



International
Wellbeing Insights
People, Culture & Wellbeing



Stress Management Society
from distress to de-stress

ONLINE

TRAIN THE TRAINER

COURSEBOOK

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WELCOME

Stress is the driving force that keeps us on our toes and ensures that we push to be the best we can be. However that is only valid up to a certain point. If we have too much stress and endless wear and tear, it can drive us into physical, mental and emotional exhaustion.

Certainly we can't avoid the problem. Situations arise on a day-to-day basis, which make physical, mental and emotional demands on us. There may be decisions that need to be made, deadlines that need to be met, and lessons to be learned.

Unreasonable stress affects one in five of the working population and after acute medical conditions it is the most common cause of long term sickness absence from work (CIPD Absence Management 2014).

Stress undoubtedly makes people ill. It is now known to contribute to heart disease, hypertension and high blood pressure, it affects the immune system, is linked to strokes, IBS (Irritable Bowel Syndrome), ulcers, diabetes, muscle and joint pain, miscarriage, allergies, alopecia and even premature tooth loss.

Therefore it is imperative to strike the right balance. As individuals, we must take stock of all aspects of our life and situations and learn to cope better.

Treat it early, and your prospects are good. Ignore the problem, and there is a risk that 'burnout' may become a permanent state of affairs.



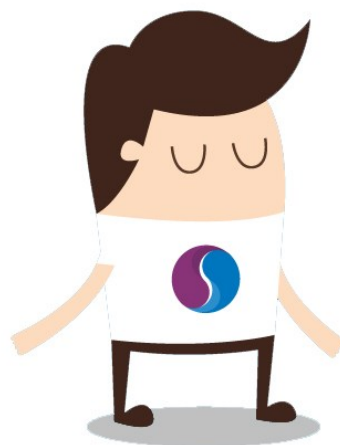
ONLINE TRAIN THE TRAINER: LEARNING OBJECTIVES

Context

- Learn to engage your audience and maximise information retention
- Use our proprietary accelerated learning techniques that maximise participant engagement
- Understand our unique learning methodologies
- How to deliver our analogy/definition of stress
- Deliver a stress management training or workshop using our unique style
- Engaging different personality styles
- Dealing with difficult or challenging personalities and situations

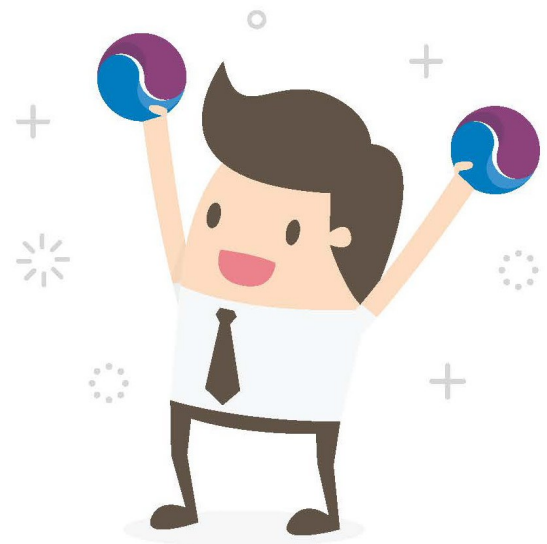
Content

- What is Mental Health
- The purpose of Mental Health
- When stress is beneficial
- How to evaluate personal stress
- Our unique Bridge Analogy
- Recognising stress – signs and symptoms and causes
- Understand the causes and effects of stress
- Building personal resilience
- Perform and teach a variety of resilience building and stress reduction techniques



Housekeeping

- Fluid timings due to nature of programme
- **MOBILE PHONES OFF OR ON SILENT**
- **PARTICIPATION**— take responsibility for your own learning. What you put in is what you will get out
- **RESPECT** - keep an open mind
- **HONESTY**
- **ONE VOICE AT A TIME** – you can't listen if you are talking over someone
- **KEEP AN OPEN MIND** - Remove any preconceptions
- **CONFIDENTIALITY** - what is discussed in the room, stays in the room
- **SAFEGUARDING** – there is a caveat to confidentiality. If anyone reveals anything that could be a risk of harm to themselves or others, International Wellbeing Insights is obliged to follow the appropriate safeguarding procedure at Philips.



Introduction to Online Train The Trainer

Overview

What does the course look like?

