																							
Strongly Disagree																							
Disagree			3	30.0							4	11.4								1	14.3	5	9.3
Agree			2	20.0			7	63.6	4	40.0	13	37.1			5	71.4	1	10.0	4	57.1	22	40.7	
Strongly Agree	12	100	5	50.0	4	100.0	4	36.4	6	60.0	18	51.4	5	100.0	2	28.6	9	90.0	2	28.6	27	50.0	

Area "communication practices"

In this area, for the items "Overall. I am satisfied with my employer's communication practices", "The objectives of my company organisation are always well defined and communicated", "My company or organisation regularly communicate with employees", "My company or organisation periodically collect feedback from employees", "My employer regularly makes changes in response to employee feedback"), answers in agreement (i.e., "Agree" or "Strongly agree") ranged from 9.1% to 100%. The highest approval was for the item investigating the overall satisfaction with communication practices that obtained a rate of "Agree" or "Strongly agree" ranging from 57.1% and 100%, indicating that in general participants are rather satisfied with communication practices in their workplaces. The greater disapproval was for the item asking about the omission of information or the diffusion of distorted information by colleagues, where the answers in disagreement (i.e., "Disagree" or "Strongly disagree") were from 75% to 100%. This indicates that this aspect of communication in the workplace was not problematic for respondents.

Details of the answers from each company are reported in Table 301.

Table 301. Area communication practices

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11		
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall, I am satisfied with my employer's communication practices.																							
Strongly Disagree							1	9.1			2	5.7							1	14.3	4	7.4	
Disagree			2	20.0			3	27.3			9	25.7							2	28.6	11	20.4	
Agree	4	33.3	2	20.0	2	50.0	6	54.5	6	60.0	18	51.4	2	40.0	4	57.1	3	30.0	4	57.1	25	46.3	
Strongly Agree	8	66.7	6	60.0	2	50.0	1	9.1	4	40.0	6	17.1	3	60.0	3	42.9	7	70.0			14	25.9	
The objectives of my company organisation are always well defined and communicated.																							
Strongly Disagree							2	18.2			1	2.9									1	1.9	
Disagree	1	8.3	4	40.0	1	25.0	4	36.4	2	20.0	13	37.1							4	57.1	12	22.2	
Agree	2	16.7	2	20.0	1	25.0	4	36.4	6	60.0	15	42.9	3	60.0	4	57.1	5	50.0	2	28.6	26	48.1	
Strongly Agree	9	75.0	4	40.0	2	50.0	1	9.1	2	20.0	6	17.1	2	40.0	3	42.9	5	50.0	1	14.3	15	27.8	
My company or organisation regularly communicate with employees.																							
Strongly Disagree			1	10.0			3	27.3			1	2.9								2	28.6	2	3.7
Disagree			2	20.0	1	25.0	7	63.6	1	10.0	12	34.3								3	42.9	14	25.9
Agree	1	8.3	2	20.0	1	25.0	1	9.1	7	70.0	15	42.9	1	20.0	3	42.9	4	40.0	2	28.6	27	50.0	
Strongly Agree	1	91.7	5	50.0	2	50.0			2	20.0	7	20	4	80.0	4	57.1	6	60.0			11	20.4	
My company or organisation periodically collect feedback from employees.																							
Strongly Disagree			1	11.1			2	18.2			4	11.4								3	42.9	4	7.4
Disagree	1	8.3	4	44.4	1	25.0	4	36.4	3	30.0	12	34.3			1	14.3				2	28.6	23	42.6
Agree	8	66.7	1	11.1	3	75.0	5	45.5	6	60.0	18	51.4	2	40.0	3	42.9	4	40.0	2	28.6	18	33.3	
Strongly Agree	3	25	3	33.3					1	10.0	1	2.9	3	60.0	3	42.9	6	60.0			9	16.7	
My employer regularly makes changes in response to employee feedback.																							

Strongly Disagree			1	11.1				4	36.4			4	11.4					3	42.9	6	11.1	
Disagree			3	33.3	1	25.0	5	45.5	1	10.0	14	40.0	1	20.0	3	42.9	1	10.0	3	42.9	24	44.4
Agree	9	75	2	22.2	3	75.0	2	18.2	9	90.0	16	45.7	3	60.0	3	42.9	4	40.0	1	14.3	17	31.5
Strongly Agree	3	25	3	33.3							1	2.9	1	20.0	1	14.3	5	50.0			7	13.0
Necessary information for my work is omitted or distorted by colleagues.																						
Strongly Disagree	9	75	5	50.0	1	25.0	4	36.4	5	50.0	14	40.0	5	100.0	5	71.4	9	90.0	5	71.4	18	33.3
Disagree	1	8.3	3	30.0	2	50.0	5	45.5	5	50.0	13	37.1					1	10.0	1	14.3	15	27.8
Agree	2	16.7	1	10.0	1	25.0	1	9.1			8	22.9			2	28.6			1	14.3	14	25.9
Strongly Agree			1	10.0			1	9.1													7	13.0

Area "job security and organisational change"

Results indicate that satisfaction for this area of the work experience was, in general, rather high. The greatest approval was observed for the item investigating the level of comfort and lighting of the workplace (only 22 answers in disagreement in the total sample), indicating that this aspect of the work experience was not a concern for participants. For items that investigate feelings of exclusion from the possibilities of professional advancement and worries about the expiry of the employment contract, the majority of answers, in almost all companies, were in disagreement ("Disagree" or "Strongly disagree"). These results show that these aspects of work were not highly problematic for participants.

Details of the answers collected from each company are reported in Table 302.

Table 302. Area job security and organisational change

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11	
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
I feel excluded from the possibilities of professional advancement.																						
Strongly Disagree	9	75	4	40.0	3	75.0	2	18.2	3	30.0	9	25.7	1	20.0	4	57.1	8	80.0	2	28.6	12	22.2
Disagree	1	8.3	2	20.0	1	25.0	3	27.3	5	50.0	12	34.3	2	40.0	2	28.6	2	20.0	1	14.3	14	25.9
Agree	2	16.7	1	10.0			4	36.4	2	20.0	10	28.6	1	20.0	1	14.3			3	42.9	19	35.2
Strongly Agree			3	30.0			2	18.2			4	11.4	1	20.0					1	14.3	9	16.7
To carry out my job, I have adequate safety devices available.																						
Strongly Disagree											1	2.9									2	3.7
Disagree			4	40.0			1	9.1	2	20.0	7	20							1	14.3	5	9.3
Agree	1	8.3	3	30.0			5	45.5	3	30.0	13	37.1	2	40.0	4	57.1	2	20.0	4	57.1	28	51.9
Strongly Agree	1	91.7	3	30.0	4	100.0	5	45.5	5	50.0	14	40	3	60.0	3	42.9	8	80.0	2	28.6	19	35.2
The work environments are comfortable and well-lit.																						
Strongly Disagree											2	5.7									2	3.7
Disagree			3	30.0							8	22.9							2	28.6	5	9.3
Agree			2	20.0	1	25.0	6	54.5	9	90.0	13	37.1	3	60.0	3	42.9	4	40.0	3	42.9	26	48.1
Strongly Agree	1	100	5	50.0	3	75.0	5	45.5	1	10.0	12	34.3	2	40.0	4	57.1	6	60.0	2	28.6	21	38.9
In my organisation, employees are consulted when there are changes in the workplace.																						
Strongly Disagree			1	10.0			2	18.2			3	8.6									5	9.3
Disagree			3	30.0	1	25.0	7	63.6	2	20.0	12	34.3			1	14.3			3	42.9	12	22.2
Agree	5	41.7	3	30.0			2	18.2	5	50.0	11	31.4	1	20.0	4	57.1	5	50.0	4	57.1	27	50.0
Strongly Agree	7	58.3	3	30.0	3	75.0			3	30.0	9	25.7	4	80.0	2	28.6	5	50.0			10	18.5
I am directly involved when my boss or supervisor makes decisions that affect me.																						

Strongly Disagree			1	10.0			1	9.1		5	14.3					1	14.3	4	7.4			
Disagree			2	20.0			1	9.1	2	20.0	8	22.9		1	14.3	2	28.6	14	25.9			
Agree	4	33.3	3	30.0	1	25.0	5	45.5	5	50.0	18	51.4		4	57.1	3	30.0	4	57.1	22	40.7	
Strongly Agree	8	66.7	4	40.0	3	75.0	4	36.4	3	30.0	4	11.4	5	100.0	2	28.6	7	70.0		14	25.9	
When changes are introduced, they are clear to me how they will work in practice.																						
Strongly Disagree			1	10.0			2	18.2	1	10.0	2	5.7							1	1.9		
Disagree			1	10.0	1	25.0	6	54.5	1	10.0	11	31.4		1	14.3			6	85.7	15	27.8	
Agree	6	50.0	3	30.0	1	25.0	2	18.2	6	60.0	17	48.6	1	20.0	4	57.1	4	40.0	1	14.3	27	50.0
Strongly Agree	6	50.0	5	50.0	2	50.0	1	9.1	2	20.0	5	14.3	4	80.0	2	28.6	6	60.0		11	20.4	
The company shows sensitivity towards safety issues in the workplace.																						
Strongly Disagree			1	10						1	2.9								2	3.7		
Disagree			4	40	1	25.0	2	18.2	1	10	4	11.4						1	14.3	5	9.3	
Agree			1	10			6	54.5	5	50.0	15	42.9	1	20.0	4	57.1	1	10.0	5	71.4	26	48.1
Strongly Agree	1	100.0	4	40	3	75.0	3	27.3	4	40.0	15	42.9	4	80.0	3	42.9	9	90.0	1	14.3	21	38.9
I am worried about the expiry of my employment contract.																						
Strongly Disagree	1	91.7	6	66.7			7	63.6	8	80.0	15	42.9	3	60.0	3	42.9	5	50.0	5	71.4	31	57.4
Disagree	1																					
Agree	1	8.3					1	9.1	1	10.0	11	31.4	1	20.0	3	42.9	2	20.0	1	14.3	8	14.8
Strongly Agree			2	22.2			1	9.1	1	10.0	5	14.3	1	20.0	1	14.3	1	10.0	1	14.3	10	18.5
			1	11.1	4	100.0	2	18.2			4	11.4					2	20.0			5	9.3

Area "job conditions"

In this area, the items that obtained the highest endorsement were those investigating the overall satisfaction with the health and safety practices in the workplace, the availability of tools to do the job, the sense of self-worth derived from ones' work, and the feelings of connection with organisation's values. For these items, the answers in agreement (i.e., "Agree" or "Strongly agree") were between 36.4% and 100%, indicating that these aspects of the work experience were rather satisfying for participants. Conversely, a low agreement was observed for item "My employer provides sufficient resources to help employees manage their stress", which showed a percentage of disagreement (i.e., "Disagree" or "Strongly disagree") ranging between 8.3% and 57.4%. This result indicates that for participants there was the need to improve the resources to help them to manage their stress. A high disagreement was observed also for items "My role within the organisation is not well defined", "I have the impression that I have a marginal position within my organisation", "During my workday, I typically feel tense or stressed out", "I intend to seek employment outside of my company or organisation in the next year", in which the percentage of "Disagree" or "Strongly disagree" ranged from 60.0% to 100%. These results indicate that for participants the definition of their role, the relevance of their position, and feelings of stress, were not problematic aspects. Moreover, results indicate that most of the participants were not interested in searching for new employment outside of their company in the next year.

Details concerning answers from each company are reported in Table 303.

Table 303. Area job conditions

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11			
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall, I am satisfied with the health and safety practices of my employer.																								
Strongly Disagree							2	18.2													1	1.9		
Disagree			2	20.0			5	45.5			3	8.6								2	28.6	5	9.3	
Agree	2	16.7	4	40.0			4	36.4	8	80.0	17	48.6	2	40.0	4	57.1	1	10.0	5	71.4	28	51.9		
Strongly Agree	10	83.3	4	40.0	4	100.0			2	20.0	15	42.9	3	60.0	3	42.9	9	90.0			20	37.0		
I have all the tools I need to do my job.																								
Strongly Disagree																						2	3.7	
Disagree			2	20.0			1	9.1	1	10.0	7	20								2	28.6	11	20.4	
Agree	1	8.3	4	40.0			7	63.6	7	70.0	15	42.9	2	40.0	3	42.9	3	30.0	4	57.1	23	42.6		
Strongly Agree	11	91.7	4	40	4	100.0	3	27.3	2	20.0	13	37.1	3	60.0	4	57.1	7	70.0	1	14.3	18	33.3		
The jobs of the various departments/offices are clearly defined.																								
Strongly Disagree							1	9.1													1	14.3	1	1.9
Disagree			4	40.0	1	25.0					3	8.6								2	28.6	11	20.4	
Agree	2	16.7	2	20.0	1	25.0	5	45.5	8	80.0	20	57.1	1	20.0	5	71.4	3	30.0	1	14.3	28	51.9		
Strongly Agree	10	83.3	4	40	2	50.0	5	45.5	2	20.0	12	34.3	4	80.0	2	28.6	7	70.0	3	42.9	14	25.9		
My role within the organisation is not well defined.																								
Strongly Disagree	10	83.3	5	50.0	2	50.0	7	63.6	4	40.0	13	37.1	2	40.0	4	57.1	6	60.0	5	71.4	23	42.6		
Disagree			2	20.0	1	25.0	2	18.2	4	40.0	12	34.3	2	40.0	2	28.6	2	20.0	1	14.3	15	27.8		
Agree	1	8.3	3	30.0	1	25.0	1	9.1	2	20.0	9	25.7			1	14.3			1	14.3	9	16.7		
Strongly Agree	1	8.3					1	9.1			1	2.9	1	20.0			2	20.0			7	13.0		
I have the impression that I have a marginal position within my organisation.																								

Strongly Disagree	10	83.3	6	60.0	3	75.0	2	18.2	4	40.0	16	45.7	4	80.0	4	57.1	7	70.0			31	57.4	
Disagree	1	8.3	3	30.0			5	45.5	5	50.0	11	31.4	1	20.0	2	28.6	1	10.0	5	71.4	12	22.2	
Agree			1	10.0			2	18.2	1	10.0	8	22.9			1	14.3			1	14.3	8	14.8	
Strongly Agree	1	8.3			1	25.0	2	18.2									2	20.0	1	14.3	3	5.6	
My work increases my sense of self-worth.																							
Strongly Disagree							1	9.1					1	2.9							2	3.7	
Disagree			2	20.0					1	10.0	7	20	1	20.0						3	42.9	6	11.1
Agree	3	25	2	20.0	1	25.0	3	27.3	4	40.0	18	51.4	2	40.0	5	71.4	5	50.0	4	57.1	29	53.7	
Strongly Agree	9	75	6	60.0	3	75.0	7	63.6	5	50.0	9	25.7	2	40.0	2	28.6	5	50.0			17	31.5	
I feel my boss is empathic and understanding about my work concerns.																							
Strongly Disagree									1	10	1	2.9									1	1.9	
Disagree			2	22.2			2	18.2	5	50	6	17.1			1	14.3				3	42.9	5	9.3
Agree	1	8.3	4	44.4			2	18.2	4	40	16	45.7			5	71.4	1	10.0	4	57.1	27	50.0	
Strongly Agree	11	91.7	3	33.3	4	100.0	7	63.6			12	34.3	5	100.0	1	14.3	9	90.0			21	38.9	
My employer provides sufficient resources to help employees manage their stress.																							
Strongly Disagree			3	33.3			3	27.3			5	14.3								3	42.9	8	14.8
Disagree	1	8.3	2	22.2	1	25.0	3	27.3	1	10	9	25.7			1	14.3				4	57.1	23	42.6
Agree	2	16.7	1	11.1			5	45.5	8	80	15	42.9	3	60.0	4	57.1	5	50.0			17	31.5	
Strongly Agree	9	75	3	33.3	3	75.0			1	10	6	17.1	2	40.0	2	28.6	5	50.0			6	11.1	
I feel personally connected to my organisation's values.																							
Strongly Disagree			2	22.2																	4	7.4	
Disagree			2	22.2							1	2.9								4	57.1	5	9.3
Agree			5	55.6			7	63.6	4	40	18	51.4	2	40.0	5	71.4	3	30.0	1	14.3	28	51.9	
Strongly Agree	12	100			4	100.0	4	36.4	6	60	16	45.7	3	60.0	2	28.6	7	70.0	2	28.6	17	31.5	
During my workday, I typically feel tense or stressed out.																							
Strongly Disagree	7	58.3	2	22.2			1	9.1	2	20	6	17.1	1	20.0	3	42.9	2	20.0			6	11.1	

Disagree	5	41.7	3	33.3	3	75.0	4	36.4	3	30	9	25.7	2	40.0	4	57.1	5	50.0	15	27.8		
Agree			2	22.2	1	25.0	4	36.4	5	50	16	45.7	1	20.0			2	20.0	22	40.7		
Strongly Agree			2	22.2			2	18.2			4	11.4	1	20.0			1	10.0	11	20.4		
My company or organisation makes me feel valued.																						
Strongly Disagree							2	18.2			2	5.7							1	14.3	8	14.8
Disagree			3	33.3			1	9.1			7	20	1	20.0					2	28.6	14	25.9
Agree	2	16.7	2	22.2			7	63.6	8	80	23	65.7			6	85.7	3	30.0	4	57.1	24	44.4
Strongly Agree	10	83.3	4	44.4	4	100.0	1	9.1	2	20	3	8.6	4	80.0	1	14.3	7	70.0			8	14.8
My values and the values of my employer are very similar.																						
Strongly Disagree							1	9.1													3	5.6
Disagree			3	33.3			7	63.6			9	25.7			1	14.3			4	57.1	17	31.5
Agree			1	11.1	2	50.0	3	27.3	5	50	17	48.6	2	40.0	5	71.4	3	30.0	3	42.9	24	44.4
Strongly Agree	12	100	5	55.6	2	50.0			5	50	9	25.7	3	60.0	1	14.3	7	70.0			10	18.5
8.13 I intend to seek employment outside of my company or organisation in the next year.																						
Strongly Disagree	12	100	1	14.3	4	100.0	5	45.5	7	70	20	57.1	4	80.0	3	42.9	6	60.0	4	57.1	24	44.4
Disagree			4	57.1			4	36.4	3	30	10	28.6	1	20.0	3	42.9	3	30.0	3	42.9	13	24.1
Agree			1	14.3			2	18.2			4	11.4			1	14.3	1	10.0			10	18.5
Strongly Agree			1	14.3							1	2.9									7	13.0

Area "welfare policies"

The items that showed the greatest agreement were those investigating the willingness of having more hourly flexibility, additional forms of health care, support for the assistance of family members, and guidance for all the issues related to caregiving. Conversely, the item that showed the lowest endorsement was that asking about the willingness of having free kindergartens or company nursery. This result suggests that this *welfare policy* was among the least valued by participants.

Details of the answers collected from each company are reported in Table 304.

