

## 1 Course Details

### 1.1 Training Times and Use of Course

- Video Length - 12 Minutes
- Estimated time to complete written test - 8 Minutes
- Total estimated training time - 20 Minutes

### 1.2 Learning Objectives

When trainees have completed this course and the associated test, they should have a clear understanding of the following:

- Current statistics about the impact of stress in the workplace
- Positive and negative aspects of stress
- Types of stressors
- Symptoms of stress
- Stress and work performance
- When stress is out of control
- Techniques for managing stress

### 1.3 Topics Covered

The following topics are covered in the accompanying video for this course:

- Positive and Negative Stress
- Types of Stressors: Organizational
- Types of Stressors: Individual/Personal
- Types of Stressors: Job-Centric
- The Symptoms of Stress: Physical
- The Symptoms of Stress: Mental/Emotional
- The Impact of Stress on Work Performance
- When Stress is Out of Control
- Managing Stress
- Stress-Relieving Exercises

### 1.4 Regulatory Standards or Industry Practices

This course is based on the following regulations or industry best practices:

### 1.5 Handouts / Printed Materials

Be sure to download and print the tests, answer guide, and completion certificates associated with this course at <http://www.buybettertraining.com/documents>.

Additional suggestions for print material may be found in the "Additional Resources and Links" section of this leader guide.

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## 2 Discussion / Exercise Guide

The following questions, exercises, or discussion topics may be useful for instructor-led training events:

- Discuss your primary stressors. Are they job related, home related, or both?
- Discuss coping strategies you have previously used and determine if they are effective.
- Discuss situations causing stress and decide if it can be avoided, altered, adapted to, or accepted

## 3 Additional Resources and Links

The following publications, organizations, or Internet links may be useful for further development of training material for your training:

- American Institute of Stress (AIS) - [www.stress.org](http://www.stress.org)
  - AIS Workplace Stress - <http://www.stress.org/workplace-stress/>
- HelpGuide.org - [www.helpguide.org](http://www.helpguide.org)
  - HelpGuide Stress at Work - [http://www.helpguide.org/mental/work\\_stress\\_management.htm](http://www.helpguide.org/mental/work_stress_management.htm)
- National Institute for Occupational Safety and Health (NIOSH) - [www.cdc.gov/niosh/](http://www.cdc.gov/niosh/)
  - NIOSH Topics - <http://www.cdc.gov/niosh/topics/stress/>
- American Psychological Association (APA) - [www.apa.org](http://www.apa.org)
  - APA Help Center - <https://www.apa.org/helpcenter/work-stress.aspx>
- Mayo Clinic - [www.mayoclinic.com](http://www.mayoclinic.com)
  - Mayo Clinic Stress Management - <http://www.mayoclinic.com/health/coping-with-stress/SR00030>

## 4 Effective Training Tips

### Planning Your Session - Be Prepared!

- Schedule more time than you may think you need, allowing for breaks if your training will be longer than an hour.
- Make a checklist of items and training materials needed. And be sure to have enough material for all your trainees.
  - Handouts and tests
  - Extra pens/pencils for trainees
  - Dry-erase markers/chalk (Often the ones left in the training room don't work.)
  - Additional visuals and demonstration samples
- Create a general checklist of things to do prior to your training session.
  - Schedule the training (notifying attendees and reserving the training room).
  - Create an agenda with times for each section.
  - Familiarize yourself with all the training material you plan to use, including this course
  - Develop any additional visuals (flip charts / slide shows) in advance with time to review and refine them.
  - Practice your presentation, including how you'll conduct learning exercises and demonstrations.
  - Consider how you'll follow up with trainees regarding test results and other relevant information after your session.
- Have all handouts and hard copies of training material printed in sufficient amounts prior to your training session. Some instruction professionals suggest only distributing handouts when they're needed during the session rather than allowing trainees to be distracted by reading through material left out for them prior to the session.
  - If you'll be training at a location away from your office, it may help to have electronic copies of all your printable training materials
- Get to the training location early to make sure all technology (projectors, computers, AV equipment) and lighting is functioning properly.
  - If you have multiple visuals and handouts, organize them beforehand, making them accessible during the training to avoid unnecessary distractions.
- Situate trainee seating appropriately for the type of training you'll be doing. Prepare extra space for any demonstrations or interactive exercise you may have planned.

### Common Courtesy

- Ask trainees to silence cell phones and other media devices. If accepting calls may be necessary due to a person's work or personal situation, ask that calls be discretely taken outside of the training area.
- Ask trainees to refrain from emailing and texting during the session.

## Training Techniques

- Be aware of some of the common training techniques that may work well for the type of training you'll be doing.
  - See one, do one, teach one.
  - Tell them what you're going to tell them. Tell them. Tell them what you told them.
- Familiarize yourself with adult learner characteristics and techniques that accommodate them. Adult trainees tend to be:
  - Problem-centered
  - Results-oriented
  - Self-directed
  - Skeptical
  - More interested and engaged in topics directly related to their work or personal needs
  - Accepting of learning task responsibilities

## Interacting With Trainees

- Ask "Why" and "How" questions that allow trainees to think about their responses and offer something unique to the exchange.
- Direct questions to trainees in a way that helps them focus on and retain the topics covered without making them feel stumped or embarrassed.
- Incorporate demonstrations, exercises, or discussions that include and engage trainees. If possible, make them positive, encouraging experiences such as good-natured games. Avoid games or activities that may be too competitive or shut down input or attentiveness of others.
- Consider allowing trainees to ask questions as they arise. This may take extra time during a session, but it offers trainees an opportunity to engage when they're curious rather than allowing them to get distracted by an unanswered question.

## Wrapping Up Your Session

- Summarize the key topics and learning objectives from your training.
- Thank your trainees for attending your session when you're done. That can go a long way.
- Ask for constructive feedback from trainees that may improve your next session.
- Provide your contact information and follow up with trainees as needed.