Section One: 'Mental Health Champions' Workshop

We run the first section as a typical 'Mental Health Champions' workshop. Please do not ask questions about the process or delivery style during this part, just experience the workshop – you'll have plenty of opportunities for that later.

This module will allow you to experience the delivery of our workshop as a delegate. Analogies, definitions, exercises, techniques and real life examples will be covered.

Being able to experience the workshop as a delegate will allow you to assess how your audience are likely to experience our programme. You will then be taught how to deliver the programme to ensure maximum engagement and retention of information.

Section Two: Deconstruction & Practice

In section two you will be taught our learning methodologies, delivery techniques and the importance of body language and building and maintaining rapport.

- We will run the first part as a sense check: How are you? What do you need to ask us?
- We will then start the Online Train The Trainer course - we will deconstruct our process and delivery style – this is when you can ask questions and challenge our method
- You will practice facilitation piece-by-piece
- You are being coached to introduce the set of pre-recorded video modules from Section One and facilitate the group discussions that are generated by them.
- If you need help, please ask the facilitators – don't keep it to yourself, that's what they are for!

Follow Up

There will be a support to go over any areas of concern to do with the facilitation of the workshops that have come up via the feedback you provide

General Photography & Videography Release

Online Train The Trainer (TTF) is an Institute of Leadership & Management approved course and is delivered according to an agreed criteria. By attending the session you are demonstrating informed consent to be appear on camera and be recorded.



Online Train The Trainer

Mental Health Champions



Introduction Of A Session

Showing Up

- Deep breath and ground yourself
- Smile

HMOY – How Many of You?

- 3 Enrolling questions (with 'hand raises' and 'thank you's')
 - Name/ Welcome/ Name of talk
 - Acknowledge/ Thank you / Edify
 - Earn the right (with 'relating questions')
-
- How many of you enjoyed the workshop?
 - How many of you learned something new?
 - How many of you didn't enjoy it?
 - How many of you think I ask a lot of questions?

Ask many questions – the person who asks questions is always in control – think job interview, post-game sports interview, Question Time, debates....

ALWAYS START WITH A ? QUESTION

ACKNOWLEDGEMENT is rewarding behaviour you want!

ENROLLING QUESTIONS

Ask your audience engaging questions, such as:

- How many of you have seen anyone suffering from poor mental health?
- How many of you are concerned about the impact of poor mental health to wellbeing or productivity at work?
- How many of you are not concerned about poor mental health at all?

If anyone answers yes to this acknowledge them for being there anyway and reassure them that will gain benefit from the workshop

Practice: Introduction Of A Workshop

Estimated Time

5-10 Minutes Each

Materials Required

Course book, notes and a pen

Scenario

- Written exercise come up with the 3 engaging questions (How Many Of You...?) , name, topic, title, Acknowledgement, WIIFM. Use the template on Page 10.
- Break into groups of three.
- Get up in front of your group and practice eye scan and asking engaging question (include arm raise)

1. SCAN THE ROOM (ONE WAY AND BACK)

2. BREATHE AND SMILE

3. **ARM RAISE:** ASK 2 X POSITIVE HMOY ENROLLING QUESTIONS

4. **OPPOSITE ARM RAISE:** ASK 1 X NEGATIVE HMOY ENROLLING QUESTION

5. WELCOME GROUP AND INTRODUCE YOURSELF

6. NAME OF WORKSHOP: Title and topic

7. E.T.R. EARN THE RIGHT – Your credibility, your story: Who are you? Why are you here? Why should they listen to you? What gives you the right? Either individual or Philips...END THE STORY POSITIVELY

8. ACKNOWLEDGMENT OF PEOPLE GIVING THEIR TIME

Role 1

Facilitator

Role 2 (any other participants in the group)

Audience + Observer

Evaluation

When the practice has been completed, you need to complete either a self-evaluation or an observer evaluation.

The purpose of the evaluations is to help you:

- Analyse performances, including your own
- Receive and discuss feedback

Practice One: HMOY – How Many of You?

Presentation Template

Ground yourself, Breathe and Smile

How Many of You

(With 'hand raises' and 'thank you's')

How Many of You

How Many of You

Welcome group and introduce yourself:

Name of workshop:

(What are you presenting?)

Earn The Right:

(Your story: Who are you? Why are you here? Why should they listen to you?)