Table 304. Area welfare policies

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11	
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
More hourly flexibility (for example: to go to work later and finish later. etc.).																						
Strongly Disagree			2	20.0							3	8.6	1	20.0					1	14.3	5	9.3
Disagree	1	8.3	2	20.0	1	25.0					8	22.9					2	20.0	3	42.9	10	18.5
Agree	3	25	3	30.0	3	75.0	1	9.1	5	50.0	12	34.3	2	40.0	4	57.1	3	30.0	1	14.3	18	33.3
Strongly Agree	8	66.7	3	30.0			10	90.9	5	50.0	12	34.3	2	40.0	3	42.9	5	50.0	2	28.6	21	38.9
Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints).																						
Strongly Disagree			2	20.0							1	2.9									7	13.0
Disagree	2	16.7	2	20.0	4	100.0	1	9.1			4	11.4	2	40.0	1	14.3			4	57.1	10	18.5
Agree	4	33.3	2	20.0			1	9.1	6	60.0	19	54.3	2	40.0	4	57.1	5	50.0	2	28.6	20	37.0
Strongly Agree	6	50	4	40.0			9	81.8	4	40.0	11	31.4	1	20.0	2	28.6	5	50.0	1	14.3	17	31.5
Part-time for a limited period if I need it.																						
Strongly Disagree			2	20.0	1	25.0			1	10.0	4	11.4							1	14.3	3	5.6
Disagree	1	8.3	2	20.0	2	50.0	2	18.2			4	11.4	1	20.0					2	28.6	9	16.7
Agree	5	41.7	2	20.0			2	18.2	7	70.0	17	48.6	4	80.0	5	71.4	5	50.0	2	28.6	21	38.9
Strongly Agree	6	50	4	40.0	1	25.0	7	63.6	2	20.0	10	28.6			2	28.6	5	50.0	2	28.6	21	38.9
To have more work permits to look after a family member at home or in hospital facilities.																						

Strongly Disagree	1	8.3							2	20.0								1	14.3	2	3.7	
Disagree	2	16.7	2	20.0	3	75.0	3	27.3			3	8.6	1	20.0				1	14.3	7	13.0	
Agree	6	50	3	30.0			1	9.1	6	60.0	15	42.9	1	20.0	5	71.4	6	60.0	2	28.6	20	37.0
Strongly Agree	3	25	5	50.0	1	25.0	7	63.6	2	20.0	17	48.6	3	60.0	2	28.6	4	40.0	3	42.9	25	46.3
More economic incentives for key life events (for example the birth of a child).																						
Strongly Disagree	3	25									1	2.9								2	3.7	
Disagree	3	25	3	30.0			4	36.4	2	20.0	2	5.7	1	20.0				2	28.6	4	7.4	
Agree	4	33.3	2	20.0	3	75.0	3	27.3	5	50.0	13	37.1	2	40.0	4	57.1	6	60.0	2	28.6	17	31.5
Strongly Agree	2	16.7	5	50.0	1	25.0	4	36.4	3	30.0	19	54.3	2	40.0	3	42.9	4	40.0	3	42.9	31	57.4
More work permits for breastfeeding or feeding.																						
Strongly Disagree	3	25							1	10.0	1	2.9						2	28.6	2	3.7	
Disagree	2	16.7	3	30.0			4	36.4	4	40.0	2	5.7	1	20.0			2	20.0	1	14.3	7	13.0
Agree	7	58.3	2	20.0	4	100.0			4	40.0	14	40	1	20.0	4	57.1	4	40.0	3	42.9	16	29.6
Strongly Agree			5	50.0			7	63.6	1	10.0	18	51.4	3	60.0	3	42.9	4	40.0	1	14.3	29	53.7
Free kindergartens or company nursery.																						
Strongly Disagree	3	25	1	10.0			2	18.2	2	20.0	1	2.9			1	14.3	1	10.0	2	28.6	1	1.9
Disagree	4	33.3	3	30.0	1	25.0	3	27.3	4	40.0	5	14.3	3	60.0	1	14.3	2	20.0	2	28.6	5	9.3
Agree	5	41.7	2	20.0	3	75.0	1	9.1	2	20.0	13	37.1			4	57.1	3	30.0	2	28.6	13	24.1
Strongly Agree			4	40.0			5	45.5	2	20.0	16	45.7	2	40.0	1	14.3	4	40.0	1	14.3	35	64.8
Additional forms of health care (like agreements with medical clinics. dental offices. etc.).																						
Strongly Disagree	1	8.3							1	10.0								1	14.3			
Disagree	1	8.3	2	20.0	1	25.0	2	18.2	1	10.0				1	14.3			1	14.3	1	1.9	

Agree	4	33.3	1	10.0	3	75.0	5	45.5	2	20.0	5	14.3	2	40.0	3	42.9	3	30.0	2	28.6	13	24.1
Strongly Agree	6	50	7	70.0			4	36.4	6	60.0	30	85.7	3	60.0	3	42.9	7	70.0	3	42.9	40	74.1
Other forms of specific support actions for the assistance of family members as caregiving.																						
Strongly Disagree	2	16.7					1	9.1	1	10.0									1	14.3	1	1.9
Disagree	2	16.7	2	20.0			1	9.1	2	20.0	2	5.7	1	20.0	2	28.6			1	14.3	1	1.9
Agree	4	33.3	4	40.0	4	100.0	6	54.5	3	30.0	14	40	1	20.0	3	42.9	3	30.0	3	42.9	16	29.6
Strongly Agree	4	33.3	4	40.0			3	27.3	4	40.0	19	54.3	3	60.0	2	28.6	7	70.0	2	28.6	36	66.7
Tools supporting practical guidance for all the issues related to caregiving (as front office).																						
Strongly Disagree	1	8.3	1	10.0					1	10.0											1	1.9
Disagree	1	8.3	3	30.0	3	75.0			1	10.0	2	5.7	1	20.0	1	14.3			2	28.6	1	1.9
Agree	8	66.7	3	30.0	1	25.0	7	63.6	4	40.0	19	54.3	1	20.0	4	57.1	3	30.0	4	57.1	25	46.3
Strongly Agree	2	16.7	3	30.0			4	36.4	4	40.0	14	40	3	60.0	2	28.6	7	70.0	1	14.3	27	50.0

Area WWM Skills

In this area, all items showed a high approval. In particular, the item that obtained the highest endorsement was "To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency" were only three answers in disagreement were recorded. Conversely among the least appreciated stress management competences there were those investigated by items "To be able to understand problems and find an effective solution using both experience and creativity", "To be able to make effective decisions, even in conditions of uncertainty and complexity") in which were recorded 13 and 9 answers in disagreement, respectively.

Detailed results for each company are reported in Table 305.

Table 305. Area WWM Skills

	PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11		
	N tot = 12		N tot = 10		N tot = 4		N tot = 11		N tot = 10		N tot = 35		N tot = 5		N tot = 7		N tot = 10		N tot = 7		N tot = 54		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
To be able to adapt himself to the different organisational context demands.																							
Strongly Disagree			1	10.0																	1	1.9	
Somewhat Disagree																					2	3.7	
Somewhat Agree			1	10.0							3	8.6			1	14.3			3	42.9	5	9.3	
Agree	2	16.7	1	10.0	2	50.0	2	22.2	5	50	16	45.7	1	20.0	4	57.1	2	20.0	3	42.9	22	40.7	
Strongly Agree	9	75	7	70	2	50.0	7	77.8	5	50	16	45.7	4	80.0	2	28.6	8	80.0	1	14.3	24	44.4	
To be able to set up working methods and organize and conduct their work independently.																							
Strongly Disagree																				1	14.3		
Somewhat Disagree							1	11.1												1	14.3	3	5.6
Somewhat Agree	2	18.2			2	50.0			1	10	2	5.7	1	20.0	1	14.3			1	14.3	13	24.1	
T	2	18.2	3	33.3			3	33.3	4	40	18	51.4	1	20.0	3	42.9	2	20.0	1	14.3	19	35.2	
Strongly Agree	7	63.6	6	66.7	2	50.0	5	55.6	5	50	15	42.9	3	60.0	3	42.9	8	80.0	3	42.9	19	35.2	
To be able to guide and motivate team. assigning objectives and managing dynamics.																							
Strongly Disagree							1	11.1															
Somewhat Disagree																				1	14.3	4	7.4

Agree	2	18.2	1	11.1	1	25.0	2	22.2	4	40.0	14	40	1	20.0	2	28.6	2	20.0	4	57.1	15	27.8
Strongly Agree	9	81.8	8	88.9	2	50.0	6	66.7	6	60.0	17	48.6	4	80.0	4	57.1	8	80.0	1	14.3	24	44.4
To be able to master stressful situations.																						
Strongly Disagree																						
Disagree																						
Somewhat Disagree							1	11.1			1	2.9									4	7.4
Somewhat Agree	1	9.1	1	11.1	1	25.0					2	5.7			2	28.6			2	28.6	8	14.8
Agree	1	9.1			3	75.0	2	22.2	4	40.0	14	40			1	14.3	2	20.0	2	28.6	13	24.1
Strongly Agree	9	81.8	8	88.9			6	66.7	6	60.0	18	51.4	5	100.0	4	57.1	8	80.0	3	42.9	29	53.7
To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.																						
Strongly Disagree																						
Disagree																						
Somewhat Disagree											1	2.9						1	14.3	2	3.7	
Somewhat Agree									1	10.0	5	14.3			1	14.3			1	14.3	11	20.4
Agree	3	27.3	2	25	2	50.0	3	33.3	6	60.0	13	37.1			2	28.6	2	20.0	3	42.9	19	35.2
Strongly Agree	8	72.7	6	75	2	50.0	6	66.7	3	30.0	16	45.7	5	100.0	4	57.1	8	80.0	2	28.6	22	40.7
To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.																						
Strongly Disagree			1	12.5																		
Disagree																						
Somewhat Disagree	1	9.1									1	2.9						2	28.6	2	3.7	
Somewhat Agree	2	18.2	1	12.5	1	25.0			1	10.0	2	5.7			1	14.3					12	22.2

Agree	2	18.2	2	25	1	25.0	2	22.2	4	40.0	14	40	1	20.0	1	14.3	3	30.0	1	14.3	18	33.3		
Strongly Agree	6	54.5	4	50	2	50.0	7	77.8	5	50.0	18	51.4	4	80.0	5	71.4	7	70.0	4	57.1	22	40.7		
To be able to prevent and manage conflict situations.																								
Strongly Disagree																								
Disagree									1	10.0														
Somewhat Disagree	1	9.1							1	10.0									1	14.3	3	5.6		
Somewhat Agree	1	9.1									4	11.4			1	14.3			1	14.3	6	11.1		
Agree	2	18.2	1	12.5	1	25.0	4	44.4	4	40.0	9	25.7			2	28.6	2	20.0	1	14.3	17	31.5		
Strongly Agree	7	63.6	7	87.5	3	75.0	5	55.6	4	40.0	22	62.9	5	100.0	4	57.1	8	80.0	4	57.1	28	51.9		
To be able to support, as a third party, the achievement of an agreement between the parties.																								
Strongly Disagree																								
Disagree	1	9.1																			1	1.9		
Somewhat Disagree	2	18.2																		1	14.3	1	1.9	
Somewhat Agree							1	11.1	2	20.0	4	11.4			1	14.3			1	14.3	14	25.9		
Agree	3	27.3	2	25	2	50.0	1	11.1	4	40.0	12	34.3	1	20.0	2	28.6	2	20.0	2	28.6	15	27.8		
Strongly Agree	5	45.5	6	75	2	50.0	7	77.8	4	40.0	19	54.3	4	80.0	4	57.1	8	80.0	3	42.9	23	42.6		
To be able to understand problems and find an effective solution using both experience and creativity.																								
Strongly Disagree																								
Disagree																						1	1.9	
Somewhat Disagree																					1	14.3	11	20.4
Somewhat Agree	1	9.1				1	25.0			1	10.0	4	11.4			1	14.3			1	14.3	16	29.6	
Agree	3	27.3	2	25	1	25.0	4	44.4	4	40.0	14	40.0	1	20.0	2	28.6	2	20.0	3	42.9				

Strongly Agree	7	63.6	6	75	2	50.0	5	55.6	5	50.0	17	48.6	4	80.0	4	57.1	8	80.0	2	28.6	26	48.1
To be able to make effective decisions, even in conditions of uncertainty and complexity.																						
Strongly Disagree							1	11.1													2	3.7
Somewhat Disagree			1	12.5			2	22.2			1	2.9							1	14.3	1	1.9
Somewhat Agree			1	12.5	1	25.0					5	14.3			1	14.3			1	14.3	11	20.4
Agree	3	27.3	6	75.0			1	11.1	5	50.0	12	34.3	2	40.0	2	28.6	2	20.0	2	28.6	15	27.8
Strongly Agree	8	72.7			3	75.0	5	55.6	5	50.0	17	48.6	3	60.0	4	57.1	8	80.0	3	42.9	25	46.3

3.7 SME Survey – Slovenia

3.7.1 Participants

Five organisations participated in the survey and a total of 60 participants answered the questionnaire (four participants were from SLO1; six were from SLO2; whereas ten were from SLO3 and SLO4, and six were from SLO5; 25 participants did not indicate the company they belong to).

The majority of respondents were aged between 33 and 47 years (58.3%; between 18 and 32 years 23.4%; over 48 years 18.3%) and females were 56.7% (Males = 43.3%). All respondents had a medium to high education level (University degree 68.3%; High School Diploma 31.7%) and almost all declared a good health status (only one participant reported having a bad health status, whereas all the other respondents ranged between “Fair” and “Very good” health).

3.6.2 Results

With regard to the items investigating the overall satisfaction with one's own work (see Table 306), the amount of control and involvement at work, the growth and development opportunities, the work-life balance, the communication practices, and the health and safety practices (i.e., item 1, 2, 3, 4, 5, 6), means ranged between 3.32 and 3.52. For all these items the majority of answers were between “Agree” and “Strongly agree” (from 86.7% to 95.0%). The results indicated that the lowest satisfaction was for the item “Overall, I am satisfied with my employer's communication practices” (i.e., item 5) for which 13.3% of answers were in disagreement (i.e., “Disagree” or “Strongly disagree”).

Table 306. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	60	60	60	60	60	60
Missing	0	0	0	0	0	0
Mean	3.47	3.52	3.32	3.50	3.33	3.52
SD	.623	.676	.748	.701	.795	.596

Concerning the items exploring WWM skills means ranged from 5.42 to 5.88 (see Table 307–Table 308). In particular, for the competencies related to being able to adapt oneself to the different organisational context demands, handle positive and negative emotions in different situations, master stressful situations, effectively use verbal language and non-verbal expression in different contexts, and prevent and manage conflict situations all respondents provided judgments in agreement (i.e., between

“Agree” and “Strongly agree”). Conversely, the lowest agreement was for the item “To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency” in which 5% of answers were between “Somewhat disagree” and “Disagree”.

Table 307. WWM Skills (part 1)

	To be able to adapt himself to the different organisational context demands.	To be able to set up working methods and organize and conduct their work independently.	To be able to guide and motivate team, assigning objectives and managing dynamics.	To be able to cooperate to achieve common objectives.	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.	To be able to handle positive and negative emotions in different situations effectively.
N	60	60	60	60	60	60
Missing	0	0	0	0	0	0
Mean	5.47	5.42	5.68	5.65	5.58	5.85
SD	.700	.889	.596	.685	.809	.444

Table 308. WWM Skills (part 2)

	To be able to master stressful situations.	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.	To be able to prevent and manage conflict situations.	To be able to support, as a third party, the achievement of an agreement between the parties.	To be able to understand problems and find an effective solution using both experience and creativity.	To be able to make effective decisions, even in conditions of uncertainty and complexity.
N	60	60	60	60	60	60	60
Missing	0	0	0	0	0	0	0
Mean	5.88	5.70	5.53	5.77	5.58	5.57	5.60
SD	.372	.591	.769	.500	.720	.722	.764

The comparison between males and females shows two statistically significant differences. For the item “My company regularly communicate with employees” the females mean 3.50 (SD= 0.749) is higher than males mean 2.92 (SD= 0.977) ($t_{(45.551)} = 2.202$; $p < 0.05$). Similarly, for the item “My company periodically collect feedback from employees” the female mean 3.03 (SD=0.79) is higher than males mean 2.38 (SD= 1.061) ($t_{(44.897)} = 2.589$; $p < 0.05$).

3.7.3. Detailed Results for Slovenian Organisations

Samples description

- *SLO1*

In this organisation, all respondents were females (N = 4), aged between 33 and 52. Two of them had a High School Diploma and two had a Postgraduate Degree or Ph.D. All participants reported a good or very good health condition.

- *SLO2*

From this organisation, six participants took part in the study. There were three females and three males. Two participants were aged between 28 and 37 years, whereas the remaining four were over 48. Three participants had a High School Diploma, whereas three had a bachelor's degree. All participants reported at least fair health conditions, excluding one participant who declared very bad health.

- *SLO3*

Ten employees of this organisation answered the questionnaire. Six of them were females and four were males. Six participants were aged between 23 and 37 years, whereas the remaining four were over 43. Three participants had a bachelor's degree, whereas seven had a Postgraduate Degree or Ph.D. All participants reported good or very good health condition.

- *SLO4*

Ten questionnaires were collected from this organisation. The sample included two females and eight males. Participants were aged between 23 and 47 years and all reported good or very good health conditions. Three participants had a Postgraduate Degree or Ph.D. whereas the others had a bachelor's degree or a lower education level.

- *SLO5*

Six employees of this organisation answered the questionnaire. Three of them were females, whereas one was male. One participant was aged between 23 and 27 whereas the remaining five were between 38 and 52. All participants had a High School diploma or a bachelor's degree, and all reported at least fair health conditions.

Details for each organisation are reported in Table 309

Table 309. Company Data

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
My Gender is										
Male	4	100.00	3	50.0	4	40.0	8	80.0	1	20.0
Female			3	50.0	6	60.0	2	20.0	4	80.0
My age is										
18_22										
23-27					1	10.0	1	10.0	1	20.0
28-32			1	16.7	3	30.0	2	20.0		
33-37	2	50.0	1	16.7	2	20.0	2	20.0		
38-42	1	25.0					4	40.0	1	20.0
43-47					1	10.0	1	10.0	2	40.0
48-52	1	25.0	1	16.7					1	20.0
53-57			2	33.3	1	10.0				
58-62					2	20.0				
63 and over			1	16.7						
The highest level of education that I have completed is										
High School							3	30.0	2	40.0
High School Diploma	2	50.0	3	50.0			1	10.0		
Some College							1	10.0	1	20.0
Bachelor's Degree			3	50.0	3	30.0	2	20.0	2	40.0
Master's Degree										
Postgraduate Degree or PhD	2	50.0			7	70.0	3	30.0		
Now my health in general is										
Very good	1	25.0	1	16.7	4	40.0	7	70.0	3	60.0
Good	3	75.0	2	33.3	6	60.0	3	30.0	1	20.0
Fair			2	33.3					1	20.0
Bad										
Very bad			1	16.7						

Results for the Area "control and involvement"

In this area most of answers agreed (from 60.0% to 100.0%; "Agree" or "Strongly agree"), indicating a sufficient to high level of satisfaction for the degree of "control and involvement" that employees experience at work (see Table 310). The highest approval was for the items investigating the overall satisfaction with ones' work, the amount of control and involvement, and the control over how to perform the job that obtained only three answers in disagreement out of 35. Conversely, the item that obtained the lowest approval was that asking about participation in activities designed to involve employees in decision making, that received seven answers in disagreement.

