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# DeSTRESS

DeSTRESS VET Training Curriculum

Module 3 – Facilitator Guide

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## 1. The DeStress Facilitator: Facilitators' Guide

### 1.1 The Facilitator

Employers and employees need to collaborate in order to identify those factors that might be a source of technostress. In that sense, employers play a significant role in choosing the appropriate course of action with the goal of assessing risks related to technostress and preserving employees' wellbeing. In order to do that, employers, managers and owners have the task to identify a person responsible for leading the assessment activities (e.g. organisational assessment) and supporting employees during the learning process and the implementation of the tools offered by the DeSTRESS platform, with the goal to reduce technostress, improve employees' wellbeing and productivity.

Identify the best person for the role of Facilitator and train him/her, if necessary, is an essential step. Selecting a person who already holds knowledge in the area of Occupational Safety and Health (OSH) might facilitate this step. The goal of this section is to provide a Facilitator Guide, that is a set of knowledge, steps and tips which clarify what being a Facilitator means and help such actors to support employees in fighting and reducing technostress and to use the tools included in the platform effectively.

#### 1.1.2 Who can act as Facilitator

The first and most important step is to identify who is going to act as Facilitator. Employers, managers and owners from small and medium companies, after completing the training offered by this module, might play this role. The owner or employers might also assign such role to line managers or to people working at the HR department (when it is presented at the organisation). Finally, it is also possible to invite external Human Resource (HR) and Occupational Safety and Health consultants to act as Facilitators. Whoever the Facilitator will be, this actor needs to count on the support of all the other employees in managerial positions and on the trust of employees. Thus, all the stakeholders need to recognise and legitimate the Facilitator.

### 1.1.3 What should a Facilitator do?

The Facilitator is that person that leads the employees and the organisation in the learning process to reduce technostress and looks after the adequate implementation of the tools offered by the platform. This actor plays an important role in terms of both committing all the stakeholders involved and monitoring the implementation of those policies and practices necessary to eliminate technostressors.

The Facilitator should play an important role during the whole implementation of the Stress Management Standards (SMSs) ([see SMSs → 3.1.3. Steps in applying the management standards approach to technostress](#)), as it is explained below:

**1. Preparing the organisation.** According to the SMSs, in this phase the value of reducing technostress is conveyed to all the organisational stakeholders, in order to gain their commitment. In this phase, the Facilitator needs to be recognised and legitimised by all the actors involved (senior managers, employees, etc.), getting their support and persuading them about the need to tackle technostress in order to reach the individual and organisational wellbeing.

When the owner/employer and the Facilitator overlap, gaining the recognition and support of the senior management might be easier, however, it is not a step that might be underestimated. In fact, the cooperation of line managers is essential in order to be sure that policies and practices related to technostress will be applied.

To reach this goal, the Facilitator should train soft skills related to motivation and communication (see section "Skills to be a good trainer").

Moreover, according to the SMSs, this phase also includes the creation of a steering committee, a group that oversees the stress risk assessment process. The composition of such group will depend on the organisational structure and dimension<sup>1</sup> and should represent the main organisational stakeholders. The Facilitator, when different from

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<sup>1</sup> It might be unfeasible to create a steering group for small organisations, due to their dimensions. In such case, the owner will likely play the role of the Facilitator. Even if the steering group is not created, it is wise to provide formal and informal channels to foster the participation of employees.

the owner/manager, should be included in the steering group, participating in the decision-making process. Moreover, the Facilitator should hold those skills necessary to report to the steering group the results of the activities related with technostress reduction (e.g. risk assessment, implementation of interventions, etc.) and facilitate the communication between all the actors involved.

**2. Comprehensive risk assessment.** The second step included in the SMSs consists in the development of the risk assessment. As said above, the DeSTRESS platform offers tools in order to develop such task. The Facilitator, after acquiring the basic knowledge related with technostress and learning how to manage the DeSTRESS platform, will interpret the aggregate data collected by the platform in order to identify the main risks and areas that need interventions.

It is important to highlight that reducing risks related with technostress will be possible by adopting a long term strategy and following the effectiveness of interventions up through regular risk assessments. In that sense, the SMSs ([see SMSs → 3.1.3. B. Identify risk factors](#)) suggests several methods to carry out the risk assessment (e.g. interpretations of objective measures, quantitative and qualitative data collection). The Facilitator should learn: how to design a risk assessment process, taking into account specific organisational features (e.g. identify the best assessment tools according to the number of employees); how to interpret the results; and which possible course of action is possible to undertake considering them.