Acknowledge the group's time commitment:

(Return on Investment of their time)

Practice One: Self Evaluation

Review your own preparation and performance

Technique	Low	Medium	High
HMOY...? enrolling questions			
Intro: Name, Topic, Title			
Earn The Right: who are you, what's your story?			
Acknowledge & Thank			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

Ice Breaker

Example

- WHO ARE YOU?
- WHAT CAUSES YOU STRESS IN YOUR LIFE?
- WHAT DO YOU HOPE TO ACHIEVE FROM TODAY?

Answering Questions: Facilitator Answering Questions (Online Workshop)

“WHAT QUESTIONS DO YOU HAVE FOR ME?”

1. Choose a person who has a question
2. Call out their name – ‘Yes, [NAME] please go ahead’
3. Acknowledge the question ‘Thank you for that question or good question’
4. Repeat the question or ask – ‘Did everyone hear the question?’ (this can give you thinking time)
5. If not, have them repeat the question or you repeat the question
6. Answer the question
7. CLOSE THE LOOP – ‘Does that answer your question?’
8. Acknowledge: ‘Thank you’
9. Repeat the process as necessary or move on to the next section



Answering Questions: Participants Answering Questions (Online Workshop)

“WHAT QUESTIONS DO YOU HAVE FOR ME?”

Choose the person who has a question

1. Call out their name – ‘Yes, [NAME] please go ahead’
2. Acknowledge the question ‘Thank you for that question’ or ‘Good question’
3. Repeat the question or ask – ‘Did everyone hear the question?’
4. Allow audience to answer – ‘Does anyone have an answer to that question?’
5. Call out the name of the person who wants to answer - ‘Yes, please go ahead’
6. Acknowledge the responder – ‘Good answer’ or ‘That’s possible’
7. ‘Does anyone else have an answer?’ or ‘Does anyone else have something to add?’
8. Call out the name of the person who wants to answer
9. Acknowledge the responded – ‘Good answer’ or ‘That’s possible’
10. CLOSE THE LOOP – call out the name of the person who asked the question

‘Does that answer your question?’
11. Positive reinforcement: ‘Thank you for the question and thank you for your answer’
12. Repeat the process as necessary or move on to the next section

Ice Breaker

Example

- WHO ARE YOU?
- WHAT CAUSES YOU STRESS IN YOUR LIFE?
- WHAT DO YOU HOPE TO ACHIEVE FROM TODAY?

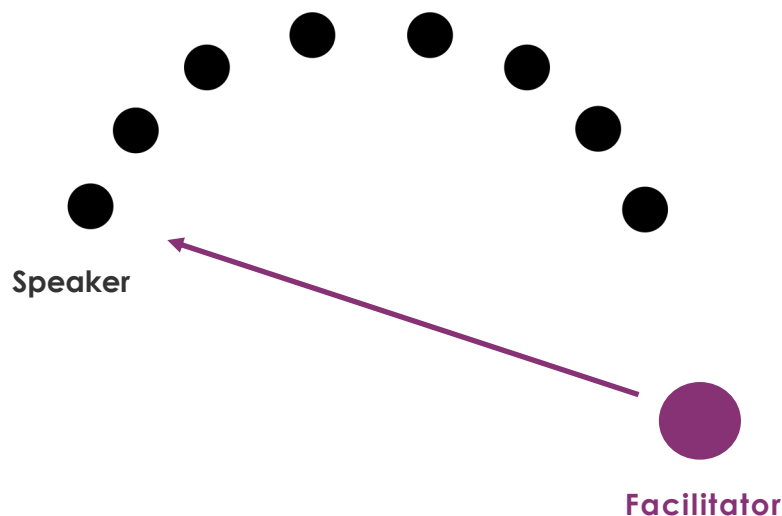
Answering Questions: Facilitator Answering Questions (Live Workshop)

“WHAT QUESTIONS DO YOU HAVE FOR ME?” (Arms out)

1. Choose a person who has a question
2. Move to opposite side of where they are
3. Establish eye contact, motion to person – ‘Yes, [NAME] please go ahead’
4. Acknowledge the question ‘Thank you for that question or good question’
5. Repeat the question or ask – ‘Did everyone hear the question?’ (whilst moving back to the middle)
6. If not, have them repeat the question or you repeat the question
7. Answer the question (move to opposite side)
8. **CLOSE THE LOOP** – ‘Does that answer your question?’
9. **Moving to middle**, acknowledge: ‘Thank you’
10. Repeat the process as necessary or move on to the next section

*****REMEMBER, IN FACE-TO-FACE WORKSHOPS; OPEN UP THE FLOOR*****

When speaking to an individual, move to the **OPPOSITE** side of the room so **all** participants feel involved (see diagram below)!!