Table 310. Area control and involvement

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
1. All in all, I am satisfied with my job										
Strongly Disagree										
Disagree			1	16.7					2	40.0
Agree	2	50.0	4	66.7	4	40.0	4	40.0	1	20.0
Strongly Agree	2	50.0	1	16.7	6	60.0	6	60.0	2	40.0
Overall, I am satisfied with the amount of control and involvement I have at work.										
Strongly Disagree			1	16.7						
Disagree			1	16.7					1	20.0
Agree	2	50.0	3	50.0	4	40.0	4	40.0	1	20.0
Strongly Agree	2	50.0	1	16.7	6	60.0	6	60.0	3	60.0
My employer provides employees with sufficient control over how they perform their job.										
Strongly Disagree									1	20.0
Disagree			1	16.7			1	10.0		
Agree	1	25.0	4	66.7	3	30.0	2	20.0	2	40.0
Strongly Agree	3	75.0	1	16.7	7	70.0	7	70.0	2	40.0
My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work.										
Strongly Disagree										
Disagree			2	33.3			1	10.0	1	20.0
Agree	3	75.0	3	50.0	3	30.0	4	40.0	2	40.0
Strongly Agree	1	25.0	1	16.7	7	70.0	5	50.0	2	40.0
My employer values employee involvement in daily decision making, problem-solving, and goal setting.										
Strongly Disagree			1	16.7						
Disagree			1	16.7			1	10.0	1	20.0
Agree	2	50.0	3	50.0	1	10.0	4	40.0	1	20.0
Strongly Agree	2	50.0	1	16.7	9	90.0	5	50.0	3	60.0
I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting.										
Strongly Disagree							2	20.0		
Disagree	1	25.0	2	33.3			1	10.0	1	20.0
Agree	2	50.0	2	33.3	5	50.0	2	20.0	1	20.0
Strongly Agree	1	25.0	2	33.3	5	50.0	5	50.0	3	60.0

Area "growth and development opportunities"

Concerning the area growth and development most of the answers were "Agree" or "Strongly agree", indicating a sufficient or high degree of satisfaction for the *opportunities* offered by the company. The results indicate that the highest approval was for the item investigating opportunities to apply new knowledge and skills, that reached only three answers in disagreement. In contrast, a high level of disapproval (eight answers in disagreement) was found for the item asking about the participation in employee training and development activities.

Details of answers from each company are reported in Table 311.

Table 311. Area growth and development opportunities

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the growth and development opportunities offered by my employer.										
Strongly Disagree			2	33.3					1	20.0
Disagree			3	50.0			1	10.0	1	20.0
Agree	2	50.0	1	16.7	5	50.0	4	40.0	2	40.0
Strongly Agree	2	50.0			5	50.0	5	50.0	2	40.0
My employer values employee training and development.										
Strongly Disagree			1	16.7						
Disagree			1	16.7			2	20.0	1	20.0
Agree	2	50.0	3	50.0	1	10.0	3	30.0	1	20.0
Strongly Agree	2	50.0	1	16.7	9	90.0	5	50.0	3	60.0
My employer offers employees opportunities to apply new knowledge and skills.										
Strongly Disagree			1	16.7						
Disagree			1	16.7			1	10.0		
Agree	1	25.0	2	33.3	3	30.0	3	30.0	2	40.0
Strongly Agree	3	75.0	2	33.3	7	70.0	6	60.0	3	60.0
I regularly participate in employee training and development activities.										
Strongly Disagree			3	50.0	1	10.0	2	20.0	2	40.0
Disagree			2	33.3	5	50.0	5	50.0	1	20.0
Agree	1	25.0	2	33.3	5	50.0	5	50.0	1	20.0
Strongly Agree	3	75.0	1	16.7	4	40.0	3	30.0	2	40.0
My employer provides sufficient opportunities for internal career advancement.										
Strongly Disagree			2	33.3					1	20.0
Disagree	1	25.0	1	16.7	1	10.0				
Agree	2	50.0	2	33.3	4	40.0	7	70.0	3	60.0
Strongly Agree	1	25.0	1	16.7	5	50.0	3	30.0	1	20.0

Area "work-life balance"

The results indicate that perceptions concerning this area were highly heterogeneous across companies. However, it could be observed that for all companies some concerns raise with regard to items "After the workday, I continue to think about my work situation" and "I am under an excessive workload" where a percentage from 25% to 80% of respondents revealed difficulties in work-life balance (i.e., answers between "Agree" and "Strongly Agree").

Detailed results for each company are reported in Table 312.

Table 312. Area Work-life balance

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the work-life balance practices offered by my employer.										
Strongly Disagree										
Disagree					1	10.0			2	40.0
Agree	1	25.0	5	83.3	3	30.0	2	20.0		
Strongly Agree	3	75.0	1	16.7	6	60.0	8	80.0	3	60.0
My employer values work-life balance.										
Strongly Disagree			1	16.7					1	20.0
Disagree			1	16.7					1	20.0
Agree	1	25.0	4	66.7	3	30.0	2	20.0		
Strongly Agree	3	75.0			7	70.0	8	80.0	3	60.0

My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.

Strongly Disagree				1	10.0	1	10.0	1	20.0	
Disagree			2	33.3	1	10.0				
Agree	2	50.0	2	33.3	3	30.0	5	50.0	1	20.0
Strongly Agree	2	50.0	2	33.3	5	50.0	4	40.0	3	60.0
I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.										
Strongly Disagree					1	10.0	1	10.0		
Disagree			3	50.0	1	10.0	1	10.0	2	40.0
Agree	1	25.0	2	33.3	5	50.0	3	30.0	1	20.0
Strongly Agree	3	75.0	1	16.7	3	30.0	5	50.0	2	40.0
I regularly utilize benefits that allow me to more easily meet my nonwork demands.										
Strongly Disagree					1	10.0	4	40.0	1	20.0
Disagree	1	25.0	5	83.3	2	20.0	3	30.0	1	20.0
Agree	1	25.0	5	83.3	2	20.0	3	30.0	1	20.0
Strongly Agree	2	50.0	1	16.7	7	70.0	3	30.0	3	60.0
My employer provides benefits that allow me to more easily meet my non-work demands.										
Strongly Disagree									1	20.0
Disagree			2	33.3	1	10.0			1	20.0
Agree	2	50.0	3	50.0	3	30.0	4	40.0		
Strongly Agree	2	50.0	1	16.7	6	60.0	6	60.0	3	60.0
Work does not let me to have a fair, balance between private and working life										
Strongly Disagree	2	50.0			5	50.0	6	60.0	2	40.0
Disagree	2	50.0	3	50.0	3	30.0	1	10.0	1	20.0
Agree			2	33.3			1	10.0		
Strongly Agree			1	16.7	2	20.0	2	20.0	2	40.0
I feel excessively pressured at work to meet targets.										
Strongly Disagree	2	50.0	1	16.7	4	40.0	4	40.0	2	40.0
Disagree	2	50.0	1	16.7	4	40.0	5	50.0		
Agree			3	50.0	2	20.0	1	10.0	2	40.0
Strongly Agree			1	16.7					1	20.0
After work, I find it hard to wind down.										
Strongly Disagree	2	50.0	1	16.7	4	40.0	5	50.0	2	40.0
Disagree	2	50.0	3	50.0	4	40.0	4	40.0		
Agree			1	16.7	1	10.0	1	10.0	2	40.0
Strongly Agree			1	16.7	1	10.0			1	20.0
After the workday, I continue to think about my work situation.										
Strongly Disagree	1	25.0			1	10.0	1	10.0		
Disagree	2	50.0	1	16.7	1	10.0	5	50.0	2	40.0
Agree	1	25.0	2	33.3	4	40.0	3	30.0	1	20.0
Strongly Agree			3	50.0	4	40.0	1	10.0	2	40.0
I am under an excessive workload.										
Strongly Disagree	2	50.0	1	16.7	3	30.0	2	20.0	1	20.0
Disagree	1	25.0	2	33.3	3	30.0	5	50.0	2	40.0
Agree	1	25.0	2	33.3	3	30.0	3	30.0		
Strongly Agree			1	16.7	1	10.0			2	40.0
I find myself thinking negatively about work outside work hours.										
Strongly Disagree	1	25.0	1	16.7	7	70.0	8	80.0	2	40.0
Disagree	3	75.0	2	33.3	3	30.0	1	10.0	1	20.0
Agree			1	16.7			1	10.0	1	20.0
Strongly Agree			2	33.3					1	20.0

Area "work relationships"

The results indicate that, in general, participants report a high level of satisfaction with their work relationships. The item that showed the highest approval was that investigating relations with colleagues. In this item only two answers in disagreement

were observed. Conversely, the lowest agreement was for the item asking about solidarity among colleagues, that received five answers in disagreement.

Detailed results for each company are reported in Table 313.

Table 313. Work relationships

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
There is solidarity among my colleagues / my team.										
Strongly Disagree										
Disagree	2	50.0	2	33.3					1	20.0
Agree	1	25.0	2	33.3			5	50.0	3	60.0
Strongly Agree	1	25.0	2	33.3	10	100.0	5	50.0	1	20.0
I have positive relationship with my colleagues.										
Strongly Disagree			1	16.7						
Disagree			1	16.7						
Agree	3	75.0	4	66.7			4	40.0	3	60.0
Strongly Agree	1	25.0			10	100.0	6	60.0	2	40.0
I have positive relationship with my boss or supervisor.										
Strongly Disagree			1	16.7						
Disagree			2	33.3					1	20.0
Agree	1	25.0	3	50.0			1	10.0	1	20.0
Strongly Agree	3	75.0			10	100.0	9	90.0	3	60.0

Area "communication practices"

Results showed that for the area "communication practices" most of answers were in agreement, indicating a level of satisfaction rather high. The item that obtained the highest approval was that investigating the overall satisfaction for communication practices in the workplace that received only four answers in disagreement. In contrast the greater disapproval was for the item asking about the diffusion of distorted information by colleagues. This item obtained the majority of answers between "Disagree" and "Strongly disagree" (from 33.4% to 100%). This result indicates that this aspect of the work communication practices was not problematic for Slovenian respondents.

Detailed results for each company are reported in Table 314.

Table 314. Area Communication practices

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with my employer's communication practices.										
Strongly Disagree			2	33.3						
Disagree			1	16.7					1	20.0
Agree	2	50.0	3	50.0	2	20.0	5	50.0	1	20.0
Strongly Agree	2	50.0			8	80.0	5	50.0	3	60.0
The objectives of my company organisation are always well defined and communicated.										
Strongly Disagree			1	16.7						
Disagree			3	50.0			2	20.0	1	20.0
Agree	3	75.0	2	33.3	4	40.0	4	40.0	3	60.0
Strongly Agree	1	25.0			6	60.0	4	40.0	1	20.0
My company or organisation regularly communicate with employees.										
Strongly Disagree							2	20.0	1	20.0
Disagree			3	50.0			1	10.0		
Agree	3	75.0	2	33.3	1	10.0	5	50.0		
Strongly Agree	1	25.0	1	16.7	9	90.0	2	20.0	4	80.0
My company or organisation periodically collect feedback from employees.										
Strongly Disagree			2	33.3			2	20.0	1	20.0
Disagree			1	16.7	2	20.0	5	50.0	1	20.0
Agree	2	50.0	3	50.0	2	20.0	2	20.0	2	40.0
Strongly Agree	2	50.0			6	60.0	1	10.0	1	20.0
My employer regularly makes changes in response to employee feedback.										
Strongly Disagree			1	16.7			2	20.0		
Disagree			3	50.0	1	10.0	2	20.0		
Agree	3	75.0	1	16.7	4	40.0	4	40.0	3	60.0
Strongly Agree	1	25.0	1	16.7	5	50.0	2	20.0	2	40.0
Necessary information for my work is omitted or distorted by colleagues.										
Strongly Disagree	1	25.0	1	16.7	5	50.0	6	60.0	1	20.0
Disagree	3	75.0	1	16.7	1	10.0	3	30.0	4	80.0
Agree			3	50.0	1	10.0	1	10.0		
Strongly Agree			1	16.7	3	30.0				

Area "job security and organisational change"

Results indicate that for all companies a percentage from 16.7% to 30.0% of participants felt some difficulties concerning item "I feel excluded from the possibilities of professional advancement". Moreover, it could be observed that all respondents (100.0%) from the FOS company were worried about the expiry of their contract ("I am worried about the expiry of my employment contract").

Details of answers collected from each company are reported in Table 315.

Table 315. Area Job security and organisational change

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
I feel excluded from the possibilities of professional advancement.										
Strongly Disagree	2	50.0	3	50.0	5	50.0	6	60.0	2	40.0
Disagree	1	25.0	2	33.3	2	20.0	3	30.0	2	40.0
Agree	1	25.0	1	16.7	3	30.0	1	10.0	1	20.0
Strongly Agree										
To carry out my job, I have adequate safety devices available.										
Strongly Disagree										
Disagree							1	10.0	1	20.0
Agree	1	25.0	2	33.3	3	30.0	3	30.0	2	40.0
Strongly Agree	3	75.0	4	66.7	7	70.0	6	60.0	2	40.0
The work environments are comfortable and well-lit.										
Strongly Disagree										
Disagree	1	25.0								
Agree	1	25.0	3	50.0	1	10.0			2	40.0
Strongly Agree	2	50.0	3	50.0	9	90.0	10	100.0	3	60.0
In my organisation, employees are consulted when there are changes in the workplace.										
Strongly Disagree			2	33.3			1	10.0		
Disagree			1	16.7			2	20.0		
Agree	3	75.0	2	33.3	2	20.0	4	40.0	3	60.0
Strongly Agree	1	25.0	1	16.7	8	80.0	3	30.0	2	40.0
I am directly involved when my boss or supervisor makes decisions that affect me.										
Strongly Disagree			1	16.7						
Disagree	1	25.0	2	33.3			3	30.0	2	40.0
Agree	3	75.0	2	33.3	2	20.0	1	10.0	1	20.0
Strongly Agree			1	16.7	8	80.0	6	60.0	2	40.0
When changes are introduced, they are clear to me how they will work in practice.										
Strongly Disagree			1	16.7						
Disagree	1	25.0	1	16.7			1	10.0	2	40.0
Agree	2	50.0	3	50.0	3	30.0	8	80.0	1	20.0
Strongly Agree	1	25.0	1	16.7	7	70.0	1	10.0	2	40.0
The company shows sensitivity towards safety issues in the workplace.										
Strongly Disagree										
Disagree			2	33.3			1	10.0	1	20.0
Agree	2	50.0	2	33.3	3	30.0	4	40.0	2	40.0
Strongly Agree	2	50.0	2	33.3	7	70.0	5	50.0	2	40.0
I am worried about the expiry of my employment contract.										
Strongly Disagree	4	100.0	5	83.3			9	90.0	2	40.0
Disagree			1	16.7					2	40.0
Agree										
Strongly Agree					10	100.0	1	10.0	1	20.0

Area "job conditions"

Results showed that for all companies a percentage between 10% and 66.7 of respondents revealed dissatisfaction for the aspects investigated by items "My work increases my sense of self-worth", "My employer provides sufficient resources to help employees manage their stress", "My company or organisation makes me feel valued". Conversely, only one participant was not satisfied with regard to the aspect explored by item "The jobs of the various departments/offices are clearly defined".

Detailed concerning answers from each company are reported in Table 316.

Table 316. Area Job conditions

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the health and safety practices of my employer.										
Strongly Disagree										
Disagree							1	10.0	1	20.0
Agree	1	25.0	5	83.3	2	20.0	3	30.0	1	20.0
Strongly Agree	3	75.0	1	16.7	8	80.0	6	60.0	3	60.0
I have all the tools I need to do my job.										
Strongly Disagree										
Disagree			1	16.7					1	20.0
Agree	1	25.0	3	50.0	1	10.0	3	30.0	2	40.0
Strongly Agree	3	75.0	2	33.3	9	90.0	7	70.0	2	40.0
The jobs of the various departments/offices are clearly defined.										
Strongly Disagree									1	20.0
Disagree										
Agree	2	50.0	4	66.7	5	50.0	1	10.0	1	20.0
Strongly Agree	2	50.0	2	33.3	5	50.0	9	90.0	3	60.0
My role within the organisation is not well defined.										
Strongly Disagree	1	25.0	2	33.3	7	70.0			3	60.0
Disagree	3	75.0	1	16.7	3	30.0			1	20.0
Agree			2	33.3			9	90.0		
Strongly Agree			1	16.7			1	10.0	1	20.0
I have the impression that I have a marginal position within my organisation.										
Strongly Disagree	1	25.0	4	66.7	6	60.0	8	80.0	3	60.0
Disagree	1	25.0	1	16.7	3	30.0	1	10.0	2	40.0
Agree	2	50.0	1	16.7			1	10.0		
Strongly Agree										
My work increases my sense of self-worth.										
Strongly Disagree			1	16.7					1	20.0
Disagree	1	25.0	3	50.0	1	10.0	1	10.0		
Agree	1	25.0	2	33.3	3	30.0	1	10.0	1	20.0
Strongly Agree	2	50.0			6	60.0	8	80.0	3	60.0
I feel my boss is empathic and understanding about my work concerns.										
Strongly Disagree			1	16.7					1	20.0
Disagree			1	16.7			1	10.0	1	20.0
Agree	2	50.0	3	50.0	5	50.0	2	20.0	1	20.0
Strongly Agree	2	50.0	1	16.7	5	50.0	7	70.0	2	40.0
My employer provides sufficient resources to help employees manage their stress.										
Strongly Disagree			3	50.0	1	10.0			1	20.0
Disagree	1	25.0	1	16.7	3	30.0	3	30.0	2	40.0
Agree	1	25.0	1	16.7	2	20.0	4	40.0		
Strongly Agree	2	50.0	1	16.7	4	40.0	3	30.0	2	40.0
I feel personally connected to my organisation's values.										
Strongly Disagree			1	16.7						
Disagree			1	16.7			1	10.0		
Agree	3	75.0	3	50.0	5	50.0	2	20.0	4	80.0
Strongly Agree	1	25.0	1	16.7	5	50.0	7	70.0	1	20.0
During my workday. I typically feel tense or stressed out.										
Strongly Disagree	1	25.0			2	20.0	5	50.0		
Disagree	3	75.0	5	83.3	5	50.0	1	10.0	3	60.0
Agree					2	20.0	4	40.0	2	40.0
Strongly Agree			1	16.7	1	10.0				
My company or organisation makes me feel valued.										
Strongly Disagree			1	16.7						
Disagree	2	50.0	1	16.7	1	10.0	1	10.0	1	20.0
Agree	1	25.0	3	50.0	4	40.0	5	50.0	2	40.0
Strongly Agree	1	25.0	1	16.7	5	50.0	4	40.0	2	40.0

My values and the values of my employer are very similar.