During this process the Facilitator should put special attention on those employees that might be more vulnerable to technostress, because of sociodemographic characteristics (age, number of children) or the job position occupied (e.g. front line workers, managers, etc.).

**3. Embedding the approach.** According to the SMSs, after the risk assessment, the organisational policies and practices need to be revised and adjusted to correct those prejudicial situations pointed out during the evaluation process. The Facilitator, basing on his/her knowledge on technostress and the results obtained after the organisational assessment, should guide such step. The work of the Facilitator does not

end with the assessment of the organisational risks related with ITs and the development of the corrective interventions. It is instead an ongoing process that aims to provide continuous improvements through the development and implementation of a medium and long term Digital Action Plan.

Given the relevance of the Facilitator's tasks throughout the SMSs implementation process, this actor needs to develop or improve several soft and technical skills before starting. To do that, the DeSTRESS project provides a series of learning units which aims is to foster all those skills that the Facilitator will need during the SMSs implementation. Table 1 shows the Facilitator's learning goals and the learning units to reach such aims.

Table 1.

Facilitator's learning goals and units

Learning Units	Learning goals
<b>1. Improvement of skills to be a good trainer</b>	The Facilitator improves soft skills.
<b>2. Acquisition of main knowledge about technostress and platform use</b>	The Facilitator acquires the main knowledge about stress and technostress.
	The Facilitator acquires the main knowledge about the use of the platform and supports efficiently employees in their learning process.
<b>3. Digital Action Plan development</b>	The Facilitator takes the course of action needed after interpreting the results of the technostress assessment and develops a medium and long term action plan.
	The Facilitator follows the risks related to technostress up by designing and carrying out regular risk assessments.

## 1.2 Training the trainer

The training of the Facilitator is composed by three learning units (table 1), which aim is to get those skills necessary to apply the SMSs, develop the risk assessment and understand the tools offered by the platform in order to guide effectively the employees during their learning process to reduce technostress. In the following sections, the three learning units are presented.

### 1.2.1 Learning Unit 1: skills to be a good trainer

<b>1. Improvement of skills to be a good trainer</b>	The Facilitator improves soft skills.
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A Facilitator may need to call on a wide range of skills and tools, from problem solving and decision making, to time management and communication. The definition of facilitate is "to make easy" or "ease a process". The Facilitator plans, guides and manages workers' training to ensure that the objectives are met effectively, with clear thinking, good participation and full contents acquisition from everyone who is involved. The Facilitator should also act as a "role model". The role of a skilled Facilitator is to create conditions in which any participant can acquire the content. In this part we include the basic competences the Facilitator should have or develop in order to be successful in his/her role. Regardless of the type of contents, the following core practices should be followed (taken from <https://sswm.info/train-trainers/facilitation/facilitators-role>):

- **Stay neutral on content**— the job of the Facilitator is to focus on the process elements and avoid the temptation of exerting control over the content under acquisition. While one can use questions and even make suggestions to help the workers, Facilitators never impose their opinions.

- **Listen actively**— this is listening to understand more than judge. It also means using attentive body language and looking participants in the eye while they are speaking. Eye contact can also be used to acknowledge points and prompt quiet people to get involved.
- **Ask questions**— this is the most important tool Facilitators should have. Questions can be used to test assumptions, invite participation, gather information and probe for hidden points.
- **Paraphrase to clarify**— Facilitators paraphrase continuously during training. Paraphrasing involves repeating what people say to make sure they know they are being heard, to let others hear their points a second time and to clarify key ideas.
- **Give and receive feedback**— “holding up a mirror” helps the worker to see her/himself in order to make corrections. Also periodically ask for feedback about the pace, process and content.
- **Summarise clearly**— an effective Facilitator can listen to a complex set of ideas and then offer a concise and timely summary.

