

Teacher Instructions

Ideas, contents and teaching methods for developing responsible project leaders

Module 2	Well-being at work
Topics	1.1 What constitutes well-being at work
	1.2 Job demands and resources theory
	1.3 Job demands and resources in project work
	1.4 Project leadership and well-being
	1.5 Promoting well-being at project teams
	1.6 Practical examples



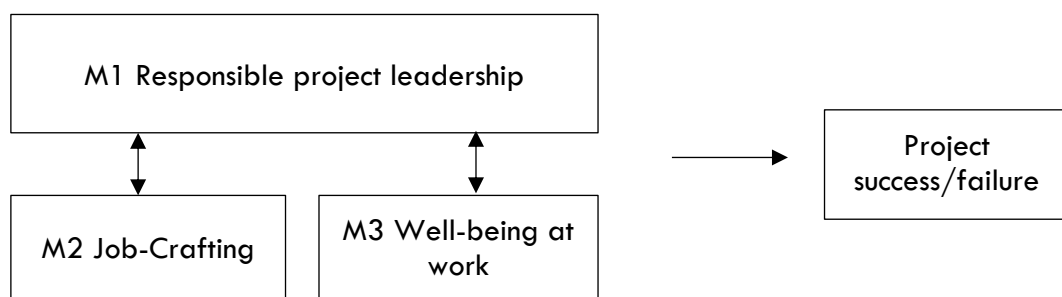
Preface

RESPRO - Responsible Project Management is an EU-funded project that aims to enhance project management education in European Higher Education Institutions (HEIs) towards more responsibility in project management.

This teaching material provides ideas, contents and tools to develop knowledge, skills and attitudes for responsible project management. The easy access short courses (EAS courses) allow students to develop main competences for responsible leadership, recognize the features of well-being at work and to learn and apply individual methods to increase the job resources by job crafting. Depending on the material you pick they can be used at bachelor or master level or for further education. The modules are interconnected but can also be used separately.

- Module 1: Responsible Leadership serves as the guiding principle. It is a leadership approach that combines business and ethics. It addresses questions of project leader's ethics, responsible leadership practices, stakeholder relationships and sustainable growth.
- Module 2: The project manager also requires a wider perspective on the issues affecting on well-being in project teams. The project work itself as a form of work is embedded with a diversity of demands and recourses, which effect on well-being at work.
- Module 3: Job crafting refers to proactive behavior where employees customize their job demands and resources and adjust their work environment to suit their work tasks and individual preferences. Job crafting not only increases individual well-being and motivation at work, but is crucial for team and organizational flexibility and effectiveness.

Overall the courses help to develop a deeper understanding and reflective practice of the impacts of good leadership practices on the project success or failure. The students will fundamentally enlarge their people skills and complement their skills as project managers.



1. Introduction to ...

Why well-being at work is important in project work?

Well-being at work is essential in project work because it directly influences team performance, collaboration, and the ability to meet deadlines effectively. Projects often involve tight schedules, complex tasks, and interdependent roles, which can lead to stress and burnout if not managed properly. When team members feel supported, valued, and mentally well, they are more likely to communicate openly, stay motivated, and contribute creatively. A positive work environment also reduces absenteeism and turnover, ensuring continuity and stability throughout the project lifecycle. Also, investing in well-being fosters resilience and enhances the overall success of project outcomes.

For project managers, understanding the principles of well-being is especially critical because they shape the working conditions, team dynamics, and overall project climate. Project managers are not only responsible for delivering results but also for fostering an environment where team members can thrive. By recognizing factors that influence well-being—such as workload balance, psychological safety, autonomy, and recognition—project managers can proactively address stressors and prevent burnout. This awareness helps in building trust, improving communication, and maintaining motivation, all of which are essential for navigating the uncertainties and pressures inherent in project work. Ultimately, a manager who prioritizes well-being contributes to a more resilient, engaged, and high-performing team.