Answering Questions: Participants Answering Questions (Live Workshop)

“WHAT QUESTIONS DO YOU HAVE FOR ME?” (Arms out)

1. Choose the person who has a question
2. Move to opposite side of where they are
3. Establish eye contact, motion to person – ‘Yes, please go ahead’
4. Acknowledge the question ‘Thank you for that question’ or ‘Good question’
5. Repeat the question or ask – ‘Did everyone hear the question?’ (whilst moving back to the middle to open up the floor for anyone to answer)
6. Allow audience to answer – ‘Does anyone have an answer to that question?’ (arms outstretched)
7. Motion to responder (move to opposite side of the person speaking)
8. Repeat the answer or ask them to repeat
9. Acknowledge the responder – ‘Good answer’ or ‘That’s possible’
10. ‘Does anyone else have an answer?’ (move to the middle – arms outstretched)
11. Motion to answerer (move to opposite side of the person speaking)
12. Repeat the answer or ask them to repeat
13. Acknowledge the responder - ‘Good answer’ or ‘That’s possible’
14. CLOSE THE LOOP – ‘Does that answer your question?’
15. Moving to middle, acknowledge: ‘Thank you for the question and thank you for your answer’
16. Repeat the process as necessary or move on to the next section



Presentation Template

Ask an open question:

(e.g. 'What questions do you have for me?')

Answer a direct question yourself

1. Choose a person who has a question
2. Call out their name – 'Yes, [NAME] please go ahead'
3. Acknowledge the question 'Thank you for that question or good question'
4. Repeat the question or ask – 'Did everyone hear the question?' (this can give you thinking time)
5. If not, have them repeat the question or you repeat the question
6. Answer the question
7. CLOSE THE LOOP – 'Does that answer your question?'

(Remember the process and close the loop)

Facilitate an answer from the group

Choose the person who has a question

1. Call out their name – 'Yes, [NAME] please go ahead'
2. Acknowledge the question 'Thank you for that question' or 'Good question'
3. Repeat the question or ask – 'Did everyone hear the question?'
4. Allow audience to answer – 'Does anyone have an answer to that question?'
5. Call out the name of the person who wants to answer - 'Yes, please go ahead'
6. Acknowledge the responder – 'Good answer' or 'That's possible'
7. 'Does anyone else have an answer?' or 'Does anyone else have something to add?'
8. Call out the name of the person who wants to answer
9. Acknowledge the responder – 'Good answer' or 'That's possible'
10. CLOSE THE LOOP – call out the name of the person who asked the question

(Remember the process and close the loop)

Repeat the process as necessary

Practice Two: Self Evaluation

Review your own preparation and performance

Technique	Low	Medium	High
Asking an open question			
Answering direct questions yourself			
Facilitating answers from the group			
Closing the loop: making sure the person has an answer			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

Written/Partner/Group Exercise Process (Online Workshop)

This is a three-part exercise: WRITTEN/PARTNER/GROUP

Written Exercise

For example:

- The Mental Health Evaluation Exercise
- Write down three actions based on the principles that we have just discussed.
- How does that relate to your life?
- What are your primary concerns regarding workplace stress?

Give them ____ minutes.

Partner Share in Breakout Rooms

1. 'I will split you into partners or small groups, you will be taken to breakout rooms.'
2. 'Decide who is Partner A and who is Partner B'
3. 'I need you to take turns interviewing each other using the questions from the Stress Evaluation Exercise. Partner A, you are asking the questions first, Partner B you are answering the questions first.'
4. 'Share what you wrote. You don't need to take notes or provide any solutions for your partner; just listen and draw out the answers'
5. 'Swap over; Partner B, you will ask the questions. Partner A, you will share your answers.'
6. **Time:** 'You will have ____ minutes and then I will bring you back to the main room where we will move on to the third part of the exercise: the class share.'
7. "Before I send you to the Breakout Rooms: What questions do you have for me?"

Class Share

1. 'Who would be willing to share what they wrote?'
2. 'Thank you.'
3. 'How many of you can relate to that?'
4. Repeat the process as necessary or move on to the next section

Written/Partner/Group Exercise Process (Live Workshop)

Written Exercise

For example:

- The Mental Health Evaluation Exercise
- Write down three actions based on the principles that we have just discussed.
- How does that relate to your life
- What are your primary concerns regarding workplace stress

Give them ____ minutes.