In the following table, we present the learning plan that include some activities the Facilitator might carry out in order to improve his/her soft skills (we will focus on communication, time management and motivation):

Goal	The Facilitator improves soft skills.
<p style="text-align: center;"><b>Learning outcomes/skills</b></p>	<p>At the end of this learning activity, the Facilitator will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of soft skills in the role of Facilitator.</li> <li>• Identify the main strengths and weaknesses of his/her own soft skills.</li> </ul>



<p><b>Activities to reach the learning outcomes<sup>2</sup></b></p>	<p>To reach the learning goals, the Facilitator will develop the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: diagnostic assessment: check his/her knowledge in several soft skills (<a href="#">see a.1 Checklist SOFT SKILLS</a>).</li> <li>• Activity 2: read the leaflet on soft skills (<a href="#">see 1. Leaflet SOTF SKILLS</a>).</li> <li>• Activity 3: summative assessment: check the level acquisition through a brief self-assessment test.</li> </ul> <p>Other activities (optional):</p> <ul style="list-style-type: none"> <li>• Activity 4: complementary readings and material. <ol style="list-style-type: none"> <li>1) Marom, L. (2018, November 21). <i>Unlocking the Soft Skills Within Your Workforce (And Why It Matters)</i>. Forbes. <a href="https://www.forbes.com/sites/forbescoachesouncil/2018/11/21/unlocking-the-soft-skills-within-your-workforce-and-why-it-matters/?sh=4b5aef73196">https://www.forbes.com/sites/forbescoachesouncil/2018/11/21/unlocking-the-soft-skills-within-your-workforce-and-why-it-matters/?sh=4b5aef73196</a></li> <li>2) Nida'a, K. A., &amp; Worley, J. A. (2018). Leading toward new horizons with soft skills. <i>On the Horizon</i>.</li> <li>3) Samuel, A. (2016, February 2). <i>The Soft Skills of Great Digital Organizations</i>. Harvard Business Review. <a href="https://hbr.org/2016/02/the-soft-skills-of-great-digital-organizations">https://hbr.org/2016/02/the-soft-skills-of-great-digital-organizations</a></li> <li>4) Torres, N. (2015, August 26). <i>Technology Is Only Making Social Skills More Important</i>. Harvard Business Review <a href="https://hbr.org/2015/08/research-technology-is-only-making-social-skills-more-">https://hbr.org/2015/08/research-technology-is-only-making-social-skills-more-</a></li> </ol> </li> </ul>
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<sup>2</sup> The activities proposed are not mandatory. The number of the activities that the Facilitator carries out will depend on his/her previous level on the issue related.

	<p><a href="#">important?autocomplete=true</a></p> <p>5) Wible, A., (2015, December). Strengthening Soft Skills [Video]. TED Conferences. <a href="https://www.youtube.com/watch?v=gkLsn4ddmTs&amp;t=112s">https://www.youtube.com/watch?v=gkLsn4ddmTs&amp;t=112s</a></p>
<p><b>Content/tools needed (platform)</b></p>	<ul style="list-style-type: none"> <li>• Diagnostic and summative assessment: checklist to test level of soft skills (before and after the skill improvement)</li> <li>• SMSs (<a href="#">see SMES →2. INTRODUCING TECHNOSTRESS</a>) and leaflet with most important concepts.</li> <li>• Complementary material (reports, videos, etc.) uploaded in the website related with soft skills and their application.</li> </ul> <ol style="list-style-type: none"> <li>1) Marom, L. (2018, November 21). <i>Unlocking the Soft Skills Within Your Workforce (And Why It Matters)</i>. Forbes. <a href="https://www.forbes.com/sites/forbescoachescouncil/2018/11/21/unlocking-the-soft-skills-within-your-workforce-and-why-it-matters/?sh=4b5aef73196">https://www.forbes.com/sites/forbescoachescouncil/2018/11/21/unlocking-the-soft-skills-within-your-workforce-and-why-it-matters/?sh=4b5aef73196</a></li> <li>2) Nida'a, K. A., &amp; Worley, J. A. (2018). Leading toward new horizons with soft skills. <i>On the Horizon</i>.</li> <li>3) Samuel, A. (2016, February 2). <i>The Soft Skills of Great Digital Organizations</i>. Harvard Business Review. <a href="https://hbr.org/2016/02/the-soft-skills-of-great-digital-organizations">https://hbr.org/2016/02/the-soft-skills-of-great-digital-organizations</a></li> <li>4) Torres, N. (2015, August 26). <i>Technology Is Only Making Social Skills More Important</i>. Harvard Business Review <a href="https://hbr.org/2015/08/research-technology-is-only-making-social-skills-more-important?autocomplete=true">https://hbr.org/2015/08/research-technology-is-only-making-social-skills-more-important?autocomplete=true</a></li> <li>5) Wible, A., (2015, December). Strengthening Soft Skills [Video]. TED Conferences. <a href="https://www.youtube.com/watch?v=gkLsn4ddmTs&amp;t=112s">https://www.youtube.com/watch?v=gkLsn4ddmTs&amp;t=112s</a></li> </ol>