Strongly Disagree			2	33.3			1	10.0		
Disagree			2	33.3	2	20.0			2	40.0
Agree	3	75.0	1	16.7	3	30.0	4	40.0	2	40.0
Strongly Agree	1	25.0	1	16.7	5	50.0	5	50.0	1	20.0
I intend to seek employment outside of my company or organisation in the next year.										
Strongly Disagree	2	50.0	3	50.0	8	80.0	8	80.0	1	20.0
Disagree	2	50.0	2	33.3	1	10.0	1	10.0	1	20.0
Agree					1	10.0	1	10.0	1	20.0
Strongly Agree			1	16.7					2	40.0

Area "welfare policies"

Overall, all items in this area reached a high endorsement ("Agree" or "Strongly agree" from 25% to 100%). The lowest endorsement was for items "More work permits for breastfeeding or feeding" and "Tools supporting practical guidance for all the issues related to caregiving (as front office)"; "Disagree" or "Strongly disagree" from 40% to 100.0% and from 16.7% to 75.0%, respectively). In contrast, the highest approval was for items "To have more work permits to look after a family member at home or in hospital facilities", "More economic incentives for key life events (for example the birth of a child)", "Free kindergartens or company nursery", for which answers in agreement (i.e., "Agree" or "Strongly agree") were between 50% and 100%.

Detailed results for each company are reported in Table 317.

Table 317. Area Welfare policies

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
More hourly flexibility (for example: to go to work later and finish later. etc.).										
Strongly Disagree					1	10.0			1	20.0
Disagree	1	25.0	1	16.7	3	30.0	4	40.0		
Agree	1	25.0	1	16.7	1	10.0	5	50.0	1	20.0
Strongly Agree	2	50.0	4	66.7	5	50.0	1	10.0	3	60.0
Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints).										
Strongly Disagree					1	10.0	1	10.0	1	20.0
Disagree			2	33.3	2	20.0	3	30.0		
Agree	2	50.0	3	50.0	2	20.0	4	40.0	3	60.0
Strongly Agree	2	50.0	1	16.7	5	50.0	2	20.0	1	20.0
Part-time for a limited period if I need it.										
Strongly Disagree					1	10.0				
Disagree					1	10.0	2	20.0	1	20.0
Agree	2	50.0	1	16.7	2	20.0	3	30.0	1	20.0
Strongly Agree	2	50.0	4	66.7	6	60.0	5	50.0	3	60.0
To have more work permits to look after a family member at home or in hospital facilities.										
Strongly Disagree					2	20.0	2	20.0		
Disagree	2	50.0	1	16.7			3	30.0		
Agree	1	25.0	4	66.7	3	30.0	2	20.0	1	20.0
Strongly Agree	1	25.0	1	16.7	5	50.0	3	30.0	4	80.0
More economic incentives for key life events (for example the birth of a child).										
Strongly Disagree	1	25.0					1	10.0		
Disagree	1	25.0			1	10.0	3	30.0		
Agree	2	50.0	2	33.3	5	50.0	3	30.0	1	20.0
Strongly Agree			4	66.7	4	40.0	3	30.0	4	80.0
More work permits for breastfeeding or feeding.										
Strongly Disagree	1	25.0	1	16.7			1	10.0		
Disagree	3	75.0			1	10.0	3	30.0		
Agree			2	33.3	5	50.0	4	40.0	2	40.0
Strongly Agree			3	50.0	4	40.0	2	20.0	3	60.0
Free kindergartens or company nursery.										
Strongly Disagree	1	25.0			2	20.0	1	10.0		
Disagree	1	25.0	1	16.7			4	40.0		
Agree			4	66.7	1	10.0	2	20.0	4	80.0
Strongly Agree	2	50.0	1	16.7	7	70.0	3	30.0	1	20.0
Additional forms of health care (like agreements with medical clinics. dental offices. etc.).										
Strongly Disagree					3	30.0	1	10.0		
Disagree	1	25.0	1	16.7			5	50.0	1	20.0
Agree	2	50.0	2	33.3	3	30.0	1	10.0	1	20.0
Strongly Agree	1	25.0	3	50.0	4	40.0	3	30.0	3	60.0
Other forms of specific support actions for the assistance of family members as caregiving.										
Strongly Disagree					1	10.0	1	10.0		
Disagree	1	25.0					3	30.0	1	20.0
Agree	2	50.0	3	50.0	3	30.0	4	40.0	1	20.0
Strongly Agree	1	25.0	3	50.0	6	60.0	2	20.0	3	60.0
Tools supporting practical guidance for all the issues related to caregiving (as front office).										
Strongly Disagree					2	20.0	1	10.0		
Disagree	3	75.0	1	16.7	1	10.0	4	40.0	1	20.0
Agree			3	50.0	3	30.0	2	20.0	1	20.0
Strongly Agree	1	25.0	2	33.3	4	40.0	3	30.0	3	60.0

Area WWM Skills

Overall, all items in this section reached high approval (“Agree” or “Strongly agree” from 90% to 100%). Only the items “To be able to set up working methods and organize and conduct their work independently”, “To be able to cooperate to achieve common objectives”, “To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency”, “To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties”, “To be able to understand problems and find an effective solution using both experience and creativity” and “To be able to make effective decisions, even in conditions of uncertainty and complexity” obtained some answers in disagreement. However, these were never higher than 10%.

Detailed results for each company are reported in Table 318.

Table 318. Area WWM Skills

	SLO1		SLO2		SLO3		SLO4		SLO5	
	N tot = 4		N tot = 6		N tot = 10		N tot = 10		N tot = 5	
	N	%	N	%	N	%	N	%	N	%
To be able to adapt oneself to the different organisational context demands.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree	1	25.0			1	10.0	1	10.0	1	20.0
Agree	1	25.0	2	33.3	3	30.0	3	30.0	2	40.0
Strongly Agree	2	50.0	4	66.7	6	60.0	6	60.0	2	40.0
To be able to set up working methods and organize and conduct their work independently.										
Strongly Disagree					1	10.0				
Disagree										
Somewhat Disagree										
Somewhat Agree			2	33.3	1	10.0	1	10.0		
Agree	2	50.0			2	20.0	5	50.0	2	40.0
Strongly Agree	2	50.0	4	66.7	6	60.0	4	40.0	3	60.0
To be able to guide and motivate team. assigning objectives and managing dynamics.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree							1	10.0		
Agree	1	25.0			4	40.0	5	50.0		
Strongly Agree	3	75.0	6	100.0	6	60.0	4	40.0	5	100.0
To be able to cooperate to achieve common objectives.										
Strongly Disagree										
Disagree										
Somewhat Disagree							1	10.0		
Somewhat Agree			2	33.3			1	10.0		
Agree					1	10.0	4	40.0		
Strongly Agree	4	100.0	4	66.7	9	90.0	4	40.0	5	100.0
To be able to use time efficiently and effectively. identifying priorities in terms of importance and urgency.										
Strongly Disagree										
Disagree							1	10.0		
Somewhat Disagree										
Somewhat Agree			1	16.7						
Agree			1	16.7	4	40.0	4	40.0	1	20.0
Strongly Agree	4	100.0	4	66.7	6	60.0	5	50.0	4	80.0
To be able to handle positive and negative emotions in different situations effectively.										
Strongly Disagree										

Disagree										
Somewhat Disagree										
Somewhat Agree						1	10.0			
Agree	1	25.0			1	10.0	1	10.0		
Strongly Agree	3	75.0	6	100.0	9	90.0	8	80.0	5	100.0
To be able to master stressful situations.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree										
Agree	1	25.0			1	10.0	2	20.0		
Strongly Agree	3	75.0	6	100.0	9	90.0	8	80.0	5	100.0
To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree						1	10.0	2	20.0	
Agree	1	25.0			1	10.0	1	10.0	1	20.0
Strongly Agree	3	75.0	6	100.0	8	80.0	7	70.0	4	80.0
To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.										
Strongly Disagree										
Disagree										
Somewhat Disagree						1	10.0			
Somewhat Agree						2	20.0	1	10.0	
Agree	1	25.0			1	10.0	4	40.0	1	20.0
Strongly Agree	3	75.0	6	100.0	6	60.0	5	50.0	4	80.0
To be able to prevent and manage conflict situations.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree										
Agree	1	25.0								
Strongly Agree	3	75.0	6	100.0	6	60.0	5	50.0	4	80.0
To be able to support, as a third party, the achievement of an agreement between the parties.										
Strongly Disagree										
Disagree										
Somewhat Disagree										
Somewhat Agree						1	10.0			
Agree	1	25.0	1	16.7	3	30.0	2	20.0		
Strongly Agree	3	75.0	5	83.3	6	60.0	7	70.0	5	100.0
To be able to understand problems and find an effective solution using both experience and creativity.										
Strongly Disagree										
Disagree										
Somewhat Disagree								1	10.0	
Somewhat Agree			1	16.7			2	20.0		
Agree	1	25.0			2	20.0	3	30.0	1	20.0
Strongly Agree	3	75.0	5	83.3	8	80.0	4	40.0	4	80.0
To be able to make effective decisions, even in conditions of uncertainty and complexity.										
Strongly Disagree										
Disagree										
Somewhat Disagree			1	16.7	1	10.0				
Somewhat Agree							2	20.0		
Agree	1	25.0	1	16.7	1	10.0	2	20.0		
Strongly Agree	3	75.0	4	66.7	8	80.0	6	60.0	5	100.0

3.8 SME Survey – Spain

3.8.1 Participants

A total of 19 participants from six Spanish companies answered the questionnaire. Females were 11, whereas males were 8. Among respondents those aged between 23 and 27 years were 31.6% (27-32 years = 10.5 %; 33-37 years = 20.0 %; 33-37 years = 15.8%; 48-42 years = 21.1%; 43-47 years = 21.1%) and the majority had a Master degree (68.4%; Bachelor’s Degree = 10.5%; High School Diploma = 10.5%; Professional Degree = 5.3%; Other = 5.3%). All participants reported having a good health status (Good = 42.1%; Very good = 57.9%).

3.8.2 Results

Concerning the items investigating the overall satisfaction with one's own work (see Table 319), the amount of control and involvement at work, the growth and development opportunities, the work-life balance, the communication practices, and the health and safety practices (i.e., items 1, 2, 3, 4, 5, 6), means ranged between 3.00 and 3.47. For the first item, all answers were between “Agree” and “Strongly agree”, indicating that, in general, Spanish respondents were completely satisfied with their work. For the other items the rate of approval was between 63.2% (i.e., Item “Overall, I am satisfied with the growth and development opportunities offered by my employer”) and 94.7% (i.e., Items “Overall, I am satisfied with the amount of control and involvement I have at work”, “Overall, I am satisfied with the health and safety practices of my employer”). These results indicate that for Spanish participants the greatest satisfaction was for the amount of control and involvement in their work, and the health and safety practices in their workplace, whereas the lowest was for the growth and development opportunities offered by their employers.

Table 319. Overall satisfaction

	All in all, I am satisfied with my job	Overall, I am satisfied with the amount of control and involvement I have at work.	Overall, I am satisfied with the growth and development opportunities offered by my employer.	Overall, I am satisfied with the work-life balance practices offered by my employer.	There is solidarity among my colleagues / my team.	Overall, I am satisfied with my employer's communication practices.	Overall, I am satisfied with the health and safety practices of my employer.
N	19	19	19	19	19	19	19
Missing	0	0	0	0	0	0	0
Mean	3.32	3.47	3.00	3.05	3.74	3.21	3.42
SD	.478	.612	.882	.621	.452	.713	.607

Concerning the items exploring WWM skills the means ranged from 5.16 to 5.74 (see Table 320–Table 321). In this area, all items obtained only answers in agreement (from “Somewhat agree” to “Strongly Agree”). In particular, two items “To be able to prevent and manage conflict situations” and “To be able to support, as a third party, the achievement of an agreement between the parties”) obtained only answers in strong agreement (i.e., “Agree” and “Strongly Agree”). These results indicate that for Spanish

respondents all the suggested competences are crucial to manage stress and in particular those that pertains with managing conflict situations and supporting the achievement of an agreement between the parties.

Table 320. Area WWM skills (part 1)

	To be able to adapt himself to the different organisational context demands .	To be able to set up working methods and organize and conduct their work independently.	To be able to guide and motivate team, assigning objectives and managing dynamics.	To be able to cooperate to achieve common objectives.	To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.	To be able to handle positive and negative emotions in different situations effectively.	To be able to master stressful situations.
N	19	19	19	19	19	19	19
Missing	0	0	0	0	0	0	0
Mean	5.53	5.58	5.26	5.58	5.58	5.42	5.47
SD	.612	.769	.872	.692	.607	.607	.697

Table 321. Area WWM skills (part 2)

	To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.	To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.	To be able to prevent and manage conflict situations.	To be able to support, as a third party, the achievement of an agreement between the parties.	To be able to understand problems and find an effective solution using both experience and creativity.	To be able to make effective decisions, even in conditions of uncertainty and complexity.
N	19	19	19	19	19	19
Missing	0	0	0	0	0	0
Mean	5.26	5.53	5.68	5.68	5.16	5.74
SD	.733	.612	.478	.478	.688	.562

No difference between gender was found.

3.8.3 Detailed Results for Spanish Organisations

Samples description

- *SO1*

Two employees of this organisation answered the questionnaire, one was male and the other female. Their age ranged between 28 and 47 years. Concerning the education

level, one participant had a master's degree and one had a Bachelor's Degree. Both participants had good or very good health status.

- *S02*

In this organisation, all respondents were males ($N = 3$), aged between 33 and 47 years. With regard to their education level, one of them had a Professional Diploma, one had basic education (i.e., Educación Secundaria Oblig.), and one had a master's degree. All participants reported a good (66.7%) or very good health condition (33.3%).

- *S03*

From this organisation, six participants took part in the study. Five respondents were females and one was male. With regard to age one was between 28 and 32 years and five were between 23 and 27. All participants had master's degree and reported having a good (33.3%) or very good health (66.7%).

- *S04*

Two questionnaires were collected from this organisation. All participants were females, aged between 33 and 42 years, had a master's degree, and reported very good health.

- *S05*

Three employees of this organisation filled out the questionnaire. One of them was male and two were females. Concerning age, one was between 23 and 27 years, one was between 33 and 37, and one between 43 and 47. Two participants had a bachelor's degree, whereas one had a master's degree. All participants reported having a good (66.7%) or very good health (33.3%).

- *S06*

Three employees of this organisation filled out the questionnaire. Two of them were males and one was female. Two participants were aged between 38 and 42 years and one was between 43 and 47. Two participants had a master's degree and one had a bachelor's degree. All participants reported having a good (66.7%) or very good health (33.3%).

Details for each organisation are reported in Table 322.

Table 322. Company data

	SO1		SO2		SO3		SO4		SO5		SO6	
	N	%	N	%	N	%	N	%	N	%	N	%
My Gender is												
Male	1	50.0	3	100.0	1	83.3			1	33.3	2	66.7
Female	1	50.0			5	16.7	2	100.0	2	66.7	1	33.3
My age is												
18_22												
23-27					5	83.3			1	33.3		
28-32	1	50.0			1	16.7						
33-37			1	33.3			1	50.0	1	33.3		
38-42			1	33.3			1	50.0			2	66.7
43-47	1	50.0	1	33.3					1	33.3	1	33.3
48-52												
53-57												
58-62												
63 and over												
The highest level of education that I have completed is												
Educación Secundaria Oblig			1	33.3								
FP Diploma			1	33.3								
High School Diploma												
Some College												
Professional Degree												
Bachelor's Degree	1	50.0							2	66.7	1	33.3
Master's Degree	1	50.0	1	33.3	6	100.0	2	100.0	1	33.3	2	66.7
Postgraduate Degree or PhD												
Now my health in general is												
Very good	1	50.0	1	33.3	4	66.7	2	100.0	1	33.3	2	66.7
Good	1	50.0	2	66.7	2	33.3			2	66.7	1	33.3
Fair												
Bad												
Very bad												

Results for the Area "control and involvement"

Overall, answers in this area were mainly in agreement, indicating that respondents were rather satisfied with the level of "control and involvement" they experience in their workplace. The items that obtained the highest endorsement (no one answer in disagreement) were those investigating the overall level of satisfaction with ones' job, and the involvement in daily decision making, problem-solving, and goal setting. Conversely, item "I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting showed the lowest approval (three answers in disagreement).

Details for each organisation are reported in Table 323.

Table 323. Area control and involvement

	SO1		SO2		SO3		SO4		SO5		SO6	
	N	%	N	%	N	%	N	%	N	%	N	%
1. All in all. I am satisfied with my job												
Strongly Disagree												
Disagree												
Agree	2	100.0	2	66.7	4	66.7			3	100.0	2	66.7
Strongly Agree			1	33.3	2	33.3	2	100.0			1	33.3
2. 1 Overall. I am satisfied with the amount of control and involvement I have at work.												
Strongly Disagree												
Disagree									1	33.3		
Agree	2	100.0	1	33.3	1	16.7	1	50.0	1	33.3	2	66.7
Strongly Agree			2	66.7	5	83.3	1	50.0	1	33.3	1	33.3
2.2 My employer provides employees with sufficient control over how they perform their job.												
Strongly Disagree												
Disagree			1	33.3								
Agree	1	50.0	1	33.3	2	33.3			3	100.0	2	66.7
Strongly Agree	1	50.0	1	33.3	4	66.7	2	100.0			1	33.3
2.3 My employer provides sufficient opportunities for me to be involved in decision making, problem-solving, and goal setting at work.												
Strongly Disagree												
Disagree	1	50.0									1	33.3
Agree			2	66.7					3	100.0	1	33.3
Strongly Agree	1	50.0	1	33.3	6	100	2	100.0			1	33.3
2.4 My employer values employee involvement in daily decision making, problem-solving, and goal setting.												
Strongly Disagree												
Disagree												
Agree	2	100.0	2	66.7					3	100.0	2	66.7
Strongly Agree			1	33.3	6	100	2	100.0			1	33.3
2.5 I regularly participate in activities designed to involve employees in decision making, problem-solving and goal setting.												
Strongly Disagree												
Disagree	1	50.0	1	33.3					1	33.3	1	33.3
Agree					2	33.3	1	50.0	2	66.7	2	66.7
Strongly Agree	1	50.0	2	66.7	4	66.7	1	50.0				

Area "growth and development opportunities"

In this area, most of the answers agreed, suggesting that participants were rather satisfied with the degree of "growth and development opportunities" offered by their work. In particular, item "My employer values employee training and development" did not obtained answers in disagreement, indicating that in general participants experience a high level of satisfaction for this aspect of their work. Conversely, the largest disagreement (eight answers in disagreement) was observed for item "I regularly participate in employee training and development activities".

Details of the answers from each company are reported in Table 324.

Table 324. Area growth and development opportunities

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the growth and development opportunities offered by my employer.												
Strongly Disagree												
Disagree	1	50.0			2	33.3			3	100.0	1	33.3
Agree					3	50.0	1	50.0			1	33.3
Strongly Agree	1	50.0	3	100.0	1	16.7	1	50.0			1	33.3
My employer values employee training and development.												
Strongly Disagree												
Disagree												
Agree	2	100.0	2	66.7	3	50.0			3	100.0	2	66.7
Strongly Agree			1	33.3	3	50.0	2	100.0			1	33.3
My employer offers employees opportunities to apply new knowledge and skills.												
Strongly Disagree												
Disagree	1	50.0							1	33.3	3	100.0
Agree	1	50.0	2	66.7	4	66.7			2	66.7		
Strongly Agree			1	33.3	2	33.3	2	100.0				
I regularly participate in employee training and development activities.												
Strongly Disagree					2	33.3						
Disagree	1	50.0	1	33.3	1	16.7			1	33.3	2	66.7
Agree			2	66.7	1	16.7	1	50.0			1	33.3
Strongly Agree	1	50.0			2	33.3	1	50.0	2	66.7		
My employer provides sufficient opportunities for internal career advancement.												
Strongly Disagree												
Disagree	1	50.0			2	33.3			1	33.3	3	100.0
Agree	1	50.0	3	100.0	3	50.0	1	50.0	2	66.7		
Strongly Agree					1	16.7	1	50.0				

Area "work-life balance"

The results indicate that the perceptions concerning this area were highly heterogeneous. The highest approval was for items "My employer values work-life balance" that obtained only two answers in disagreement. In contrast, the highest disapproval (15 answers in disagreement) was for the items investigating excessive workload and negative thoughts about work outside work hours. The high disapproval in these items indicates that these aspects were not problematic for respondents. Detailed results for each company are reported in Table 325.