Partner Share

1. 'Please find a partner.'
2. 'If you don't have a partner raise your hand, look around and find someone else that has their hands raised. Meet up with them.'
3. 'Decide who is Partner A and who is Partner B'
4. 'Partner A, raise your hand.'
5. 'Share what you wrote.'
6. Time: 'You'll have ____min each''
7. "I'll tell you when to switch."
8. "Partner A begins."
9. **READY "Go" Give them half of the minutes.**
10. "And switch...please, B's turn." Give them the remaining minutes.
11. **STOP!!!**
12. "Please thank your partner."

Class Share

1. 'Who would be willing to share what they wrote?' (**Arms out**)
2. (**Remember to move side to side**)
3. 'Thank you, give them a hand.' (Where appropriate)
4. 'How many of you can relate to that?' (**Arms out**)
5. **Repeat the process as necessary or move on to the next section**

Presentation Template

Explain the 3 Stage Process: Written/Partner/Group

1. Fill out the questions on page xx/Write down some ideas about xx/Write actions based on xx...
2. You will then be put into small groups, I need you to take turns discussing your answers from the written questions
3. When the time is up, I will bring you back to the group and we will discuss as a group

1. Written Exercise

- For example: Write down your top three stress-buster tips

Give them ____ minutes.

2. Partner Exercise

- Find a partner/Partner people together
- ‘Decide who is Partner A and who is Partner B’
- ‘I need you to take turns interviewing each other [based on the written exercise].
- Partner A, you are asking the questions first, Partner B you are answering the questions first.’
- ‘Share what you wrote. You don't need to take notes or provide any solutions for your partner; just listen and draw out the answers’
- ‘Swap over; Partner B, you will ask the questions. Partner A, you will share your answers.’
- Time: ‘You will have ____ minutes and then I will bring you back to the main room where we will move on to the third part of the exercise: the class share.’
- “Before we start the exercise: What questions do you have for me?”

3. Group Exercise (Feedback)

1. ‘Who would be willing to share what they wrote?’
2. ‘Thank you.’
3. ‘How many of you can relate to that?’

Repeat the process as necessary or move on to the next section of the workshop—be mindful of the balance between group contribution and keeping to the schedule of the workshop.