<b>Duration</b>	1-2 hours
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Moreover, Facilitators are fully responsible for all issues related to the process of the training – from the agenda to the applied learning methodologies. The Facilitator should have the following issues under her/his control:

- **Planning a training / learning methodology:** The Facilitator is responsible to coordinate all pre-training preparations including developing an agenda and selecting the methodology for the individual sessions.
- **Learning environment:** People need to feel comfortable to be able to learn effectively. In our case this implies, for example, the place chosen to carry out the training.
- **Material and logistics (or adequacy of resources):** Nothing worse for a Facilitator if s/he runs out of material or the needed equipment is not available.
- **Time management** is one of the main jobs of a Facilitator. A clear and realistic agenda is a precondition for this task, but together with the ability to allow a certain flexibility if it improves the training outcome.

Taking the previous issues under control, **the main tasks for a Facilitator are:**

- explain the learning objectives
- encourage and guide participants to think critically
- listen to participants' comments, questions and feedback
- keep focus and help participants to move throughout the platform
- help with observations and analysis
- help participants arrive at appropriate conclusions
- build trust
- help identify weaknesses and strengths

### 1.2.2 Learning Unit 2: Knowledge about technostress and platform use

<b>2. Acquisition of main knowledge about technostress and platform use</b>	The Facilitator acquires the main knowledge about stress and technostress.
	The Facilitator acquires the main knowledge about the use of the DeSTRESS platform and supports efficiently employees in their learning process.

The goal of the second learning unit is to provide the Facilitator with knowledge related to technostress and technical skills to foster the use of the platform between workers. In order to do that, the learning unit is divided in subunits. The first step consists in developing basic competences about what stress and technostress are and building knowledge about technostressors and its main sources and consequences.

In the following table, we present the learning plan for the first subunit:

<b>Goal</b>	<b>The Facilitator acquires the main knowledge about stress and technostress.</b>
<b>Learning outcomes/skills</b>	<p>At the end of this learning activity, the Facilitator will:</p> <ul style="list-style-type: none"> <li>• Understand the concept of stress, technostress and technostressors.</li> <li>• Understand the risk management standards.</li> <li>• Identify the main risks connected to technostress.</li> <li>• Understand the main sources and consequences of technostress.</li> </ul>
<b>Activities to reach the learning outcomes<sup>3</sup></b>	<p>To reach the learning goals, the Facilitator will develop the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: diagnostic assessment: check his/her</li> </ul>

<sup>3</sup> The activities proposed are not mandatory. The number of the activities that the Facilitator carries out will depend on his/her previous knowledge on the issue related.