Table 325. Area work-life balance

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with the work-life balance practices offered by my employer.												
Strongly Disagree												
Disagree											3	100.0
Agree	2	100.0	2	66.7	5	83.3	1	50.0	2	66.7		
Strongly Agree			1	33.3	1	16.7	1	50.0	1	33.3		
My employer values work-life balance.												
Strongly Disagree												
Disagree											2	66.7
Agree	2	100.0	3	100.0	5	83.3	1	50.0	3	100.0	1	33.3
Strongly Agree					1	16.7	1	50.0				
My employer has programmes and policies that allow employees to be flexible in where, how much, or when they work.												
Strongly Disagree	1	50.0			2	33.3	1	50.0				
Disagree	1	50.0	2	66.7	1	16.7			2	66.7	3	100.0
Agree			1	33.3	2	33.3						
Strongly Agree					1	16.7	1	50.0	1	33.3		
I regularly participate in programmes or utilize policies that allow me to be flexible in where, how much or when I work.												
Strongly Disagree							1	50.0			1	33.3
Disagree	2	100.0	2	66.7	2	33.3			2	66.7	2	66.7
Agree					3	50.0			1	33.3		
Strongly Agree			1	33.3	1	16.7	1	50.0				
I regularly utilize benefits that allow me to more easily meet my nonwork demands.												
Strongly Disagree									1	33.3	1	33.3
Disagree	1	50.0	2	66.7					2	66.7	2	66.7
Agree	1	50.0	1	33.3	5	83.3	1	50.0				
Strongly Agree					1	16.7	1	50.0				
My employer provides benefits that allow me to more easily meet my non-work demands.												
Strongly Disagree											1	33.3
Disagree	1	50.0	2	66.7					2	66.7	2	66.7
Agree					5	83.3	1	50.0				
Strongly Agree	1	50.0	1	33.3	1	16.7	1	50.0	1	33.3		
Work does not let me to have a fair, balance between private and working life												
Strongly Disagree			2	66.7								
Disagree	1	50.0			4	66.7	2	100.0	1	33.3	3	100.0
Agree	1	50.0	1	33.3	2	33.3			1	33.3		
Strongly Agree									1	33.3		
I feel excessively pressured at work to meet targets.												
Strongly Disagree			1	33.3								
Disagree	1	50.0	1	33.3	5	83.3	1	50.0	1	33.3	3	100.0
Agree	1	50.0			1	16.7	1	50.0	1	33.3		
Strongly Agree			1	33.3					1	33.3		
After work, I find it hard to wind down.												
Strongly Disagree			3	100.0	1	16.7					1	33.3

Disagree	2	100.0			1	16.7	2	100.0	2	66.7	2	66.7
Agree					4	66.7						
Strongly Agree									1	33.3		
After the workday, I continue to think about my work situation.												
Strongly Disagree			3	100.0	2	33.3	1	50.0			3	100.0
Disagree	1	50.0			1	16.7	1	50.0	2	66.7		
Agree	1	50.0			1	16.7						
Strongly Agree					2	33.3			1	33.3		
I am under an excessive workload.												
Strongly Disagree	1	50.0	2	66.7	1	16.7					2	66.7
Disagree	1	50.0	1	33.3	3	50.0	2	100.0	2	66.7	1	33.3
Agree					2	33.3						
Strongly Agree									1	33.3		
I find myself thinking negatively about work outside work hours.												
Strongly Disagree	2	100.0	3	100.0	5	83.3	2	100.0			3	100.0
Disagree									1	33.3		
Agree					1	16.7			1	33.3		
Strongly Agree									1	33.3		

Area "work relationships"

In this area, all the answers agreed ("Disagree" and "Strongly disagree"), indicating a high satisfaction with work relationships. In particular, the highest satisfaction (13 answers out of 19 were "Strongly agree") was observed on the item positive relationships with colleagues. This result suggests that this aspect of work was satisfactory for respondents.

Detailed results for each company are reported in Table 326.

Table 326. Area work relationships

	SO1		SO2		SO3		SO4		SO5		SO6	
	N	%	N	%	N	%	N	%	N	%	N	%
There is solidarity among my colleagues / my team.												
Strongly Disagree												
Disagree												
Agree	1	50.0	1	33.3					2	66.7	1	33.3
Strongly Agree	1	50.0	2	66.7	6	100.0	2	100.0	1	33.3	2	66.7
Agree												
I have positive relationship with my colleagues.												
Strongly Disagree												
Disagree												
Agree	1	50.0	1	33.3					1	33.3	1	33.3
Strongly Agree	1	50.0	2	66.7	6	100.0	2	100.0	2	66.7	2	66.7
Agree												
I have positive relationship with my boss or supervisor.												
Strongly Disagree												
Disagree												
Agree	2	100.0	1	33.3	1	16.7	1	50.0	2	66.7	3	100.0
Strongly Agree			2	66.7	5	83.3	1	50.0	1	33.3		
Agree												

Area "communication practices"

In this area, the majority of answers were in agreement indicating that respondents were rather satisfied with the communication practices in their companies. The highest approval (i.e., only one answer in disagreement) was for the item investigating the definition and communication of objectives within the company. Conversely, the greater disapproval was for item "My employer regularly makes changes in response to employee feedback", that obtained 10 answers in disapproval out of 19. This result indicates that this aspect of the work experience was problematic for respondents. Also, the item asking about the omission of information or the diffusion of distorted information by colleagues obtained a high disapproval (all the answers were "Strongly disagree"). However, this indicates that for the respondents there was not omission or diffusion of distorted information by colleagues in the company.

Details of the answers from each company are reported in Table 327.

Table 327. Area communication practices

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall, I am satisfied with my employer's communication practices.												
Strongly Disagree												
Disagree									1	33.3	2	66.7
Agree	2	100.0	2	66.7	2	33.3	1	50.0	1	33.3	1	33.3
Strongly Agree			1	33.3	4	66.7	1	50.0	1	33.3		
The objectives of my company organisation are always well defined and communicated.												
Strongly Disagree												
Disagree									1	33.3		
Agree	1	50.0	1	33.3	4	66.7	1	50.0	2	66.7	2	66.7
Strongly Agree	1	50.0	2	66.7	2	33.3	1	50.0			1	33.3
My company or organisation regularly communicate with employees.												
Strongly Disagree												
Disagree									1	33.3	2	66.7
Agree	2	100.0	2	66.7	1	16.7	1	50.0	2	66.7	1	33.3
Strongly Agree			1	33.3	5	83.3	1	50.0				
My company or organisation periodically collect feedback from employees.												
Strongly Disagree	1	50.0										
Disagree							1	50.0	2	66.7	2	66.7
Agree			3	100.0	6	100.0	1	50.0	1	33.3	1	33.3
Strongly Agree	1	50.0										
My employer regularly makes changes in response to employee feedback.												
Strongly Disagree	1	50.0							1	33.3		
Disagree	1	50.0	1	33.3	2	33.3			2	66.7	2	66.7
Agree			2	66.7	4	66.7	1	50.0			1	33.3
Strongly Agree							1	50.0				
Necessary information for my work is omitted or distorted by colleagues.												
Strongly Disagree	2	100.0	3	100.0	6	100.0	2	100.0	3	100.0	3	100.0
Disagree												
Agree												
Strongly Agree												

Area "job security and organisational change"

Results indicate that, in general, for this area of the work experience the satisfaction was rather high. The greatest approval was observed for the item investigating comfort of work environments, where all answers were in agreement. Conversely, the item that reached the lowest approval was that investigating the involvement of employees when there are changes in the workplace (i.e., Item 7.4), that obtained 11 answers in disagreement out of 19. Also, items "I feel excluded from the possibilities of professional advancement" and "I am worried about the expiry of my employment contract") showed a large disapproval (only two and four answers in agreement, respectively). However, this indicates that participants did not feel excluded from the possibilities of professional advancement and were not concerned about the expiry of their contract.

Details of the answers collected from each company are reported in Table 328.

Table 328. Area job security and organisational change

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
I feel excluded from the possibilities of professional advancement.												
Strongly Disagree			2	66.7	3	50.0	1	50.0				
Disagree	2	100.0	1	33.3	3	50.0	1	50.0	1	33.3	3	100.0
Agree									2	66.7		
Strongly Agree												
To carry out my job, I have adequate safety devices available.												
Strongly Disagree									1	33.3	1	33.3
Disagree									1	33.3	2	66.7
Agree	2	100.0	1	33.3	6	100.0	1	50.0	1	33.3		
Strongly Agree			2	66.7			1	50.0	1	33.3		
The work environments are comfortable and well-lit.												
Strongly Disagree												
Disagree												
Agree	1	50.0	1	33.3					1	33.3	1	33.3
Strongly Agree	1	50.0	2	66.7	6	100.0	2	100.0	2	66.7	2	66.7
In my organisation, employees are consulted when there are changes in the workplace.												
Strongly Disagree	1	50.0	1	33.3					2	66.7		
Disagree					4	66.7	1	50.0			2	66.7
Agree	1	50.0	2	66.7	1	16.7	1	50.0	1	33.3	1	33.3
Strongly Agree					1	16.7						
I am directly involved when my boss or supervisor makes decisions that affect me.												
Strongly Disagree									2	66.7	1	33.3
Disagree	1	50.0	1	33.3	1	16.7	1	50.0	1	33.3	1	33.3
Agree	1	50.0	2	66.7	4	66.7	1	50.0			1	33.3
Strongly Agree					1	16.7						
When changes are introduced, they are clear to me how they will work in practice.												
Strongly Disagree											1	33.3
Disagree			2	66.7								

Agree	2	100.0	1	33.3	4	66.7	1	50.0	2	66.7	2	66.7
Strongly Agree					2	33.3	1	50.0	1	33.3		
The company shows sensitivity towards safety issues in the workplace.												
Strongly Disagree							1	50.0				
Disagree							1	50.0	2	66.7	3	100.0
Agree	2	100.0	2	66.7	1	16.7	1	50.0	2	66.7	3	100.0
Strongly Agree			1	33.3	5	83.3			1	33.3		
I am worried about the expiry of my employment contract.												
Strongly Disagree	2	100.0	3	100.0	5	83.3	2	100.0	2	66.7	3	100.0
Disagree					1	16.7						
Agree									1	33.3	3	100.0
Strongly Agree												

Area "job conditions"

For this area, results revealed a general level of satisfaction rather high. In particular, the item investigating the clear definition of the jobs within the various departments/offices of the company obtained all answers in agreement. Conversely, the item investigating the non-clear definition of one's role within the organisation obtained the highest disapproval (only one answer in agreement), indicating that this aspect of work was non problematic for respondents.

Details concerning answers from each company are reported in Table 329.

Table 329. Area job conditions

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall. I am satisfied with the health and safety practices of my employer.												
Strongly Disagree												
Disagree									1	33.3		
Agree	2	100.0			1	16.7	2	100.0	1	33.3	3	100.0
Strongly Agree			3	100.0	5	83.3			1	33.3		
I have all the tools I need to do my job.												
Strongly Disagree												
Disagree									2	66.7	2	66.7
Agree	2	100.0			3	50.0	1	50.0			1	33.3
Strongly Agree			3	100.0	3	50.0	1	50.0	1	33.3		
The jobs of the various departments/offices are clearly defined.												
Strongly Disagree												
Disagree												
Agree	1	50.0	1	33.3	1	16.7			2	66.7	2	66.7
Strongly Agree	1	50.0	2	66.7	5	83.3	2	100.0	1	33.3	1	33.3
My role within the organisation is not well defined.												
Strongly Disagree	2	100.0	3	100.0	6	100.0	2	100.0	2	66.7	3	100.0
Disagree												
Agree									1	33.3		
Strongly Agree												
I have the impression that I have a marginal position within my organisation.												
Strongly Disagree	1	50.0	2	66.7	6	100.0	2	100.0	2	66.7	3	100.0
Disagree									1	33.3		
Agree	1	50.0	1	33.3								
Strongly Agree												
My work increases my sense of self-worth.												
Strongly Disagree												
Disagree			1	33.3					2	66.7	1	33.3
Agree	2	100.0	2	66.7	3	50.0	1	50.0	1	33.3	2	66.7
Strongly Agree					3	50.0	1	50.0				
I feel my boss is empathic and understanding about my work concerns.												
Strongly Disagree												
Disagree			1	33.3							2	66.7
Agree	2	100.0	2	66.7	1	16.7	1	50.0	3	100.0	1	33.3
Strongly Agree					5	83.3	1	50.0				
My employer provides sufficient resources to help employees manage their stress.												
Strongly Disagree												
Disagree	1	50.0	1	33.3			2	100.0			3	100.0
Agree	1	50.0	2	66.7	3	50.0			3	100.0		
Strongly Agree					3	50.0						
I feel personally connected to my organisation's values.												
Strongly Disagree												
Disagree									1	33.3		
Agree	2	100.0	3	100.0	4	66.7	2	100.0	1	33.3	3	100.0
Strongly Agree					2	33.3			1	33.3		
During my workday. I typically feel tense or stressed out.												
Strongly Disagree			2	66.7	2	33.3						
Disagree	2	100.0	1	33.3	1	16.7	2	100.0	1	33.3	2	66.7
Agree					2	33.3			2	66.7	1	33.3
Strongly Agree					1	16.7						
My company or organisation makes me feel valued.												
Strongly Disagree												
Disagree									2	66.7	1	33.3
Agree	2	100.0	3	100.0	2	33.3	1	50.0	1	33.3	2	66.7
Strongly Agree					4	66.7	1	50.0				

My values and the values of my employer are very similar.

Strongly Disagree												
Disagree			2	66.7					2	66.7	3	100.0
Agree	2	100.0	1	33.3	2	33.3	1	50.0	1	33.3		
Strongly Agree					4	66.7	1	50.0				
I intend to seek employment outside of my company or organisation in the next year.												
Strongly Disagree	1	50.0	2	66.7	4	66.7	2	100.0	1	33.3	2	66.7
Disagree					2	33.3			1	33.3	1	33.3
Agree	1	50.0	1	33.3					1	33.3		
Strongly Agree												

Area "welfare policies"

All the items in this area reached a high rate of endorsement. The items that showed the greatest agreement (only answers in agreement) were those investigating the willingness of having more hourly flexibility (for example: to go to work later and finish later), more work permits to care family members in need, and more economic incentives for key life events, such as the birth of a child. Conversely, the items that showed the lowest endorsement (six answers in disagreement out 19) was that asking about the need of having free kindergartens or company nursery.

Detailed results for each company are reported in Table 330.

Table 330. Area welfare policies

	S01		S02		S03		S04		S05		S06	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
More hourly flexibility (for example: to go to work later and finish later. etc.).												
Strongly Disagree												
Disagree												
Agree	1	50.0	1	33.3					1	33.3		
Strongly Agree	1	50.0	2	66.7	6	100.0	2	100.0	2	66.7	3	100.0
Smart working for one or more days per month (smart working is a subordinate employment relationship characterized by the absence or the reduction of time or space constraints).												
Strongly Disagree												
Disagree	1	50.0	1	33.3			1	50.0				
Agree									1	33.3		
Strongly Agree	1	50.0	2	66.7	6	100.0	1	50.0	2	66.7	3	100.0
Part-time for a limited period if I need it.												
Strongly Disagree												
Disagree											1	33.3
Agree	1	50.0	1	33.3	1	16.7	2	100.0			1	33.3
Strongly Agree	1	50.0	2	66.7	5	83.3			3	100.0	1	33.3
To have more work permits to look after a family member at home or in hospital facilities.												
Strongly Disagree												
Disagree												
Agree			1	33.3	2	33.3					1	33.3
Strongly Agree	2	100.0	2	66.7	4	66.7	2	100.0	3	100.0	2	66.7
More economic incentives for key life events (for example the birth of a child).												
Strongly Disagree												
Disagree												
Agree			1	33.3	3	50.0			1	33.3	1	33.3
Strongly Agree	2	100.0	2	66.7	3	50.0	2	100.0	2	66.7	2	66.7
More work permits for breastfeeding or feeding.												
Strongly Disagree												
Disagree											1	33.3
Agree	1	50.0	2	66.7	2	33.3	1	50.0	1	33.3	2	66.7
Strongly Agree	1	50.0	1	33.3	4	66.7	1	50.0	2	66.7		
Free kindergartens or company nursery.												
Strongly Disagree												
Disagree												
Agree	1	50.0	2	66.7	2	33.3	2	100.0			3	100.0
Strongly Agree	1	50.0	2	66.7	2	33.3	2	100.0	3	100.0		
Additional forms of health care (like agreements with medical clinics. dental offices. etc.).												
Strongly Disagree												
Disagree	1	50.0	1	33.3	1	16.7						
Agree												
Strongly Agree	1	50.0	2	66.7	5	83.3	2	100.0	3	100.0	3	100.0
Other forms of specific support actions for the assistance of family members as caregiving.												
Strongly Disagree					1	16.7						
Disagree											1	33.3
Agree	1	50.0	1	33.3			1	50.0			1	33.3
Strongly Agree	1	50.0	2	66.7	5	83.3	1	50.0	3	100.0	1	33.3
Tools supporting practical guidance for all the issues related to caregiving (as front office).												
Strongly Disagree												
Disagree	1	50.0			2	33.3					2	66.7
Agree	1	50.0	2	66.7	1	16.7	2	100.0				
Strongly Agree			1	33.3	3	50.0			3	100.0	1	33.3

Area WWM skills

In this area, all items showed a high approval (from "Somewhat Agree" to "Strongly agree" 100%). In particular, the items concerning the ability to prevent and manage conflict situations, and support the achievement of an agreement between the parties obtained only answers in complete agreement (from "Agree" to "Strongly agree")

Detailed results for each company are reported in Table 331.