About teaching/learning well-being in projects

- Developing the own leadership competences is an ongoing process of acquiring knowledge, practicing, reflecting, refining ... etc.
- Learning takes place within the learner. This course is based on a learner-centric approach and uses insights from InnoPeda®-methodology, inverted learning, collaborative learning or research-based learning.
- Leadership competence grows through the integration of knowledge, attitudes and skills. This material provides the theoretical foundations and relevant knowledge on responsible leadership so that anyone interested can easy access relevant information.
- Reflecting, improving self-awareness and learning (from others) are key competences for future project leaders. The course material includes many exercises, in-class activities and references to additional sources to reflect on the own attitudes, knowledge and practice. Group discussions, joint work on practical problems or group assignments create a shared learning space for peer-learning and joint competence development.

2. Learning objectives

By the end of the course the students

- understand key determinants of well-being at work and can explain its' significance for project leaders
- can explain job demands and resources related to project work
- use theoretical knowledge and practical experiences to adapt their own project leadership behavior promoting well-being in project teams

3. Course contents, activities, assignments & outline

COURSE CONTENTS and LEARNING ACTIVITIES	
Topics	1.1 What constitutes well-being at work 1.2 Job demands and resources theory 1.3 Job demands and resources in project work 1.4 Project leadership and well-being 1.5 Promoting well-being at project teams 1.6 Practical examples
Topic 1 Well-Being at work	<p>1. What constitutes well-being at work Workload 75 min in class, 5 hours independent studies on pre-readings.</p> <p>Well-being at work covers the fundamental knowledge about well-being at work and paves the way to link well-being to project work context. This enables project leaders to understand the importance of the perspective of well-being and to capture the holistic understanding of well-being at work. The slide material provides information on definitions, meaning, understanding and key components of well-being at work.</p> <p>The themes in this topic are:</p> <ul style="list-style-type: none"> • What constitutes well-being at work • Job demands and resources model • Job demands and resources in project work <p>Learning activities Pre-readings prepares students for the fundamentals of well-being at work, addresses the multiple factors associated with well-being at work and highlights the organizational and individual perspectives on the topic. During the lecture, these fundamentals are discussed in-depth, and integrated into project work context. The essay as the last assignment gives a venue for reflecting well-being at work as an important part of students learning into project leadership.</p> <p>Before the lecture</p> <ul style="list-style-type: none"> • Students read the assigned articles <p>During the lecture 1</p>

	<ul style="list-style-type: none"> • First, lecture about fundamentals of well-being at work. • Then, Group task 1: Identification of job demands and resources in project work) • After group work, the reflection with whole group
<p>Topic 2</p> <p>Project leadership research</p>	<p>2. Project leadership Workload 75 min in class, independent work included in topic 1 workload.</p> <p>A short introduction to research on project leadership. Reflections on project leadership and well-being at work.</p> <p>During the lecture 2</p> <ul style="list-style-type: none"> • First, a short lecture on project leadership research • Then, group task 2 • Finally, reflection on how project leadership can influence team members' well-being at work <p>Final assignment:</p> <ul style="list-style-type: none"> • Based on the pre-readings, contents of topics 1 and 2, and group tasks and reflections, students write an essay on their own project leadership and well-being at work. ca 3000 words. <p>Additional readings:</p> <ul style="list-style-type: none"> • Tummers, L. G., & Bakker, A. B. (2021). Leadership and job demands-resources theory: A systematic review. <i>Frontiers in psychology</i>, 12, 722080.
<p>Topic 3.</p> <p>Promoting well-being at project teams</p>	<p>3. Promoting well-being at project teams Workload 2 + 2 h = 4h in class, preparation for group presentation in teams 13,5 hours.</p> <p>The lecture introduces students to topic of promoting health at workplaces.</p> <p>During the lecture 3</p> <ul style="list-style-type: none"> • First, a collaborative session on promoting occupational health in national guidelines and legislation. • Then, introduction to concepts of workload and balancing • Group task 3, • Lecture on evaluating workplaces and individuals at work <p>Assignment:</p> <ul style="list-style-type: none"> • After this session and before the final session 4, students prepare 10 minutes presentations (group task 5), in which they have interviewed project managers on their experiences on promoting well-being at project work. This will tie the theory into practice. <p>Lecture 4</p>

ASSIGNMENTS	
During the course	<ul style="list-style-type: none"> • Prereading material, before entering the lecture 1: Students read carefully the articles and write short summaries on their reflections. The articles are: Schulte, P., & Vainio, H. (2010). Well-being at work – overview and perspective. <i>Scandinavian Journal of Work, Environment & Health</i>, 36(5), 422–429. http://www.jstor.org/stable/40967878 and Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: taking stock and looking forward. <i>Journal of occupational health psychology</i>, 22(3), 273. Also, listen PMI podcast on project leadership: https://www.pmi.org/projectified-podcast/podcasts/how-to-promote-well-being-on-project-teams • An example of sources on promoting well-being at work in general https://www.ilo.org/workplace-health-promotion-and-well-being https://osha.europa.eu/en • Assignment 1 (group): In small groups (3-4 students), the students discuss and reflect what could be the job demands and resources for employees who conduct project work. • Assignment 2 (group): Students discuss in small groups of 3-4 on project leadership styles and behavior in relation to well-being at work. They can try to reflect how they have behaved when there has been a specific event or conflict, that has required leadership skills. How that behavior may have affected well-being amongst team members? • Assignment 3 (group): Students explore in small groups of 3-4 what does legislation and guidelines from their country say about promoting well-being at work? • Assignment 4 (group): Students discuss in small groups of 3-4 what are the factors that might produce workload in project work. • Assignment 5 (group): Students prepare a pptx presentation for which they have interviewed a project manager to explore how the project managers can promote work well-being in practice.

COURSE OUTLINE (1 ECTS) - Example

This course outline gives an example on how the above material could be used for a 1 ECTS course. Depending on the needs and the level of mastery it can be extended or only be used in parts. The course is held as a one-day-workshop and encompass 10 learning units á 45 min. It also can be divided into several parts. All the parts may also be extended to delve deeper into one or more of the topics.

1 ECTS = 25h of work in total.

Synchronous hours (where professor and students meet at the same time, both in the classroom and online) are decided by the professor, but it is recommended that they comprise around 10 of the 25 hours of an ECTS. Asynchronous hours (independent work by students) should comprise the remainder.

COURSE OUTLINE (1 ECTS) - Example

This course outline gives an example on how the above material could be used for a 1 ECTS course. Depending on the needs and the level of mastery it can be extended or only be used in parts. The course is held as a combination of lectures (altogether 6,5 hours) and individual/group learning tasks.

1 ECTS = 25h of work in total

Working hours in the class: 6,5 hours

Working hours out of class: $25 - 6,5 = 18,5$ hours

Time	What	Details
Before 1.5 h	Pre-readings	Schulte, P., & Vainio, H. (2010). Well-being at work – overview and perspective. Scandinavian Journal of Work, Environment & Health, 36(5), 422–429. http://www.jstor.org/stable/40967878 and Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: taking stock and looking forward. Journal of occupational health psychology, 22(3), 273.
Before 0.5h	listen podcast	Listen PMI podcast on Promoting well-being in projects: https://www.pmi.org/projectified-podcast/podcasts/how-to-promote-well-being-on-project-teams
Lecture 1 (6h)		
30	Introduction to the course	Input: Goals, Outline, Readings, Assignments ...
60	Fundamentals of wellbeing at work	Definitions & perspectives Well-being at work models/theories Job demands and resources

60	Group task 1	Identifying job demands and resources in project work
30	Reflection	Discussing the reflection
60	Project management vs. leadership	Leadership styles, behavior and collective leadership approaches
60	Group task 2	Identifying different leadership styles/behaviors
60	Reflection	Reflecting project leadership with well-being at work
Lecture 2 (4h)		
30 m	Introduction to theme	
60 m	Group task 3	Explore national legislation and guidelines on promoting well-being
60 m	Reflection	Discussing the guidelines
90 m	Promoting well-being at work	Lecture, embedded with group task 4 and discussions/reflections on project manager's work
Lecture 3 (4h)		
2h	Explaining and discussion slides wellbeing at work	
2h	Student presentations on job demands and resources of project team members	Presentations of group works (assignment 5) and reflections after each session.
Practices		
2h	Practice 1. Detecting the team state and measure the wellbeing	
2h	Practice 2. Actions to increase the wellbeing in the teamwork	
1h	Closing	Summary Intro to My responsible leadership philosophy
After 4 h		Personal report on learning journey incl. pics. Blog, Podcast, video (individual and Team)