	<p>previous knowledge about stress and technostress.</p> <ul style="list-style-type: none"> <li>• Activity 2: read the SMSs and/or the leaflet related (<a href="#">see 2.1 Leaflet Stress Management</a>).</li> <li>• Activity 3: read the leaflet on technostress (<a href="#">see 2.1. Leaflet Technostress</a>).</li> <li>• Activity 4: summative assessment: check the knowledge acquisition through a brief self-assessment test (<a href="#">see a.2 Checklist TECHNOESTRESS</a>).</li> <li>• Activity 5: complementary readings. <ol style="list-style-type: none"> <li>1) Atanasoff, L., &amp; Venable, M. A. (2017). Technostress: Implications for adults in the workforce. <i>The Career Development Quarterly</i>, 65(4), 326-338.</li> <li>2) Eurofound and the International Labour Office (2017). <i>Working anytime, anywhere: The effects on the world of work</i>. Publications Office of the European Union and the International Labour Office. <a href="https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_544138.pdf">https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_544138.pdf</a></li> <li>3) Levin, D. (2016, March 15). <i>How technology is creating a new world of work</i>. McKinsey. <a href="https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/how-technology-is-creating-a-new-world-of-work">https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/how-technology-is-creating-a-new-world-of-work</a></li> <li>4) Richter, A. (2019, September 4). <i>How Your Company Can Combat the Effects of Technostress</i>. Forbes. <a href="https://www.forbes.com/sites/forbestechcouncil/2019/09/04/how-your-company-can-combat-the-effects-of-technostress/?sh=7e85def65c5b">https://www.forbes.com/sites/forbestechcouncil/2019/09/04/how-your-company-can-combat-the-effects-of-technostress/?sh=7e85def65c5b</a></li> <li>5) Rose, D. (2019, July 11). Technostress: Why that</li> </ol> </li> </ul>
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	<p>new productivity tool could be doing your team more harm than good. <i>RescueTime</i>. <a href="https://blog.rescuetime.com/technostress/">https://blog.rescuetime.com/technostress/</a></p> <p>6) Yousif, N. (2018, October). <i>Why you should treat the tech you use at work like a colleague</i> [Video]. TED Conferences. <a href="https://www.ted.com/talks/nadjia_yousif_why_you_should_treat_the_tech_you_use_at_work_like_a_colleague/up-next">https://www.ted.com/talks/nadjia_yousif_why_you_should_treat_the_tech_you_use_at_work_like_a_colleague/up-next</a></p>
<p><b>Content/tools needed (platform)</b></p>	<ul style="list-style-type: none"> <li>• Diagnostic and summative assessment: checklist to test knowledge on stress and technostress (before and after the learning acquisition)</li> <li>• SMSs and leaflet with most important concepts.</li> <li>• Leaflet to sum up the concepts of technostress and technostressors.</li> <li>• Complementary documents (reports and articles) uploaded in the website related with stress and technostress.</li> </ul> <p>1) Atanasoff, L., &amp; Venable, M. A. (2017). Technostress: Implications for adults in the workforce. <i>The Career Development Quarterly</i>, 65(4), 326-338.</p> <p>2) Eurofound and the International Labour Office (2017). <i>Working anytime, anywhere: The effects on the world of work</i>. Publications Office of the European Union and the International Labour Office. <a href="https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_544138.pdf">https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_544138.pdf</a></p> <p>3) Levin, D. (2016, March 15). <i>How technology is creating a new world of work</i>. McKinsey.</p>

	<p><a href="https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/how-technology-is-creating-a-new-world-of-work">https://www.mckinsey.com/business-functions/mckinsey-digital/our-insights/how-technology-is-creating-a-new-world-of-work</a></p> <p>4) Richter, A. (2019, September 4). <i>How Your Company Can Combat the Effects of Technostress</i>. Forbes. <a href="https://www.forbes.com/sites/forbestechcouncil/2019/09/04/how-your-company-can-combat-the-effects-of-technostress/?sh=7e85def65c5b">https://www.forbes.com/sites/forbestechcouncil/2019/09/04/how-your-company-can-combat-the-effects-of-technostress/?sh=7e85def65c5b</a></p> <p>5) Rose, D. (2019, July 11). Technostress: Why that new productivity tool could be doing your team more harm than good. <i>RescueTime</i>. <a href="https://blog.rescuetime.com/technostress/">https://blog.rescuetime.com/technostress/</a></p> <p>6) Yousif, N. (2018, October). <i>Why you should treat the tech you use at work like a colleague</i> [Video]. TED Conferences. <a href="https://www.ted.com/talks/nadjia_yousif_why_you_should_treat_the_tech_you_use_at_work_like_a_colleague/up-next">https://www.ted.com/talks/nadjia_yousif_why_you_should_treat_the_tech_you_use_at_work_like_a_colleague/up-next</a></p>
<b>Duration</b>	1-2 hours

After having developed and strengthened the knowledge on stress and technostress, the second subunit will allow the Facilitator to acquire those competences necessary to use the platform. Thus the Facilitator will understand and manage all the tools and contents offered by the platform. This learning goal is particularly important because controlling the platform will help the Facilitator to support employees throughout their learning process.

In the following table, we present the learning plan for the subunit 2:

<b>Goal:</b>	The Facilitator acquires the main knowledge about the use of the platform and supports employees in their learning process.
<b>Learning</b>	At the end of this learning activity, the Facilitator will:

<b>outcomes/skills</b>	<ul style="list-style-type: none"> <li>• Understand and control the tools offered by the DeSTRESS platform.</li> <li>• Understand which platform sections are dedicated to employees and which one to the Facilitator.</li> </ul>
<b>Activities to reach the learning outcomes</b>	<p>To reach the learning goals, the Facilitator will develop the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: reading the leaflet and tips about how to use the platform and how to identify the main contents/tools (see... THIS LEAFLET HAS NOT WRITTEN YET).</li> </ul>
<b>Content/tools needed (platform)</b>	<ul style="list-style-type: none"> <li>• Leaflet with contents and tools offered by the platform and main tips to use it (see... THIS LEAFLET HAS NOT WRITTEN YET).</li> </ul>
<b>Duration</b>	1-3 hours