Table 331. Area WWM skills

	SO1		SO2		SO3		SO4		SO5		SO6	
	N tot = 2		N tot = 3		N tot = 6		N tot = 2		N tot = 3		N tot = 3	
	N	%	N	%	N	%	N	%	N	%	N	%
To be able to adapt himself to the different organisational context demands.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree									1	33.3		
Agree	2	100.0	1	33.3	2	33.3			1	33.3	1	33.3
Strongly Agree			2	66.7	4	66.7	2	100.0	1	33.3	2	66.7
To be able to set up working methods and organize and conduct their work independently.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	50.0	1	33.3	1	16.7						
Agree	1	50.0									1	33.3
Strongly Agree			2	66.7	5	83.3	2	100.0	3	100.0	2	66.7
To be able to guide and motivate team, assigning objectives and managing dynamics.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree			2	66.7	2	33.3			1	33.3		
Agree	2	100.0									2	66.7
Strongly Agree			1	33.3	4	66.7	2	100.0	2	66.7	1	33.3
To be able to cooperate to achieve common objectives.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree			1	33.3	1	16.7						
Agree							1	50.0	1	33.3	2	66.7
Strongly Agree	2	100.0	2	66.7	5	83.3	1	50.0	2	66.7	1	33.3
To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree					1	16.7						
Agree	2	100.0	1	33.3			2	100.0	1	33.3		
Strongly Agree			2	66.7	5	83.3			2	66.7	3	100.0
To be able to handle positive and negative emotions in different situations effectively.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree			1	33.3								
Agree	2	100.0	1	33.3	1	16.7	2	100.0	2	66.7	1	33.3
Strongly Agree			1	33.3	5	83.3			1	33.3	2	66.7
To be able to master stressful situations.												
Strongly Disagree												
Disagree												

Somewhat Disagree												
Somewhat Agree	1	50.0							1	33.3		
Agree			1	33.3	1	16.7	1	50.0	1	33.3	2	66.7
Strongly Agree	1	50.0	2	66.7	5	83.3	1	50.0	1	33.3	1	33.3
To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree									1	33.3	2	66.7
Agree	1	50.0	2	66.7	3	50.0	1	50.0	1	33.3		
Strongly Agree	1	50.0	1	33.3	3	50.0	1	50.0	1	33.3	1	33.3
To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	50.0										
Agree			1	33.3	1	16.7	2	100.0			3	100.0
Strongly Agree	1	50.0	2	66.7	5	83.3			3	100.0		
To be able to prevent and manage conflict situations.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree	1	50.0	1	33.3	1	16.7					3	100.0
Strongly Agree	1	50.0	2	66.7	5	83.3	2	100.0	3	100.0		
To be able to support, as a third party, the achievement of an agreement between the parties.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree												
Agree	1	50.0	1	33.3	1	16.7			1	33.3	2	66.7
Strongly Agree	1	50.0	2	66.7	5	83.3	2	100.0	2	66.7	1	33.3
To be able to understand problems and find an effective solution using both experience and creativity.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree	1	50.0						1	50.0	1	33.3	
Agree	1	50.0	3	100.0	3	50.0			1	33.3	2	66.7
Strongly Agree					3	50.0	1	50.0	1	33.3	1	33.3
To be able to make effective decisions, even in conditions of uncertainty and complexity.												
Strongly Disagree												
Disagree												
Somewhat Disagree												
Somewhat Agree				1	33.3					1	33.3	
Agree	1	50.0				1	16.7			2	66.7	
Strongly Agree	1	50.0	2	66.7	5	83.3	2	100.0			3	100.0

3.10 SME Survey – Open-ended question

The following open-ended question was presented to respondents in order to collect suggestions about how to support employees and prevent work-related stress: “Do you have any other comments or suggestions? Please insert here any other ideas for how the workplace could be improved to support employee’s wellbeing and prevent work-related stress”.

The majority of answers (i.e., $N = 45$) were in the area that can be labelled “Work environment/office conditions” (examples: natural light, Ergonomic chair, more spaces, vending machine or beverage and food preparation area, coffee breaks, relaxation room, air conditioning, common area for workers etc.). Other 11 responses were collected for the area “Psychological impact”, 24 for the area “Work mode”, 28 for the area “Welfare” (see tables below).

The fact that such a large number of answers refer to the work environment/office conditions may suggest that these aspects are probably the most relevant for this sample of workers. But it could also mean that, in order to conceive 360-degree well-being, employees must solve the work environment/office conditions problems and only later focus on those related to the working modes, organisational and relational aspects and psychological well-being.

Results are summarized in Table 332–Table 334

Table 332. Psychological impact

Work-related stress reduction.	4
Meritocracy	2
Managing challenge and difficult situations	2
Reduce workload	3

Table 333. Working mode

Work for goals	3
Hours flexibility (Possibility of flexible arrival / departure to work)	11
Better programming the management of the timetable and of the tasks	2
Communication with boss and co-workers/better relationship	5
More meeting with colleagues/staff	3

Table 334. Welfare

Agreement with medical centre and others	1
Meal vouchers	5
Work permits and special purpose permits	4
Two days off per week	1
Holydays flexibility	3
Working from home	4
Conventions (agreements with sports entities)	3
Production award	1
Scholarship for children	1
Continuous training and education	2
Longer breaks in the working day	3

3.11 SME Survey (B)–Employers

The SME survey for employers (see Chapter 3.3.1 Aim, Method, and Tool for survey versions and explanations) included 3 main areas: “Indicators used (or could be used) to evaluate WWM”, “Technical and soft skills of WWM” and, “Management style”. Differently to version A (for employees) for this survey it was expected a single answer from each organisation that participated in the research (see Table 335).

For the economic indicators to evaluate the effectiveness of WWM the results show that the most used indicator is the Verbal warning, it is proposed by 22 organisations. In particular, it is used by all Greek employers of our sample and 6 Italian employers, whereas for Spanish employers it is considered less representative (only 2 out of 6 organisations).

For the Written warning, 4 out of 6 Greek employers considered it helpful, for Slovenian employers it is proposed by 3 out of 5 organisations, while for the remaining organisations of the other countries it is indicated only by 1 organisation per country.

Performance improvement plan is used by 5 Greek and Spanish organisations, 4 Portuguese organisations, 3 Italian organisations, and only 1 for Slovenian organisation.

The Temporary pay cut is proposed by 5 Spanish organisations, while the other countries never proposed it with the exception of Greece and Slovenia with only 1 organisation for each.

In general, the Loss of privileges and Suspension are the less proposed indicators, only 1 Portuguese organisation uses the former and 2 Spanish organisations uses the latter. Demotion is proposed by 3 Greek and 1 Slovenian organisations.

Finally, Termination is used more by Spain (5) and Greek (4) organisations, and less for Italian (2) and Slovenian (1) organisations. It is never proposed by any Portuguese organisation.

As regards the real data relating to the use of indicators in the 2018, the data are very fragmented and there are many missing data, so the analysis was not carried out. Therefore, it is postponed and addressed only for the 3 SME per country participating in the pilot phase.

Table 335. Frequency of Indicators used to evaluate WWM

	Verbal warning	Written warning	Performance improvement plan	Temporary pay cut	Loss of privileges	Suspension	Demotion	Termination	Total
Greek	6	4	5	1	0	0	3	4	23
Italy	6	1	3	0	0	0	0	2	12
Portugal	4	1	4	0	1	0	0	0	10
Slovenia	4	3	1	1	0	0	1	1	11
Spain	2	1	5	5	0	2	0	5	20
Tot	22	10	18	7	1	2	4	12	76

In the following tables the evaluation of WWM technical skills are shown for each country (see Table 336–Table 350).

Table 336. Greece

Item	G01	G02	G03	G04	G05	G06	Mean
1 To know the country's safety regulations	6	6	6	6	6	6	6.00
2 To know the country's regulations about employee's rights and duties (e.g., tax relief, work permits, parental leave, additional maternity leave, etc.)	6	5	6	6	4	6	5.50
3 To own the abilities to implement adequate rewarding strategies	6	6	6	6	6	6	6.00
4 To assess and analyse organisational climate	6	6	6	6	6	6	6.00
5 To be able to assess excessive workloads	6	6	6	6	6	6	6.00
6 To be able to evaluate the job demands/resources imbalance (skills and abilities not being matched to the job, or not having enough demands)	6	6	6	6	6	6	6.00
7 To be able to support employees and to have effective communication	6	6	6	6	6	6	6.00
8 To manage unacceptable behaviours (e.g., Harassment, bullying, mobbing, etc.)	6	6	6	6	6	6	6.00
9 To involve and inform employees in organisational changes	6	6	5	6	6	6	5.83
10 To be able to clarify the different roles and responsibilities	6	6	6	6	6	6	6.00

The employers of the Greek companies attributed great importance to all proposed *Note*.

Table 337. Italy

Item	IO1	IO2	IO3	IO4	IO5	IO6	IO7	Mean
1 To know the country's safety regulations	5	5	6	6	6	5	5	5.43
2 To know the country's regulations about employee's rights and duties (e.g., tax relief, work permits, parental leave, additional maternity leave, etc.)	6	6	6	6	6	5	4	5.57
3 To own the abilities to implement adequate rewarding strategies	5	6	6	6	6	5	5	5.57
4 To assess and analyse organisational climate	6	5	6	6	6	5	6	5.71
5 To be able to assess excessive workloads	5	5	6	6	6	5	5	5.43
6 To be able to evaluate the job demands/resources imbalance (skills and abilities not being matched to the job, or not having enough demands)	5	6	6	6	6	5	5	5.57
7 To be able to support employees and to have effective communication	6	6	6	6	6	5	5	5.71
8 To manage unacceptable behaviours (e.g., Harassment, bullying, mobbing, etc.)	6	6	6	6	6	5	3	5.43
9 To involve and inform employees in organisational changes	6	5	6	6	6	5	6	5.71
10 To be able to clarify the different roles and responsibilities	6	6	6	6	6	5	6	5.86

WWM skills. Only two skills obtained a score below the maximum observable score: The knowledge of the country's regulations about employee's rights and duties (Mean score = 5.50), and the ability to involve and inform employees in organisational changes (i.e. Mean score = 5.83).

The employers of the seven Italian companies that took part in the study rated as highly important the ability to clarify roles and responsibilities (i.e., To be able to clarify the different roles and responsibilities , Mean score = 5.86), whereas they attributed a lower relevance to the skills pertaining to the knowledge of country's safety regulations, evaluation of excessive workloads, and management of unacceptable behaviours (i.e., Items 1. 5. and 8, Mean score = 5.43). It could be observed that, in general, all the indicated skills obtained very high scores.

Table 338. Portugal

Item	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	Mean
1 To know the country's safety regulations	6	5	4	4	3	6	6	6	6	6	5	5.2
2 To know the country's regulations about employee's rights and duties (e.g., tax relief, work permits, parental leave, additional maternity leave, etc.)	6	5	5	4	5	6	6	6	6	6	5	5.5
3 To own the abilities to implement adequate rewarding strategies	5	4	3	3	5	6	4	6	6	5	4	4.6
4 To assess and analyze organizational climate	5	5	4	4	5	6	6	6	6	5	4	5.1
5 To be able to assess excessive workloads	5	6	5	6	5	6	6	6	6	5	4	5.5
6 To be able to evaluate the job demands/resources imbalance (skills and abilities not being matched to the job, or not having enough demands)	5	5	5	5	4	6	6	5	6	4	4	5.0
7 To be able to support employees and to have effective communication	5	6	4	4	5	6	6	6	6	6	5	5.4
8 To manage unacceptable behaviors (e.g., Harassment, bullying, mobbing, etc.)	5	6	4	3	5	6	6	6	6	6	6	5.4
9 To involve and inform employees in organizational changes	5	6	3	6	5	6	6	6	6	6	5	5.5
10 To be able to clarify the different roles and responsibilities	6	6	2	6	5	6	6	6	6	5	6	5.5

For Portugal, the managers of the companies involved in the present study attributed the highest score to the knowledge of the country's regulations about employee's rights and duties (i.e., Item 2, Mean score = 5.50). In contrast, the lowest score was attributed to the item concerning the abilities to implement adequate rewarding strategies (i.e., Item 3, Mean score = 4.70).

Table 339. Slovenia

Item	SLO1	SLO2	SLO3	SLO4	SLO5	Mean
3.1 To know the country's safety regulations	4	6	6	6	6	5.60
3.2 To know the country's regulations about employee's rights and duties (e.g., tax relief, work permits, parental leave, additional maternity leave, etc.)	4	6	6	6	6	5.60
3.3 To own the abilities to implement adequate rewarding strategies	4	5	6	6	4	5.00
3.4 To assess and analyse organisational climate	6	6	6	5	6	5.80
3.5 To be able to assess excessive workloads	5	6	6	5	6	5.60
3.6 To be able to evaluate the job demands/resources imbalance (skills and abilities not being matched to the job, or not having enough demands)	4	6	6	6	5	5.40
3.7 To be able to support employees and to have effective communication	6	6	6	6	5	5.80
3.8 To manage unacceptable behaviours (e.g., Harassment, bullying, mobbing, etc.)	5	6	6	6	6	5.80
3.9 To involve and inform employees in organisational changes	5	5	6	5	6	5.40
3.10 To be able to clarify the different roles and responsibilities	4	6	6	6	5	5.40

The managers of the five Slovenian companies involved in the present study attributed the greatest relevance to the abilities related to the assessment of the organisational climate, effective communication, and management of unacceptable behaviours (i.e., Items 4, 7, and 8, Mean score = 5.80). Conversely, the lowest score was attributed to the abilities pertaining the rewarding strategies (i.e., Item 3, Mean score = 5.0).

Table 340. Spain

Item	SO1	SO2	SO3	SO4	SO5	SO6	Mean
3.1 To know the country's safety regulations	6	6	6	5	6	6	5.80
3.2 To know the country's regulations about employee's rights and duties (e.g., tax relief, work permits, parental leave, additional maternity leave, etc.)	6	6	6	5	6	6	5.80
3.3 To own the abilities to implement adequate rewarding strategies	5	6	5	4	5	3	4.60
3.4 To assess and analyse organisational climate	5	5	5	5	6	6	5.40
3.5 To be able to assess excessive workloads	5	5	6	4	5	6	5.20
3.6 To be able to evaluate the job demands/resources imbalance (skills and abilities not being matched to the job, or not having enough demands)	5	6	5	4	4	6	5.00
3.7 To be able to support employees and to have effective communication	6	5	5	4	6	6	5.20
3.8 To manage unacceptable behaviours (e.g., Harassment, bullying, mobbing, etc.)	6	5	6	6	6	6	5.80
3.9 To involve and inform employees in organisational changes	6	6	5	5	4	4	4.80
3.10 To be able to clarify the different roles and responsibilities	6	6	6	6	5	6	5.80

For the Spanish managers involved in the present study four skills reached the highest score (i.e., Items 1, 2, 8, and 10, Mean score = 5.80). These skills were those pertaining to the knowledge of the country's safety regulations, the knowledge of the country's regulations about employee's rights and duties, the management of unacceptable behaviours (e.g., Harassment, bullying, mobbing, etc.), and the ability to clarify roles and responsibilities. Conversely, the ability to implement adequate rewarding strategies obtained the lowest score (i.e., Item 3, Mean score = 4.60).

Area of “Management Styles”

Table 341. Management Styles (Greece)

Item	GO1	GO2	GO3	GO4	GO5	GO6	Mean
4.1 In general, employees only work for salary and benefits	1	3	3	3	3	4	2.83
4.2 Failure to provide command and control in the workplace leaves employees feeling stranded and unproductive	2	4	3	3	4	4	3.33
4.3 The employees are not too concerned whether the company thrives or not, as long as they continue to receive a paycheck	2	2	2	2	3	3	2.33
4.4 If I treat well my employees (with a good wage, respected for the work they do) they will remain loyal to me	4	4	3	4	3	4	3.67
4.5 Employers need to encourage a strong bond between supervisors and employees	4	4	4	4	4	4	4.00
4.6 The relationships with colleagues, superiors, and the work environment are at least as important as the salary	4	4	4	3	4	4	3.83
4.7 Employers need to let leaders (supervisor, etc.) be flexible in how they treat employees	3	4	3	4	3	4	3.50

For the Greek managers involved in the present study, encouraging a strong bond between supervisors and employees was the most useful competence for an effective management style (i.e., Item 4.5, Mean score = 4.00). Conversely, the item “The employees aren’t too concerned whether the company thrives or not, as long as they continue to receive a paycheck” obtained the lowest score (i.e., Item 4.3, Mean score = 2.33).

Table 342. Management Styles (Italy)

Item	I01	I02	I03	I04	I05	I06	I07	Mean
4.1 In general, employees only work for salary and benefits	1	2	2	3	3	2	2	2.14
4.2 Failure to provide command and control in the workplace leaves employees feeling stranded and unproductive	2	3	3	3	4	3	4	3.14
4.3 The employees are not too concerned whether the company thrives or not, as long as they continue to receive a paycheck	2	2	3	3	2	2	2	2.29
4.4 If I treat well my employees (with a good wage, respected for the work they do) they will remain loyal to me	3	4	3	4	2	3	3	3.14
4.5 Employers need to encourage a strong bond between supervisors and employees	3	3	4	4	4	3	3	3.43
4.6 The relationships with colleagues, superiors, and the work environment are at least as important as the salary	4	4	4	4	4	3	4	3.86
4.7 Employers need to let leaders (supervisor, etc.) be flexible in how they treat employees	3	3	3	4	4	3	4	3.43

With regard to the management style, the employers of the Italian companies involved in the present study attributed great importance to relationships with colleagues and superiors (i.e., Item 4.6, Mean score = 3.86). Conversely, the lowest score was attributed to the item that indicates salary and benefits as the main motivations of workers (i.e., Item 4.1, Mean score = 2.14).

Table 343. Management Styles (Portugal)

Item	P01	P02	P03	P04	P05	P06	P07	P08	P09	P010	P011	Mean
4.1 In general, employees only work for salary and benefits	4	4	4	1	3	3	1	2	2	2	2	2.5
4.2 Failure to provide command and control in the workplace leaves employees feeling stranded and unproductive	4	4	4	2	4	3	2	4	3	3	3	3.3
4.3 The employees aren't too concerned whether the company thrives or not, as long as they continue to receive a paycheck	2	4	3	1	3	3	1	3	1	2	1	2.2
4.4 If I treat well my employees (with a good wage, respected for the work they do) they will remain loyal to me	3	3	3	3	4	3	4	4	4	4	3	3.5
4.5 Employers need to encourage a strong bond between supervisors and employees	4	2	4	4	4	3	4	4	4	4	3	3.6
4.6 The relationships with colleagues, superiors, and the work environment are at least as important as the salary	4	4	3	4	4	4	4	4	4	3	4	3.8
4.7 Employers need to let leaders (supervisor, etc.) be flexible in how they treat employees	3	3	3	3	4	3	3	4	3	3	4	3.3

For Portugal, the managers of the companies involved in the present study rated as highly important the ability to encourage a strong bond between supervisors and employees, and built positive relationships with colleagues and superiors (i.e., Items 4.5, and 4.6, Mean score = 3.80). Conversely, the item “The employees aren’t too concerned whether the company thrives or not, as long as they continue to receive a paycheck” obtained the lowest score (i.e., Item 4.3, Mean score = 2.00).

Table 344. Management Styles (Slovenia)

Item	SLO1	SLO2	SLO3	SLO4	SLO5	Mean
4.1 In general, employees only work for salary and benefits	2	2	2	2	3	2.20
4.2 Failure to provide command and control in the workplace leaves employees feeling stranded and unproductive	2	4	3	3	4	3.20
4.3 The employees are not too concerned whether the company thrives or not, as long as they continue to receive a paycheck	2	2	2	1	2	1.80
4.4 If I treat well my employees (with a good wage, respected for the work they do) they will remain loyal to me	3	3	4	4	4	3.60
4.5 Employers need to encourage a strong bond between supervisors and employees	3	4	4	3	4	3.60
4.6 The relationships with colleagues, superiors, and the work environment are at least as important as the salary	3	4	4	4	2	3.40
4.7 Employers need to let leaders (supervisor, etc.) be flexible in how they treat employees	3	4	2	4	2	3.00

For the Slovenian managers involved in the present study treating well employees and encourage a strong bond between supervisors and employees were the most useful competencies for an effective management style (i.e., Items 4.4 and 4.5, Mean score = 3.60). Conversely, the item “The employees aren’t too concerned whether the company thrives or not, as long as they continue to receive a paycheck” obtained the lowest score (i.e., Item 4.3, Mean score = 1.80).