Practice Three: Self Evaluation

Review your own preparation and performance

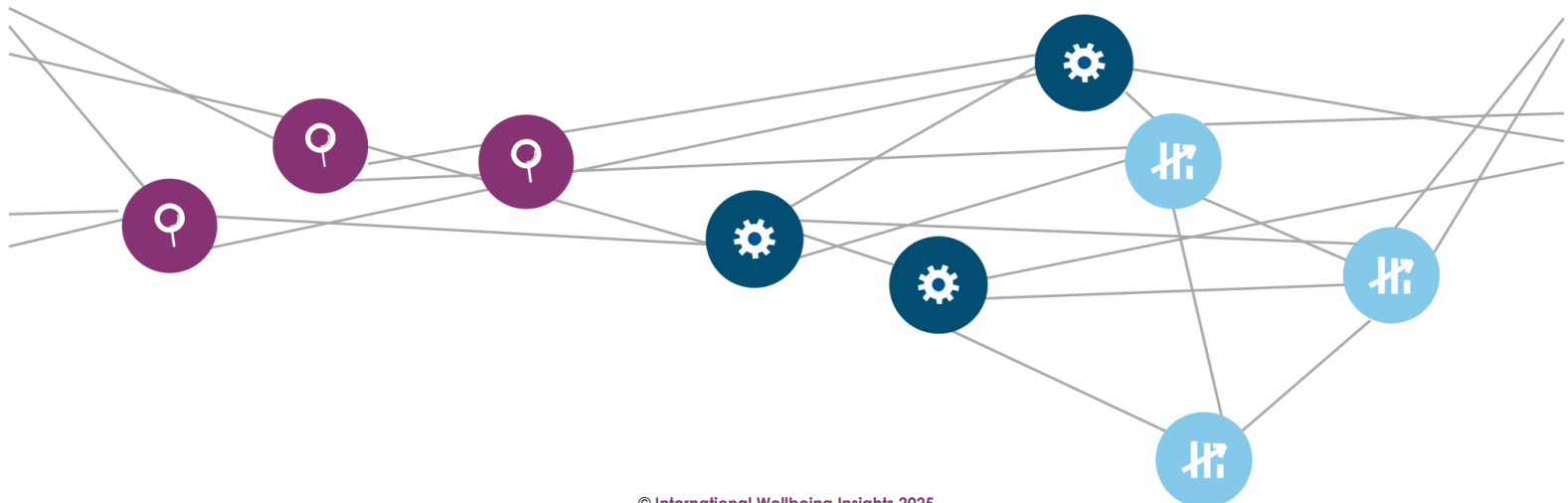
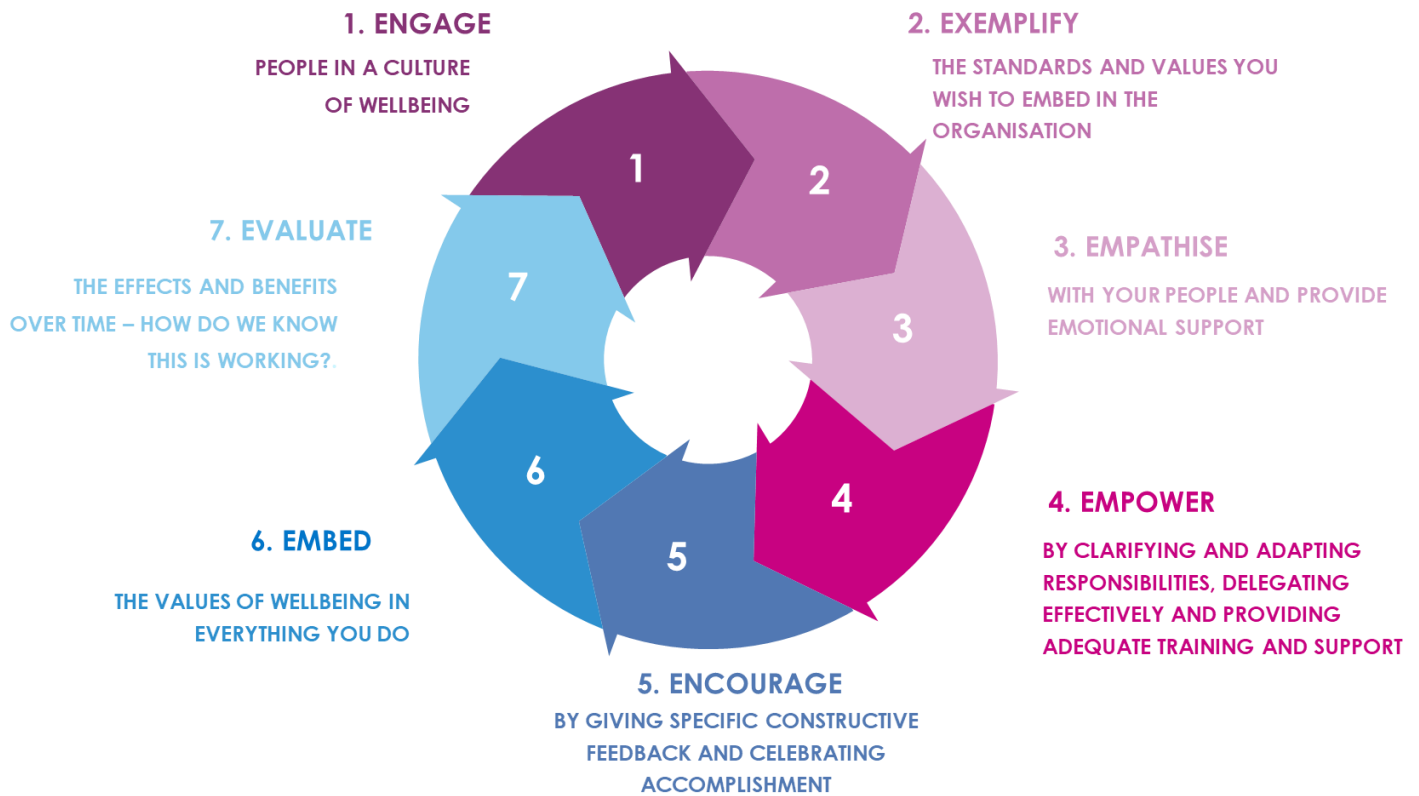
Technique	Low	Medium	High
Written exercise			
Partner share			
Group share			
Question/response			
Totals			

What could you improve?