### 1.2.3 Learning Unit 3: Digital Age Policies and Action Plan development

<b>3. Digital Action Plan development</b>	The Facilitator takes the course of action needed after interpreting the results of the risk assessment carried out through the platform and develops a medium and long term action plan.
	The Facilitator follows the risks related to technostress up by designing and carrying out regular risk assessments.

The last unit of the Facilitator's guide will focus on how to use all the information collected through the DeSTRESS platform to develop a medium and long term action plan. Once identified the main areas that need to be improved, the Facilitator will design interventions with the goal to reduce technostress and risks factors associated. In this phase, the Facilitator should evaluate with particular attention the results of those groups of people or departments that might be more vulnerable for their own characteristics or for the work developed (e.g. front line employees).



Although the platform offers the contents and the tools to carry out this task, the Facilitator might prefer to request the support of an external Occupational Safety and Health consultant.

Unit 3 is composed by two subunits. In the following table, we present the learning plan for the subunit 1:

<b>Goal:</b>	The Facilitator takes the course of action needed after interpreting the results of the technostress assessment and develop a medium and long term action plan.
<b>Learning outcomes/skills</b>	<p>At the end of this learning activity, the Facilitator will:</p> <ul style="list-style-type: none"> <li>• Be able to interpret the workers' results on technostress collected through the DeSTRESS platform.</li> <li>• Be able to identify the best practices to tackle technostress.</li> <li>• Be able to identify specific practices for vulnerable groups.</li> <li>• Be able to develop the Digital Action Plan.</li> </ul>
<b>Activities to reach the learning outcomes</b>	<p>To reach the learning goals, the Facilitator will develop the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: reading the leaflet about how to interpret workers' risk assessment data collected through the DeSTRESS platform (<a href="#">see 3.2. Data interpretation</a>).</li> <li>• Activity 2: reading and understanding the management practices to achieve the standards (SMSs) and how to implement them (<a href="#">SMSs → 3.2 Management Practices to Achieve the Standards</a>).</li> <li>• Activity 3: reading the material related to vulnerable groups included in the platform.             <ol style="list-style-type: none"> <li>1) Jefferson, R. S. (2019, June 28). <i>More Seniors Are Embracing Technology. But Can They Use It? UCSD Researchers Suggest Asking Them.</i> Forbes. <a href="https://www.forbes.com/sites/robinseatonjefferson/2019/06/28/more-seniors-are-embracing-technology-but-can-they-use-it-ucsd-researchers-suggest-asking-">https://www.forbes.com/sites/robinseatonjefferson/2019/06/28/more-seniors-are-embracing-technology-but-can-they-use-it-ucsd-researchers-suggest-asking-</a></li> </ol> </li> </ul>

	<p><a href="https://www.youtube.com/watch?v=rSWbgNAgAE8">them/?sh=665351b52323</a></p> <p>2) Martinez, I. (2017, January). <i>Helping Seniors Cross the Digital Divide</i> [Video]. TED Conferences. <a href="https://www.youtube.com/watch?v=rSWbgNAgAE8">https://www.youtube.com/watch?v=rSWbgNAgAE8</a></p> <p>3) Molinari, A. (2011, August). <i>Let's bridge the digital divide!</i> [Video]. TED Conferences. <a href="https://www.ted.com/talks/aleph_molinari_let_s_bri_dge_the_digital_divide">https://www.ted.com/talks/aleph_molinari_let_s_bri_dge_the_digital_divide</a></p> <p>4) Smith, A. (2014, April 3). <i>Older Adults and Technology Use</i>. Pew Research. <a href="https://www.pewresearch.org/internet/2014/04/03/older-adults-and-technology-use/">https://www.pewresearch.org/internet/2014/04/03/older-adults-and-technology-use/</a></p> <ul style="list-style-type: none"> <li>• Activity 4: reading the leaflet related to factors to take into account to develop a Digital Action Plan (<a href="#">see 3.1. Leaflet DIGITAL PLAN</a>).</li> </ul>
<p><b>Content/tools needed (platform)</b></p>	<ul style="list-style-type: none"> <li>• Leaflet on how to interpret workers' data on technostress collected through the DeSTRESS platform.</li> <li>• SMSs.</li> <li>• Readings about vulnerable groups.</li> </ul> <p>1) Jefferson, R. S. (2019, June 28). <i>More Seniors Are Embracing Technology. But Can They Use It?</i> UCSD Researchers Suggest Asking Them. Forbes. <a href="https://www.forbes.com/sites/robinseatonjefferson/2019/06/28/more-seniors-are-embracing-technology-but-can-they-use-it-ucsd-researchers-suggest-asking-them/?sh=665351b52323">https://www.forbes.com/sites/robinseatonjefferson/2019/06/28/more-seniors-are-embracing-technology-but-can-they-use-it-ucsd-researchers-suggest-asking-them/?sh=665351b52323</a></p> <p>2) Martinez, I. (2017, January). <i>Helping Seniors Cross the Digital Divide</i> [Video]. TED Conferences. <a href="https://www.youtube.com/watch?v=rSWbgNAgAE8">https://www.youtube.com/watch?v=rSWbgNAgAE8</a></p> <p>3) Molinari, A. (2011, August). <i>Let's bridge the digital divide!</i> [Video]. TED Conferences. <a href="https://www.ted.com/talks/aleph_molinari_let_s_bri_dge_the_digital_divide">https://www.ted.com/talks/aleph_molinari_let_s_bri_dge_the_digital_divide</a></p>

	<p>4) Smith, A. (2014, April 3). <i>Older Adults and Technology Use</i>. Pew Research. <a href="https://www.pewresearch.org/internet/2014/04/03/older-adults-and-technology-use/">https://www.pewresearch.org/internet/2014/04/03/older-adults-and-technology-use/</a></p> <ul style="list-style-type: none"> <li>• Leaflet on factors to take into account to develop a Digital Action Plan.</li> </ul>
<b>Duration</b>	2-4 hours

As said above, in order to tackle technostress, organisations need a long term strategy. The Digital Action Plan needs to include activities to monitor technostress and risks associated. Although in some countries risks assessments details are provided by law, the legal framework of other countries does not offer specific information. The goal of this subunit is to provide to the Facilitator those skills and knowledge to design and develop the risk assessment follow-up. The facilitator will also acquire competences related to techniques and tools to collect information at organisational level and data interpretation. The follow-up of technostress and risks associated will allow to evaluate and readjust the interventions previously implemented.

The subunit will start with a diagnostic assessment, in order to measure previous knowledge. The following table shows the learning plan for the subunit 2:

<b>Goal</b>	<b>The Facilitator follows the risks related to technostress up by designing and carrying out regular risk assessments.</b>
<b>Learning outcomes/skills</b>	<p>At the end of this learning activity, the Facilitator will:</p> <ul style="list-style-type: none"> <li>• Know how to carry out the risk assessment according to the Digital Action Plan.</li> <li>• Identify the more informative objective data related to stress and technostress.</li> <li>• Choose the best approach (quantitative and/or qualitative) to carry out the risk assessment, according to the organisational features.</li> </ul>

	<ul style="list-style-type: none"> <li>• Know how to use the main techniques for the risk assessment.</li> <li>• Interpret data resulting from the risk assessment and readjust specific interventions or practices of the Digital Action Plan if necessary.</li> </ul>
<p><b>Activities to reach the learning outcomes</b></p>	<p>To reach the learning goals, the Facilitator will develop the following activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: diagnostic assessment: check the previous knowledge about risk assessment and risk assessment approaches (<a href="#">see a.3 Checklist RISK ASSESSMENT AND RISK ASSESSMENT APPROACHES</a>).</li> <li>• Activity 2: read the information about risk assessment in the SMSs document (<a href="#">SMSs → ANNEX 2. Risk Assessment</a>) and/or the leaflet about qualitative and quantitative approaches for the risk assessment and procedure to interpret data.</li> <li>• Activity 3: reading and understanding the management practices to achieve the standards (SMSs) to readjust the Digital Action Plan.</li> <li>• Activity 4: summative assessment: check the knowledge acquisition.</li> <li>• Activity 5: complementary readings.       <ol style="list-style-type: none"> <li>1) Boedeker, G. (2021, January 2). <i>Top Pitfalls In Planning And Executing Effective Focus Groups</i>. Forbes. <a href="https://www.forbes.com/sites/forbesbusinesscouncil/2021/02/01/top-pitfalls-in-planning-and-executing-effective-focus-groups/?sh=676893c25116">https://www.forbes.com/sites/forbesbusinesscouncil/2021/02/01/top-pitfalls-in-planning-and-executing-effective-focus-groups/?sh=676893c25116</a></li> <li>2) Eurofound and EU-OSHA (2014). <i>Psychosocial risks in Europe: Prevalence and strategies for prevention</i>. Publications Office of the European Union. <a href="https://osha.europa.eu/en/publications/psychosocial-risks-europe-prevalence-and-strategies-prevention">https://osha.europa.eu/en/publications/psychosocial-risks-europe-prevalence-and-strategies-prevention</a></li> <li>3) International Labour Office (2020). <i>Managing work-related psychosocial risks during the COVID-19</i></li> </ol> </li> </ul>

	<p><i>pandemic</i>. International Labour Office.  <a href="https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/publications/WCMS_748638/lang-en/index.htm">https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/publications/WCMS_748638/lang-en/index.htm</a></p> <p>4) Levy, M. (2012, October 1). <i>Get in the Game: Applying Gamification to On-the-Job Safety</i>. Occupational Health &amp; Safety:  <a href="https://ohsonline.com/Articles/2012/10/01/Get-in-the-Game.aspx">https://ohsonline.com/Articles/2012/10/01/Get-in-the-Game.aspx</a></p> <p>5) Work Group for Community Health and Development (2005). <i>Community and Assessment</i>. Community Tool Box:  <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main</a></p> <p>6) Work Group for Community Health and Development (2005). <i>Conducting a survey</i>. Community Tool Box:  <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main</a></p>
<p><b>Content/tools needed (platform)</b></p>	<ul style="list-style-type: none"> <li>• Diagnostic and summative assessment: checklist to test previous knowledge on assessment and risk assessment approaches (before and after the learning acquisition)</li> <li>• SMSs and leaflet with tips about and a summary of qualitative and quantitative approaches for the risk assessment (<a href="#">see 3.2 Leaflet Risk assessment</a>) and procedure to interpret data.</li> <li>• Management practices to achieve the standards (SMSs) to select interventions and correct.</li> <li>• Documents (reports and articles) uploaded in the website related with organisational risk assessment.</li> </ul> <p>1) Boedeker, G. (2021, January 2). <i>Top Pitfalls In Planning And Executing Effective Focus Groups</i>. Forbes.  <a href="https://www.forbes.com/sites/forbesbusinesscouncil/">https://www.forbes.com/sites/forbesbusinesscouncil/</a></p>

	<p><a href="https://www.osha.europa.eu/en/publications/psychosocial-risks-europe-prevalence-and-strategies-prevention">2021/02/01/top-pitfalls-in-planning-and-executing-effective-focus-groups/?sh=676893c25116</a></p> <p>2) Eurofound and EU-OSHA (2014). <i>Psychosocial risks in Europe: Prevalence and strategies for prevention</i>. Publications Office of the European Union. <a href="https://osha.europa.eu/en/publications/psychosocial-risks-europe-prevalence-and-strategies-prevention">https://osha.europa.eu/en/publications/psychosocial-risks-europe-prevalence-and-strategies-prevention</a></p> <p>3) International Labour Office (2020). <i>Managing work-related psychosocial risks during the COVID-19 pandemic</i>. International Labour Office. <a href="https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/publications/WCMS_748638/lang-en/index.htm">https://www.ilo.org/global/topics/safety-and-health-at-work/resources-library/publications/WCMS_748638/lang--en/index.htm</a></p> <p>4) Levy, M. (2012, October 1). <i>Get in the Game: Applying Gamification to On-the-Job Safety</i>. Occupational Health &amp; Safety: <a href="https://ohsonline.com/Articles/2012/10/01/Get-in-the-Game.aspx">https://ohsonline.com/Articles/2012/10/01/Get-in-the-Game.aspx</a></p> <p>5) Work Group for Community Health and Development (2005). <i>Community and Assessment</i>. Community Tool Box: <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-focus-groups/main</a></p> <p>6) Work Group for Community Health and Development (2005). <i>Conducting a survey</i>. Community Tool Box: <a href="https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main">https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conduct-surveys/main</a></p>
<b>Duration</b>	2-5 hours