Table 345. Management Styles (Spain)

Item	S01	S02	S03	S04	S05	S06	Mean
4.1 In general, employees only work for salary and benefits	2	2	1	3	2	2	2.00
4.2 Failure to provide command and control in the workplace leaves employees feeling stranded and unproductive	1	1	2	3	2	2	2.00
4.3 The employees are not too concerned whether the company thrives or not, as long as they continue to receive a paycheck	1	1	2	2	2	2	1.80
4.4 If I treat well my employees (with a good wage, respected for the work they do) they will remain loyal to me	2	3	4	2	3	4	3.20
4.5 Employers need to encourage a strong bond between supervisors and employees	4	3	4	4	3	3	3.40
4.6 The relationships with colleagues, superiors, and the work environment are at least as important as the salary	4	3	4	4	4	3	3.60
4.7 Employers need to let leaders (supervisor, etc.) be flexible in how they treat employees	4	3	4	4	3	4	3.60

For the Spanish managers involved in the present study fostering positive relationships with colleagues and superiors and demonstrating flexibility in treating employees are the most crucial competencies for an effective management style (i.e., Items 4.6 and 4.7, Mean score = 3.60). Conversely, the item “The employees aren’t too concerned whether the company thrives or not, as long as they continue to receive a paycheck” obtained the lowest score (i.e., Item 4.3, Mean score = 1.80).

3.12 SME Survey – Comparing Employees vs Employers on WWM Soft Skills

As regards the WWM skills area, the items related to soft skills of MMW coincided in the two versions SME A and B. In this way it was possible to have a perceptual comparison between the average judgment provided by employees and the evaluation of employer for each company. In the following tables are presented in detail.

Table 346. Greece

GO1		GO2		GO3		GO4		GO5		GO6	
Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}
To be able to adapt himself to the different organisational context demands.											
6.00	5.50	6.00	5.60	6.00	5.40	6.00	5.80	6.00	5.60	6.00	5.00
11.2 To be able to set up working methods and organize and conduct their work independently.											
6.00	5.33	6.00	5.40	5.00	5.00	6.00	5.80	5.00	5.60	6.00	5.60
To be able to guide and motivate team. assigning objectives and managing dynamics.											
6.00	6.00	6.00	5.60	6.00	5.40	6.00	5.80	6.00	5.80	6.00	5.80
To be able to cooperate to achieve common objectives.											
6.00	5.67	6.00	5.80	6.00	5.80	6.00	5.80	6.00	5.80	6.00	5.80
To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.											
6.00	5.33	6.00	5.80	6.00	5.60	6.00	5.80	6.00	5.80	6.00	5.60
To be able to handle positive and negative emotions in different situations effectively.											
6.00	5.33	6.00	5.60	5.00	5.60	6.00	5.80	6.00	5.40	6.00	5.40
To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.											
6.00	5.50	6.00	5.60	6.00	5.80	6.00	5.60	6.00	5.80	6.00	5.60
To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.											
6.00	5.83	6.00	5.40	5.00	5.60	6.00	6.00	6.00	5.80	6.00	5.80
To be able to prevent and manage conflict situations.											
6.00	5.83	6.00	5.80	6.00	5.60	6.00	6.00	6.00	5.60	6.00	5.80
To be able to support. as a third party. the achievement of an agreement between the parties.											
6.00	5.50	6.00	5.80	5.00	5.80	6.00	5.60	5.00	5.60	6.00	5.80
To be able to understand problems and find an effective solution using both experience and creativity.											
6.00	5.17	6.00	5.60	6.00	5.60	6.00	5.80	5.00	5.80	6.00	5.80
To be able to make effective decisions, even in conditions of uncertainty and complexity.											
6.00	5.50	6.00	5.40	6.00	5.60	6.00	5.80	6.00	6.00	6.00	5.80

Note. Man. = Manager, where the result is from one manager. Emp. = Employee where the result is the mean response from all employees. Based on a 6-point Likert type scale.

With respect to Greek respondents, the largest difference between the ratings provided by employees and those provided by managers was observed on item asking about the competence of managers to adapt themselves to the different organisational context demands. Conversely, the lowest difference was observed for the item concerning the ability of managers to support, as a third party, the achievement of an agreement between the parties (mean difference .1). Interestingly, item *To be able to adapt himself to the different organisational context demands* was rated higher by managers, whereas item *To be able to support, as a third party, the achievement of an agreement between the parties* was rated slightly higher by employees.

Table 347. Italy

IO1		IO2		IO3		IO4		IO5		IO6		IO7	
Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}
11.1 To be able to adapt himself to the different organisational context demands.													
5.00	5.00	5.0	5.67	5.00	5.63	6.00	5.73	6.00	5.00	5.00	5.60	5.00	5.00
11.2 To be able to set up working methods and organize and conduct their work independently.													
5.00	4.50	5.0	5.33	5.00	5.25	4.00	5.73	6.00	5.00	5.00	4.60	6.00	5.00
11.3 To be able to guide and motivate team, assigning objectives and managing dynamics.													
4	4.25	6	5.33	6	3.88	6	5.73	6	5.00	5	4.80	6	5.50
11.4 To be able to cooperate to achieve common objectives.													
6	5.00	6	5.33	6	5.75	6	5.73	6	5.00	5	5.80	5	5.25
11.5 To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.													
5.00	4.88	5.00	5.33	6.00	5.25	6.00	5.91	6.00	5.33	5.00	5.60	5.00	5.25
11.6 To be able to handle positive and negative emotions in different situations effectively.													
6.00	4.63	5.00	5.33	6.00	5.00	6.00	5.64	6.00	5.00	5.00	5.80	4.00	5.00
11.8 To be able to effectively use verbal language and non-verbal expression (gestures. tone of voice. etc.) compared to the different functions of communication and context.													
6.00	4.38	5.00	5.33	6.00	5.13	6.00	5.73	6.00	5.33	5.00	5.60	6.00	4.75
11.9 To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.													
5.00	4.25	6.00	5.33	6.00	5.25	6.00	5.64	6.00	4.33	5.00	5.20	4.00	5.50
11.10 To be able to prevent and manage conflict situations.													
5.00	4.38	6.00	5.33	6.00	5.63	6.00	5.73	6.00	5.33	5.00	5.60	4.00	4.75
11.12 To be able to support, as a third party, the achievement of an agreement between the parties.													
5.00	4.00	6.00	5.33	6.00	5.25	6.00	5.82	6.00	5.00	5.00	5.60	4.00	4.25
11.13 To be able to understand problems and find an effective solution using both experience and creativity.													
6.00	4.63	5.00	5.33	6.00	5.25	6.00	5.73	6.00	5.33	5.00	5.80	4.00	4.75
11.14 To be able to make effective decisions, even in conditions of uncertainty and complexity.													
5.00	5.00	5.00	5.33	6.00	5.00	6.00	5.64	6.00	5.00	5.00	5.40	5.00	4.25

Note. Man. = Manager, where the result is from one manager. Emp. = Employee where the result is the mean response from all employees. Based on a 6-point Likert type scale.

In the Italian sample, the largest difference between ratings provided by managers and employees was on item asking about the ability of managers to guide and motivate team, assigning objectives and managing dynamics (mean difference 4.5). This item was rated higher by managers. In contrast, the lowest difference was observed for the items asking about the abilities of managers to adapt themselves to the organisational context demands and using time efficiently and effectively (mean differences .63 and .45). For item *To be able to adapt himself to the different organisational context demands* the ratings provided by employees were higher than those provided by managers, whereas for item 11.5 the ratings provided by managers were higher than those provided by employees.

Table 348. Portugal

PO1		PO2		PO3		PO4		PO5		PO6		PO7		PO8		PO9		PO10		PO11	
Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.	Man.	Emp.
1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}	1	\bar{x}
11.1 To be able to adapt himself to the different organizational context demands.																					
6	5.83	5	5.3	6	5.5	6	5.78	6	5.5	6	5.37	6	5.8	6	5.14	6	5.8	5	4.71	6	5.22
11.2 To be able to set up working methods and organize and conduct their work independently.																					
6	5.45	5	5.67	5	5	5	5.33	5	5.4	6	5.37	6	5.4	6	5.29	6	5.8	6	4.43	6	5
11.3 To be able to guide and motivate team, assigning objectives and managing dynamics.																					
4	5.82	6	5.89	6	5.75	6	5.11	5	5.3	6	5.49	6	5.8	6	5.29	6	5.8	5	5	6	5.13
11.4 To be able to cooperate to achieve common objectives.																					
6	5.82	5	5.89	5	5.5	6	5.22	6	5.4	6	5.6	6	5.8	6	5.43	6	5.8	6	5.14	6	5.19
11.5 To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.																					
6	5.64	6	5.67	5	5.75	5	5.33	6	5.5	6	5.4	6	5.8	6	5.29	6	5.8	5	4.86	6	5.2
11.6 To be able to handle positive and negative emotions in different situations effectively,																					
6	5.82	6	5.89	5	5.25	5	5.44	6	5.6	6	5.34	6	5.8	6	5.43	6	5.8	5	4.71	6	5.11
11.8 To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.																					
5	5.73	6	5.75	4	5.5	5	5.67	4	5.2	6	5.26	6	6	6	5.43	6	5.8	5	4.86	5	5.13
11.9 To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.																					
6	5.18	6	4.88	6	5.25	5	5.78	5	5.4	6	5.4	6	5.8	6	5.57	6	5.7	5	5	5	5.11
11,10 To be able to prevent and manage conflict situations.																					
6	5.36	6	5.88	5	5.75	5	5.56	6	4.9	6	5.51	6	6	6	5.43	6	5.8	6	5.14	6	5.3
11.12 To be able to support, as a third party, the achievement of an agreement between the parties.																					
6	5	5	5.75	4	5.5	5	5.67	6	5.2	6	5.43	6	5.8	6	5.43	6	5.8	5	5	6	5.07
11.13 To be able to understand problems and find an effective solution using both experience and creativity.																					
6	5.55	6	5.75	5	5.25	6	5.56	5	5.4	6	5.37	6	5.8	6	5.43	6	5.8	6	4.86	6	5.22
11.14 To be able to make effective decisions, even in conditions of uncertainty and complexity.																					
6	5.73	5	5.62	5	5.5	6	5	5	5.5	6	5.29	6	5.6	6	5.43	6	5.8	5	5	6	5.11

Note. Man. = Manager, where the result is from one manager. Emp. = Employee where the result is the mean response from all employees. Based on a 6-point Likert type scale.

With respect to Portuguese respondents, the largest difference between the ratings provided by employees and those provided by managers was observed on item asking about the competence of managers to set up working methods and organize and conduct their work independently (i.e., Item 11.2, mean difference 4.3). Conversely, the lowest difference was observed for the item concerning the ability of managers to effectively use verbal language and non-verbal expression (i.e., Item 11.8, mean difference .3). For both items, the rating provided by managers were higher than those provided by employees.

Table 349. Slovenia

SLO1		SLO2		SLO3		SLO4		SLO5	
Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}
11.1 To be able to adapt himself to the different organisational context demands.									
5.00	5.25	6.00	5.67	6.00	5.50	6.00	5.50	6.00	5.20
11.2 To be able to set up working methods and organize and conduct their work independently.									
5.00	5.50	6.00	5.33	6.00	5.10	6.00	5.30	6.00	5.60
11.3 To be able to guide and motivate team, assigning objectives and managing dynamics.									
5.00	5.75	6.00	6.00	6.00	5.60	6.00	5.20	6.00	6.00
11.4 To be able to cooperate to achieve common objectives.									
5.00	6.00	6.00	5.33	6.00	5.90	6.00	5.10	6.00	6.00
11.5 To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.									
4.00	6.00	6.00	5.50	6.00	5.60	6.00	5.20	6.00	5.80
11.6 To be able to handle positive and negative emotions in different situations effectively.									
6.00	5.75	6.00	6.00	6.00	5.90	5.00	5.70	5.00	6.00
11.8 To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.									
6.00	5.75	6.00	6.00	6.00	5.70	6.00	5.50	5.00	5.80
11.9 To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.									
4.00	5.75	6.00	6.00	6.00	5.20	6.00	5.40	6.00	5.80
11.10 To be able to prevent and manage conflict situations.									
4.00	6.00	6.00	6.00	6.00	5.70	6.00	5.70	6.00	5.80
11.12 To be able to support, as a third party, the achievement of an agreement between the parties.									
6.00	5.75	6.00	5.83	6.00	5.50	5.00	5.60	5.00	6.00
11.13 To be able to understand problems and find an effective solution using both experience and creativity.									
6.00	5.75	6.00	5.67	6.00	5.80	5.00	5.00	5.00	5.80
11.14 To be able to make effective decisions, even in conditions of uncertainty and complexity.									
5.00	5.75	6.00	5.33	6.00	5.60	6.00	5.40	6.00	6.00

Note. Man. = Manager, where the result is from one manager. Emp. = Employee where the result is the mean response from all employees. Based on a 6-point Likert type scale.

In the Slovenian sample, the largest difference between ratings provided by managers and employees was on item asking about the ability of managers able to set up working methods and organize and conduct their work independently (i.e., Item 11.2, mean difference 2.2). This item was rated higher by managers. In contrast, the lowest difference was observed for the item asking about the ability of managers to understand problems and find an effective solution using both experience and creativity (i.e., Item 11.13, mean difference .02). This item was rated higher by employees.

Table 350. Spain

S01		S02		S03		S04		S05		S06	
Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}	Man. 1	Emp. \bar{x}
11.1 To be able to adapt himself to the different organisational context demands.											
5.00	5.00	5.00	5.67	6.00	5.67	5.00	6.00	6.00	5.00	6.00	5.67
11.2 To be able to set up working methods and organize and conduct their work independently.											
5.00	4.50	5.00	5.33	6.00	5.67	5.00	6.00	6.00	6.00	5.00	5.67
11.3 To be able to guide and motivate team, assigning objectives and managing dynamics.											
6.00	5.00	4.00	4.67	6.00	5.33	5.00	6.00	5.00	5.33	6.00	5.33
11.4 To be able to cooperate to achieve common objectives.											
5.00	6.00	5.00	5.33	6.00	5.67	6.00	5.50	5.00	5.67	5.00	5.33
11.5 To be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency.											
5.00	5.00	4.00	5.67	6.00	5.67	6.00	5.00	6.00	5.67	6.00	6.00
11.6 To be able to handle positive and negative emotions in different situations effectively.											
6.00	5.00	5.00	5.00	6.00	5.83	6.00	5.00	5.00	5.33	5.00	5.67
11.8 To be able to effectively use verbal language and non-verbal expression (gestures, tone of voice, etc.) compared to the different functions of communication and context.											
5.00	5.50	5.00	5.33	6.00	5.50	6.00	5.50	5.00	5.00	6.00	4.67
11.9 To be able to exploit existing negotiating margins to achieve a positive result by reaching an agreement between the parties.											
5.00	5.00	5.00	5.67	6.00	5.83	5.00	5.00	6.00	6.00	6.00	5.00
11.10 To be able to prevent and manage conflict situations.											
5.00	5.50	5.00	5.67	6.00	5.83	6.00	6.00	5.00	6.00	5.00	5.00
11.12 To be able to support, as a third party, the achievement of an agreement between the parties.											
5.00	5.50	5.00	5.67	5.00	5.83	5.00	6.00	4.00	5.67	6.00	5.33
11.13 To be able to understand problems and find an effective solution using both experience and creativity.											
5.00	4.50	5.00	5.00	6.00	5.50	5.00	5.00	4.00	5.00	6.00	5.33
11.14 To be able to make effective decisions, even in conditions of uncertainty and complexity.											
5.00	5.50	4.00	5.33	6.00	5.83	5.00	6.00	5.00	5.67	5.00	6.00

Note. Man. = Manager, where the result is from one manager. Emp. = Employee where the result is the mean response from all employees. Based on a 6-point Likert type scale.

With respect to Portuguese respondents, the largest difference between the ratings provided by employees and those provided by managers was observed on item asking about the competence of managers to make effective decisions, even in conditions of uncertainty and complexity (i.e., Item 11.14, mean difference 4.3). This item was rated higher by employees. Conversely, the lowest difference was observed for the item concerning the ability of managers to adapt themselves to the different organisational context demands (i.e., Item 11.1, mean difference .01). Also, this item was rated higher by employees. In contrast, the item asking about the competence of managers of effectively use verbal language and non-verbal expression (i.e., Item 11.6, mean difference 1.5), was rated higher by managers.

4 WWM LITERATURE AND EMPIRICAL FINDINGS

Alessia Bastianelli

This chapter discusses the analysis of survey results and comparison of literature and empirical data presented in the previous chapters.

The results of the research showed that, in general, respondents were rather satisfied with their job (i.e., Item 1; "Agree" and "Strongly agree" = 87.7%), even if, in some areas, the need of improvements may be recognized. For instance, a relatively low satisfaction was observed for growth and development opportunities offered by the employers (i.e., Item 3; "Disagree" and "Strongly disagree" = 26.9%). Conversely, a high satisfaction was observed for the item investigating the health and safety practices in the workplace (i.e., Item 6; "Agree" and "Strongly agree" = 89.3%).

The European literature indicates that a satisfactory balance between workload and rewards, respectful environments (particularly by their supervisors), career options, and security of job employment, are among the most relevant aspect of desirable workplaces (Limm et al, 2010). In addition, it is stressed the positive role of decision-making privileges, social support, job security, and opportunities for learning (Bhui, Dinos, Stansfeld, & White, 2012; Schaufeli & Salanova, 2011).

The results of our study indicate that while European employees are rather satisfied with the amount of control and involvement they have at work (i.e., Item 2, 87.8% support this statement) some improvements are needed with regard to the work-life balance practices (i.e., Item 4, 21.4% of dissatisfaction) and communication practices (i.e., Item 5, 23.9% of dissatisfaction). The latter aspect seems especially relevant also to improve social relationships that, according to the literature, represent a relevant aspect of positive work environments.

In the Greek sample, results showed that the highest level of satisfaction was for health and safety practices (96.7% support this statement) offered in the workplace, whereas the lowest was for growth and development opportunities (77.5% support this statement). Some dissatisfaction was also observed concerning the items investigating satisfaction for the balance between private and working life, difficulties in wind down after work, and negative thoughts about one's job after the workday. These results are consistent with the suggestions of the international literature that highlighted how the crisis in Greece, has determined, in the last years, an increase of the employees' workload (the hours have been increased to 10 working hours a day, 5 days a week; Eurofound 2019), that has led toward situations of burnout. Interestingly, Greece respondents indicated among the most advocated welfare policies those aimed at promoting more work permits (i.e., Items 9.4; "Agree" or "Strongly agree" = between

80.00 and 100.00%). More, for what concerns difference between males and females, the results show that the job increases the sense of self-worth more for the group of males than female.

Regarding the Italian sample, the results showed that respondents were rather satisfied with their work (i.e., Items 1 "All in all, I am satisfied with my job"; 67% of answers in agreement). The lowest satisfaction was for the item investigating communication practices (i.e., Item 5, "Overall, I am satisfied with my employer's communication practices"), which obtained the 59.5% of answers in disagreement (i.e., "Disagree" or "Strongly disagree"). Also, for the Italians respondents, the area of work-life balance showed some problematic aspects. In particular, results indicated that participants were concerned about the excessive pressure to meet targets, the difficulties to wind down, and the excessive workload (agreement between 9.1% to 100%). Moreover, some dissatisfaction was also found concerning the participation in activities designed to involve employees in decision making, problem-solving and goal setting (i.e., Item 2.5), and solidarity among colleagues. As suggested by the Italian literature, our results showed the need to pose great attention to the topics of social support, job demands, and job involvement and control (Ballottin & Berto, 2019; Cortese & Emanuel, 2016; Gil-Monte, 2003). In line with these findings, more hourly flexibility, smart working for one or more days per month, and more economic incentives for key life events (for example the birth of a child) were among the most desired welfare policies (agreement from 33.0% to 100%). Finally, among Italian employees, women evaluated more important the possibility to use part-time for a limited period and more work permits for breastfeeding or feeding.

The data collected from the Portuguese partner showed that the lowest satisfaction was on growth and development opportunities offered by the employers (i.e., Item 3). In particular, the largest dissatisfaction was observed for items on participation in training and development activities (i.e., from 8.3% to 71.5% of "Disagree" or "Strongly disagree"), and opportunities for internal career advancement (from 14.3% to 100.0% of "Disagree" or "Strongly disagree"). This result suggests that this aspect of participants' work needs to be improved. Conversely, the greater agreement (i.e., "Agree" or "Strongly agree") was for the item on satisfaction with the amount of control and involvement in the workplace (i.e., Item 2). In this area, the most problematic aspect was on opportunities of being involved in decision making (i.e., for these aspects score items "Disagree" or "Strongly disagree" is between 8.3% and 71.4%). Interestingly, autonomy and job involvement, supervisor support, and adequate physical work structures were among the main relevant aspects identified by the Portuguese literature concerning stress management (e.g. Capelo & Pocinho, 2016; Carvalho & Chambel 2017; Domingos & Machado, 2017; Rodrigues & Ferreira 2011; Santos et al., 2010). In the sample relationships with colleagues and supervisors the results show that this is satisfactory for almost all of the respondents, as well as comfort and lighting of the workplace. Regarding the most advocated welfare policies, the results showed that

respondents desired to have more hourly flexibility, additional forms of health care, support for the assistance of family members, and guidance for all the issues related to caregiving. For what concerns difference between males and females the results showed some statistically significant differences. In particular male employees seem to have the possibility to be more satisfied with their jobs than women, and they have more opportunities to participate in activities designed to involve employees in decision making, problem-solving, and goal setting than their female colleagues. Also, they have more possibilities than women to participate in programmes or utilize policies that allow a more flexible job (in terms of where, how much, or when to work). Conversely, women feel that it is more difficult to wind down after work and they feel tense or more stressed than men. Finally, among Portuguese employees, women evaluated more importantly the possibility to have free kindergarten or company nursery than men.

For the 60 participants of the Slovenian sample, the lowest agreement observed was for overall level of satisfaction with organisational communication practices (i.e., item 5; 13.3% of answers were in disagreement), whereas the highest satisfaction was for health and safety practices (95% of agreement). The Slovenian literature indicates crucial aspects in stress management and the attention to managerial relationships, the creation of positive connections between employees, the development of a pleasant work environment, the encouragement of job autonomy, and the promotion of educational programmes (Dernovšček Hafner; 2012; Kožuh & Arzenšek; 2011; Mikša, 2015). The results of the survey highlighted how these topics were important for Slovenian respondents. Results, in particular, showed that respondents were not fully satisfied with their opportunities of training and development, even if they were rather satisfied with the amount of control and involvement in their work (i.e., Item 2) and with their work relationships, especially with colleagues. Moreover, work environments (safety and comfort) were well evaluated. Concerning the welfare policies, those that were most positively valued have work permits to look after a family member at home or in hospital facilities and economic incentives for key life events. Finally, concerning the differences between male and female employees, the results highlight that females have a higher rate than males for regular communication between the organisation and employees and also for periodic feedback from employees collected by the organisation.

For the Spanish sample, the results showed that respondents were overall satisfied with their work. A great approval was observed for the amount of control and involvement in the work activities, and for the health and safety practices in the organisation (i.e., Items 2 and 6, "Overall, I am satisfied with the amount of control and involvement I have at work", "Overall, I am satisfied with the health and safety practices of my employer", 94.7% of endorsement), whereas the lowest approval was for the growth and development opportunities offered by their employers (i.e., Item 3, "Overall, I am satisfied with the growth and development opportunities offered by my employer"; 63.2% of endorsement). The Spanish literature stressed the importance of several aspects in the management of stress, such as the control of work overload and time

pressure, the development of healthy, comfortable and safe work conditions, the promotion of equalitarian opportunities, the creation of a respectful environment, the promotion of training programmes, the attention in internal communication, and the encouragement of positive social relationships (Celma, Martinez-Garcia & Raya, 2018; García-Buades, Ramis-Palmer & Manassero-Mas, 2015; López, 2012; Murillo, 2008; Origo & Pagani, 2009). The results of the survey indicated that Spanish participants were rather satisfied with their levels of workload (e.g., only three participants indicated excessive workload), work relationships (especially with colleagues, and for the degree of solidarity in the team; 13 answers out of 19 were "Strongly agree"), definition and communication of objectives within the company (i.e., only three answers in disagreement), and for the comfort of work environments (all answers in agreement). In contrast, some dissatisfaction was observed for participation in training and development activities (eight answers in disagreement). With regard to the most desired welfare policies, those that obtained the greatest agreement (only answers in agreement) were those pertaining the willingness of having more hourly flexibility (for example: to go to work later and finish later), more work permits to care family members in need, and more economic incentives for key life events, such as the birth of a child.

Concerning the indicators proposed to assess the effectiveness of WWM, if we consider the aggregated data the results seem to show that the most used indicators are the verbal warning and the performance improvement plan, whereas the loss of privileges is an indicator that is used less (only one response), but we must underline that it is also the most generic and probably less objective. However, if we consider the data per country, the verbal warnings are proposed only by two Spanish employers out of six, and the performance improvement plan is proposed by only one Slovenian employer. For written warning, 4 out of 6 Greek employers consider it helpful, for Slovenian employers it is proposed by 3 out of 5 organizations, while for the remaining organizations of the other countries it is indicated only by 1 organization per country. The temporary pay cut is proposed by 5 Spanish organizations, while the other countries never proposed it except for Greece and Slovenia with only 1 organization, respectively. Finally, termination is used more by Spain (5) and Greek (4) organizations, and less for Italian (2) and Slovenian (1) organizations. It was never proposed by any Portuguese organization.

In conclusion, the data seem to suggest that with regards to the indicators, (1) the specifics of each organisation and probably the (2) legislative-contractual aspects typical of each country, plays an important role.

5 GUIDELINES ON IMPACT EVALUATION

Alessia Bastianelli, Annmarie Gorenc Zoran, Federica Lo Cascio

5.1 Definition of Indicators to be Collected

The multi-dimensionality of the construct of employees' wellbeing and the essential presupposition of using objective and quantifiable indicators was the starting point for the definition of both psychological constructs to assess employees' wellbeing and economic indicators that are as reliable as possible and that can be used to verify the effectiveness of the activity of the WWM. In carrying out the data collection, eight macro-areas were defined: (1) Work control and involvement; (2) Professional growth and development; (3) Work-life balance; (4) Work relationships; (5) Resource and communication; (6) Job security and organisational change; (7) Job conditions; and (8) Welfare policies.

The categorisation of these macro-areas took place through the operationalization of the constructs, using the American Association's Work and Well-Being Survey and the subsequent refinement obtained through the semi-structured interviews carried out in the first phase of the research.

As for the economic indicators for verifying the effectiveness of the WWM, the starting point involved a few employers. Their proposed indicators were screened during the semi-structured interviews, where employers from each country provided a rating on their usefulness and effectiveness to evaluate the effectiveness of WWMs. The indicators were tested through the survey aimed at employers. The economic indicators were: (1) verbal warning, (2) written warning, (3) performance improvement plan, (4) temporary pay cut, (5) loss of privileges, (6) suspension, (7) demotion and, (8) termination.

The results seem to highlight that not all indicators have the same frequency of use for all organisations and all countries involved in the research study. This aspect is quite intuitive: it is necessary to understand both the local context (where each organisation is located) and the contractual aspects typical of each country. In this way, it is possible to identify among the proposed indicators, four or five of them that are most effective for a particular organisation. For example, verbal warning is a quite good indicator for almost all the countries, whereas suspension or loss of privileges not at all.

According to the psychological indicator results, in general, participants seem to be rather satisfied with their work. The largest satisfaction was with the health and safety practices in the workplace, whereas the lowest was with the growth and development opportunities offered by the employer.

Concerning the WWM skills, participants rated very high all the proposed skills. In particular, the highest score was on communication: the competence of effectively using verbal language and non-verbal expression (gestures, tone of voice, and so on), and being able to understand problems and finding an effective solution using both experience and creativity. In contrast, the competences of managing conflict situations, and guiding and motivating teams were considered less relevant skills for a WWM.

Concerning the specific national samples, the results indicated that, for the Greek respondents, the highest level of satisfaction was for the health and safety practices offered in the workplace, whereas the lowest was for the area of growth and development opportunities. Some dissatisfaction was also observed concerning the balance between private and working life, winding down after work, and having negative thoughts about one's job after the workday. Concerning WWM skills participants rated very high all the proposed skills. Only for adaptability, the ability of managers to adapt themselves to the different organisational demands, obtained lower rates.

For the Italian sample, the results showed that respondents were rather satisfied with their work. The lowest satisfaction was for communication practices. Further, the area of work-life balance showed some problematic aspects. In particular, results indicated that participants were concerned about the excessive pressure to meet targets, the difficulties to wind down, and the excessive workload. Moreover, some dissatisfaction was also found concerning the participation in activities designed to involve employees in decision making, problem-solving and goal setting, and solidarity among colleagues. Concerning WWM skills, the results indicate that for Italian participants, the most important abilities are: (1) Stress Management - to be able to master stressful situations, which is concerned with having to handle positive and negative emotions in different situations effectively; (2) Time Management - to be able to use time efficiently and effectively, identifying priorities in terms of importance and urgency; and (3) Communication Skills in general. In contrast, a lower importance was attributed to the characteristics of leadership and the ability of managers to guide and motivate the team.

The results for Portugal suggested that the lowest satisfaction was for growth and development opportunities offered by employers. In particular, the largest dissatisfaction was observed for participation in training and development activities, and the opportunities for internal career advancement. On the contrary, respondents were rather satisfied with the amount of control and involvement in the workplace. In this area, the most problematic aspect was with opportunities in being involved in decision making. Concerning WWM skills, participants considered very important all the proposed stress management skills. In particular, according to Portuguese employees, an effective manager should have relevant problem-solving abilities to be able to understand problems and find effective solutions using both experience and creativity. Whereas the skills less important seems to be conflict management, the ability to prevent and manage conflict situations.

The results from Slovenian organisations showed that employees were rather unsatisfied with the communication practices in the workplace, whereas the highest satisfaction was for the area relating to job conditions. Besides, employees were not fully satisfied with their opportunities for training and development, even if they were rather satisfied with both the aspects related to the amount of control and involvement in their work and their work relationships, especially with colleagues. Concerning WWM skills the greatest attention was for the skills of being adaptable to different organisational context demands, handle positive and negative emotions in different situations, master stressful situations, effectively use verbal language and non-verbal expression in different contexts, and prevent and manage conflict situations.

For the Spanish sample, results showed that respondents were overall satisfied with their work. A great satisfaction was observed for the amount of control and involvement in the work activities, and the job conditions, whereas the lowest was for the growth and development opportunities offered by their employers. The results of the survey indicated that Spanish employees were rather satisfied with their levels of workload, the definition and communication of objectives within the company, and the comfort of work environments. In contrast, some dissatisfaction was observed for participation in training and development activities. For what concerns WWM skills, for the Spanish respondents, all the suggested competencies are crucial to managing stress. In particular, the most important are those that pertain to managing conflict situations and supporting the achievement of an agreement between the parties.

Considering the above-mentioned results, it could be argued that several variables should be considered in the evaluation of the well-being of employees. In particular, it is important to underline the opportunity of monitoring all areas because relevant differences exist among partners and countries and this could allow for promptly identifying a decrease of satisfaction that can be an alarm bell. In general, the areas that are mainly worth placing attention pertain to growth and development opportunities, work-life balance, communication practices, and control and involvement. For instance, the area of growth and development opportunities deserves attention because it appears to be problematic in several countries (mainly Greece, Portugal, Slovenia, and Spain). In this area, relevant aspects are the growth and development opportunities offered by the employer, the training and development opportunities that are available to workers, the possibility to apply new knowledge and skills, and the opportunities for internal career advancement.

Another area that should be carefully monitored is regarding work-life balance. This area has been often identified as one of the most important aspects and the promotion of workers well-being. In this research, problems in this area were observed mainly for Greek and Italian employees. The area of work-life balance includes aspects strongly related to the workplace such as: the availability of policies that allow employees to be

flexible, benefits that make easy to meet non-work demands, the possibility of having a positive balance between private and working life, a reasonable (i.e., not too high) pressure to meet targets, and a non-excessive workload. Other aspects that could be associated with the area of work-life balance are mainly related to tension and feelings of distress such as: difficulties in winding down, negative thoughts about the work situation, and difficulties of not thinking about the job.

Also, the area of communication practices appears to be crucial. Some dissatisfaction concerning this area was found in Italy and Slovenia. The main aspects that should be monitored are how information is delivered within the organisation and how feedback is collected from employees and considered by employers.

Moreover, another area that deserves attention pertains to the control and involvement in the workplace. This area resulted to be problematic mainly for Italian and Portuguese respondents. Crucial aspects are the amount of control and involvement at work, the amount of control over how to perform the job, and the opportunities of being involved in decision making, problem-solving, and goal setting at work. The latter aspect, in particular, seems to be relevant and problematic for several organisations that participated in the study.

It could be also observed that work conditions represent another area that needs to be supervised. The majority of answers in the open-ended questions were in the area that can be labelled "Work environment/office conditions" (examples: natural light, Ergonomic chair, more spaces, vending machine or beverage and food preparation area, coffee breaks, relaxation room, air conditioning, common area for workers, and so on).

Furthermore, several WWM skills should be considered, such as the ability to understand problems and find an effective solution using both experience and creativity, the competence of mastering stressful situations, the ability to use verbal language and non-verbal expression, the skills pertaining to managing priorities, the ability to be adaptable to different organisational context demands, the competence of managing positive and negative emotions in different situations, and the competence of preventing and managing conflict situations. Overall, the areas of competencies needed for Work Well-being Managers that were found from the review of literature, case study, and survey results are communication, analytical and critical thinking, relationship-building, strategic and organisational leadership, emotional leadership, andragogy, knowledge transfer and support methodologies, disability and diversity management, and stress management and work happiness. From the research on the role of human resources managers and changing role during COVID-19, especially with smart working options, emerging research shows that the role of the human resource manager, which in many cases is also the WWM is to have the competence of communication not only considering employees, but be an intermediary between employees and managers. Following would be knowledge of digital competencies and knowing how to utilize these tools suitably and

appropriately. In addition, competence of managing employees' health and safety not only at the workplace but also at home with remote collaboration in teams. Intertwined are also the competence of providing organizational support, as well as team building to provide the sense of belonging and decrease the sense of isolation.

Finally, some considerations are proposed regarding gender differences. Where it was possible to perform statistical comparisons, the results are quite different between countries. For Greek employees, the only difference concerns the sense of self-worth, where the males had a higher value. Differently from Italian employees, women evaluated more positively the possibility to have work permits for breastfeeding or feeding and to have the opportunity for part-time work for a limited period in case of necessity. For the Portuguese sample, which was also the largest, several differences between genders emerged: men rated higher overall job satisfaction, overall work-life balance, participation in activities designed to involve employees in decision making, problem-solving and goal setting and the participation in policies that allow more job flexibility. Whereas women feel tenser and more stressed, they found it hard to wind down and, they felt the need for free kindergarten or company nursery. For Slovenia employees, women rated higher communication between organisations and employees, and feedback collected by organisations.

5.2 Guidelines on Impact Evaluation

To verify the positive impact of introducing a work well-being manager in an organisational context, the following steps are recommended.

1. Each country identifies 3 pilot companies among those that participated in the current phase of the project. The selection should be restricted to those organisations that demonstrated greater participation in the previous phase of the project (i.e., those SMEs that involved a greater number of employees in completing the survey).
2. At this stage, it is crucial to select organisations with which partners can create a solid relationship of trust. The goal of this phase, in fact, is to train one employee from each organisation who can improve the well-being of employees and consequently that of the whole organisation. This, in turn, would increase organisational performance. It is important to highlight that the advantages due to introducing the well-being manager are not expected to end with the conclusion of the project but are expected to become a stable condition for the future. At this stage, the selected organisations should create a solid base for the development of a new business model, that is founded on new organisational and relational dynamics and that is characterized by greater attention from management.
3. Once the organisations have been identified, it is necessary to select the person within each organisation who will be trained to become a WWM. In this phase, attention must be paid in identifying a person who has adequate characteristics (i.e. personality and attitudes) and who can fulfil this position from an organisational point of view. In fact, it

should be considered that the training of the well-being manager and the subsequent accomplishment of his/her tasks will involve a temporary departure from usual activities. Another aspect that must be considered is the motivation of the identified persons. The partner will have a central role in supporting this phase and in making clear to organisations the type of effort that is required.

4. Once the pilot organisations have been identified and the selected persons have been trained, it will be necessary to assess perceived well-being that takes into account (a) the psychological (i.e. the areas identified through this research) and (b) economic (i.e. the indicators identified through the survey) indicators. The evaluation should be strictly based on the current situation of the organisations and the characteristics of the geographical context. These data are crucial because they represent an indirect and more reliable measure of perceived well-being and productivity. In this phase, the partners are asked to raise awareness among organisations about the importance of providing accurate and reliable data on the actions that have been previously implemented. At this stage, it is crucial to have data that can be analysed. It should be noted that some of the economic indicators are not suitable for all organisations. Therefore, partners should identify, according to the organisations, 4 or 5 indicators among the proposed ones that are most relevant for the organisations.

As a closing note, it is important to consider that the spread of the COVID-19 pandemic has generated a scenario of greater complexity from both a psychological and organisational point of view. On the one hand, in fact, the pandemic has seriously threatened psychological well-being by increasing individual discomforts (i.e., anxiety, stress, depression). On the other hand, organisations have suffered heavy economic losses that have made the future of the companies uncertain, and consequently the future of the employees more unstable. The changes in business dynamics due to the pandemic must, therefore, be carefully considered when selecting the indicators. Indeed, these could assume a different meaning (i.e., number of layoffs, profits). When evaluating the improvements produced by the introduction of well-being managers, it is important to consider the deep changes produced by the pandemic.

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