What have you learned? (e.g. confidence levels)

THE 7 Es FRAMEWORK:

PROACTIVE MEASURES TO MINIMISE RISK AND CREATE A CULTURE OF WELLBEING



SEVEN Es VIDEO CRITIQUE

With the 7 Es in mind, did the facilitator....			
	YES	NO	NOTES
1. ENGAGE the audience and the woman asking the question?			
2. EXEMPLIFY good practice, standards and values			
3. EMPOWER the woman asking the question?			
4. ENCOURAGE the woman and the audience			
5. EMPATHISE with her point of view?			
6. EMBED the values of good practice			
7. EVALUATE the effects and benefits of how he was communicating?			

THE SEVEN Es AS A FACILITATION FRAMEWORK

<p>1. ENGAGE How do we engage the audience?</p>	
<p>2. EXEMPLIFY How do we set the standards and values we wish to see and how do we embody them?</p>	
<p>3. EMPATHISE How do we empathise with the audience?</p>	
<p>4. EMPOWER How do we empower the audience?</p>	
<p>5. ENCOURAGE How do we encourage the audience?</p>	
<p>6. EMBED How do we embed the knowledge and learning?</p>	
<p>7. EVALUATE How do we know any of this is working?</p>	

FOUR STEPS FOR DELIVERY

When delivering a module, keep in mind the 4 step approach...

1. THEORY

What is the subject or topic?

How is this relevant?

2. STORY/CASE STUDY

Has this worked elsewhere?

Where is the proof?

3. EXERCISE/ACTIVITY

How do we bring this to life?

4. ACTION

How do we encourage practical application of the knowledge?

How are we going to measure success?

FOUR STEPS FOR DELIVERY TEMPLATE

When delivering a module, keep in mind the 4 step approach...

1. THEORY

What is the subject or topic? How is this relevant?

2. STORY/CASE STUDY

Has this worked elsewhere? Where is the proof?

3. EXERCISE/ACTIVITY

How do we bring this to life?

4. ACTION

How do we encourage practical application of the knowledge?

How are we going to measure success?

NOTES

NOTES

About International Wellbeing Insights

Big ideas, inspiring stories, robust ethics and strong principles and a values driven approach have been at the heart of our organisation since our inception.

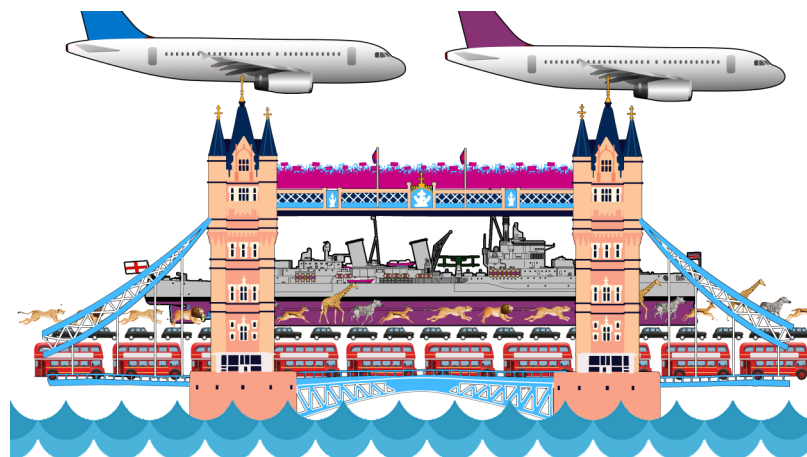
We believe that wellbeing isn't just a perk — it's the foundation of a thriving, high-performing, and sustainable workplace. Our mission is simple but powerful: to empower organisations and individuals to take control of their wellbeing, creating cultures where people don't just survive but truly thrive.

We've been at the forefront of workplace wellbeing since 2003, helping organisations worldwide build happier, healthier, and more resilient teams. But we're not here to tick boxes or promote one-off initiatives — we're here to drive meaningful, lasting change.

Our mission is to maximise physical, mental, emotional and social health as well as improve relationships, performance, productivity, creativity, morale, recruitment and retention by creating a resilient workforce and equipping them to cope with change and adversity.

For more information or to book a workshop or a free no-obligation consultation, see www.wellbeing.work or call 0203 142 8659 or email info@stress.org.uk

If you would like more information about stress and how to manage it, visit www.stress.org.uk





We provide a range of services across the UK and internationally. We are always happy to discuss how we can support you.

We look forward to supporting your wellbeing journey.

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We have supported many organisations, including:

