

Day 2: ORGANIZATIONAL WELLBEING - From Awareness to Action

Facilitating Partner: bit cz Training

Wellbeing Level: Workplace

Target Group: The primary target group of this workshop consists of adult learners and professionals from diverse sectors (e.g., NGO staff, educators, HR professionals, caregivers, and other employees) who are interested in improving their workplace well-being and applying practical tools in their daily work environment. The workshop is designed to be inclusive and relevant regardless of professional background, focusing on real-life workplace experiences and challenges.

The secondary target group includes adult educators, trainers, and facilitators working in the field of well-being, who can use this syllabus as a practical guide for delivering similar workshops. The structure, activities, and facilitation approach are designed to support replication, adaptation, and further use in adult education and training contexts.

Total Duration: 6 hours (including breaks and lunch)

PURPOSE OF THE DAY:

Creating Healthy, Inclusive, and Sustainable Workplaces

Day 2 focuses on workplace well-being as a shared responsibility between individuals, teams, and organizations. Building on the completed MOOC units, participants will explore how stress, burnout, conflict, diversity, and employee support systems influence everyday work life.

Through interactive exercises, reflection, and practical tools, participants will strengthen their ability to recognize psychosocial risks, communicate assertively, manage conflict constructively, and actively use workplace resources to support well-being. The day emphasizes practical application, peer learning, and translating digital learning into real-life workplace action.

10:00 – 10:30 | Welcome & Workplace Well-being Check-in

Session Description:

Opening of Day 2 with a facilitated check-in focused on workplace experiences. Participants reconnect after the MOOC, share expectations, and reflect briefly on how workplace well-being currently shows up in their professional lives.

Workshop Aim

- Create a safe, participatory learning climate
- Help participants transition from MOOC to face-to-face learning
- Activate prior knowledge from digital units
- Surface expectations, needs, and workplace realities
- Gently introduce the workplace well-being lens

1. Welcome & Framing the Day (5 minutes)

Facilitator input (short):

- **Welcome participants and introduce Day 2 focus:**
 - *“Today we move from individual well-being to workplace well-being — how work structures, relationships, communication, and systems influence how we feel, function, and perform.”*
- **Emphasize:**
 - This is not a lecture day
 - Focus on practice, reflection, and real workplace situations
 - No obligation to share personal details

2. Ice-breaker: “One Word from My Workplace” (5 minutes)

Format: Plenary, round or popcorn style

Materials: None (optional flipchart)

Instruction to participants:

“Think about your current workplace. What is one word that best describes how it feels for you these days?”

Examples (participants choose freely):

- supportive
- demanding
- chaotic
- motivating
- exhausting
- collaborative
- tense

Facilitator role:

Ø Note a few words on flipchart

Ø Do not interpret or judge

Close with:

“These words show how diverse workplace experiences are — and why workplace well-being matters.”

Well-being skill activated:

Emotional awareness, normalization, group safety

3. Individual Reflection: Expectations & Needs (7 minutes)

Format: Individual writing (silent)

Provide participants with 3 reflection questions (slide or handout):

1. What motivated me to join this workplace well-being workshop?

2. What is one workplace challenge I hope to better understand or handle?
3. What would make today practically useful for me?

Participants write for themselves (no obligation to share).

Well-being skill activated:

Self-awareness, intentional learning

4. Pair Exchange: From Expectation to Reality (8 minutes)

Format: Pair work

Instructions:

Participants share with a partner:

- One expectation they wrote
- One workplace situation they often find stressful, difficult, or unclear

Guiding prompts for pairs:

- Is this challenge individual, relational, or organizational?
- Is it something you feel you *should* cope with alone?

5. Plenary Harvest: Connecting Expectations to the Day (5 minutes)

Format: Facilitated group discussion

Questions to the group:

- What themes are repeating?
- What feels hardest to address in everyday work life?
- Where do you feel least supported at work?

Facilitator links responses to the programme:

- Stress & burnout → Workshop 1

- Support systems & benefits → Workshop 2
- Teams, diversity, conflict → Workshop 3
- Communication & boundaries → Workshop 4

10:30–12:00 | Workshop 1: Understanding Workplace Stress and Burnout

Duration: 90 minutes

Well-being focus: Workplace (individual + organizational perspective)

Workshop Aim:

This workshop helps participants translate MOOC knowledge into lived experience by recognizing how stress and burnout develop in real workplace contexts. The focus is on early recognition, prevention, and shared responsibility, not diagnosis or treatment.

Learning Objectives

By the end of this workshop, participants will be able to:

- Identify early warning signs of stress and burnout in themselves and others
- Distinguish healthy stress from harmful, chronic stress
- Understand burnout as a gradual process, not personal failure
- Practice early preventive actions applicable in everyday work life

Materials Needed: Flipcharts / markers, Scenario cards or printed slides, Pens / sticky notes

1. Individual Exercise: “My Workplace Stress Signals”

Time: 10 minutes

Format: Individual reflection

Instructions:

Participants reflect silently and write down short notes in response to:

- What situations at work currently create the most pressure for me?
- How does stress usually show up for me first?
 - ☐ physical
 - ☐ emotional
 - ☐ cognitive
 - ☐ behavioral
- Which signals do I tend to ignore or normalize?

Key message:

Stress signals are information, not weakness.

2. Pair Work: Normalization of Stress

Time: 15 minutes

Format: Pair exchange

Instructions:

Participants share with a partner:

- *One early stress signal they often overlook*
- *One reason why early action feels difficult at work*

Guiding questions for pairs:

- *What stops people from acting early?*
- *What messages do workplaces send about stress?*

Facilitator note:

Emphasize common patterns, not personal shortcomings.

Well-being skill practiced:

Peer reflection, de-stigmatization

3. Interactive Input: Stress vs. Burnout (Short Theory Block)

Time: 15 minutes

Format: Facilitated input with questions

Core points (interactive, not lecture):

- Stress = response to demands
- Burnout = result of chronic imbalance between demands and resources
- Difference between:
 - healthy stress (time-limited, meaningful, recoverable)
 - harmful stress (persistent, uncontrollable, unsupported)
- Burnout as a process, not a sudden collapse

Participants are invited to connect concepts to what they just discussed.

Well-being skill practiced:

Cognitive clarity, reframing

4. Small Group Work: Workplace Stress Scenarios

Time: 25 minutes

Format: Groups of 3–4

Activity:

Each group receives a short realistic workplace scenario, for example:

- constant time pressure
- unclear roles
- digital overload
- team tension
- lack of recovery

Group task:

- Identify visible stress signals
- Decide: healthy or harmful stress?
- Suggest early preventive actions:
 - individual level
 - team or organizational level

Groups write key points on flipchart or cards.

Well-being skill practiced:

Analysis, shared responsibility, prevention mindset

5. Plenary Reflection: Why Early Prevention Is Difficult

Time: 15 minutes

Format: Facilitated discussion

Questions:

- Why do workplaces react late to stress?
- What gets normalized?
- Where does responsibility usually get shifted to individuals?

Facilitator links discussion to:

- psychological safety
- leadership role
- team culture
- recovery as part of performance

6. Individual Action Step: “One Small Preventive Change”

Time: 10 minutes

Format: Individual commitment

Instruction:

Participants complete the sentence:

“One small action I can take to reduce harmful stress at work is...”

Examples:

- setting a boundary
- taking real breaks
- asking for clarity
- speaking up earlier

Participants keep this note for the final reflection.

Well-being skill practiced:

Action orientation, sustainability

Facilitation Notes:

- Avoid medical or diagnostic language
- Normalize stress as systemic, not personal failure
- Reinforce that early action is a strength
- Keep the pace dynamic and participatory

Closing sentence:

“Now that we understand how stress and burnout develop, we will look at how workplaces can actively support well-being through benefit systems and organizational resources.”

Transition to Lunch / Next Workshop

13:00–14:30 | Workshop 2: Employee Benefits and Workplace Support Systems

Duration: 90 minutes

MOOC alignment: Unit 6 – Employee Benefit Systems and Well-being

Well-being focus: Workplace (organizational + individual agency)

Workshop Aim

This workshop supports participants in actively using workplace support systems and employee benefits to improve well-being. Rather than viewing benefits as passive or “HR-owned,” participants learn to see them as resources for prevention, recovery, and equity, and to identify barriers that prevent their effective use.

The workshop emphasizes employee perspective, trust, accessibility, and life-stage relevance.

Learning Objectives

By the end of this workshop, participants will be able to:

- Recognize how employee benefit systems support workplace well-being, not only compensation
- Reflect on their own use (or non-use) of available benefits
- Identify barriers to benefit access and trust
- Understand benefit systems as a shared responsibility (organization + employee)
- Plan one practical step to use or promote benefits more effectively

Materials Needed

- Flipcharts and markers
- Sticky notes

- Optional: printed benefit self-evaluation worksheet (Unit 6)

1. Individual Reflection: “What Support Do I Actually Use?”

Time: 10 minutes

Format: Individual work

Instructions:

Participants reflect silently on the following questions:

What workplace benefits or support systems are available to me?

- Which ones do I actually use?
- Which ones support my well-being most?
- Which ones do I ignore or avoid?

Participants write privately (no sharing required).

Well-being skill practiced:

Awareness, ownership, self-evaluation

2. Small Group Exchange: Benefit Experiences

Time: 15 minutes

Format: Groups of 3

Instructions:

In small groups, participants share:

- One benefit they found genuinely helpful
- One benefit they never use (and why)

Guiding prompts:

- Is the barrier informational, cultural, emotional, or practical?
- Is there fear of stigma or judgment?

Facilitator note: Encourage honesty; normalize mixed experiences.

Well-being skill practiced:

Peer learning, normalization, trust-building

3. Facilitated Input: Benefits as Well-being Resources

Time: 15 minutes

Format: Interactive input

Key messages (short, discussion-based):

Benefits are preventive tools, not crisis solutions only

Well-being benefits work best when:

- understood
- trusted
- flexible
- equitable

Difference between:

- formal benefits
- informal workplace support

Role of transparency and communication

Link explicitly to MOOC Unit 6 concepts.

Well-being skill practiced:

Reframing, systems thinking

4. Group Activity: Mapping Workplace Support Systems

Time: 25 minutes

Format: Groups of 4–5

Activity description:

Each group maps a typical workplace support ecosystem (real or fictional):

- Benefits (health, flexibility, learning, financial, digital)
- Informal supports (team support, leadership, flexibility)
- Gaps and blind spots

Group tasks:

1. Identify which supports prevent stress and burnout
2. Identify who benefits most — and who is left out
3. Propose one improvement to increase accessibility or trust

Groups visualize results on flipchart.

Well-being skill practiced:

Equity awareness, systems analysis, prevention thinking

5. Plenary Discussion: Barriers and Trust

Time: 15 minutes

Format: Facilitated discussion

Guiding questions:

Why do people avoid benefits of well-being?

How do power, culture, or stigma influence use?

What role do managers and peers play?

Facilitator links discussion to:

Ø psychological safety

Ø leadership responsibility

Ø equity vs. equality

6. Individual Action Step: “One Benefit I Will Use or Promote”

Time: 10 minutes

Format: Individual commitment

Instruction:

Participants complete:

“One workplace support or benefit I will use, explore, or actively promote is...”

Optional:

Who could support this action?

What might block it?

Participants keep this note for the final reflection.

Well-being skill practiced:

Agency, action planning

Facilitation Notes – Summary of the session

- Avoid HR jargon; keep employee perspective
- Emphasize choice and autonomy, not obligation

- Normalize skepticism and mistrust
- Reinforce that benefits are part of well-being culture, not perks

Transition to Pause to Recharge

Closing sentence:

“Support systems matter only if people feel safe and able to use them. Let’s take a short break to model recovery in practice.”

15:00–16:00 | Workshop 3: Team Diversity, Conflict, and Psychological Safety

Duration: 60 minutes

MOOC alignment: Unit 8 (Team Diversity) & Unit 10 (Conflict & Assertiveness)

Well-being focus: Team & relational well-being

Workshop Aim

This workshop helps participants understand how diversity, everyday tensions, and conflict influence workplace well-being. The focus is on awareness, inclusion, and psychological safety, rather than conflict resolution techniques (which are addressed in Workshop 4).

Participants explore how differences in perspectives, roles, communication styles, and working modes can be both a resource and a source of stress in teams.

Learning Objectives

By the end of this workshop, participants will be able to:

- Recognize diversity as a normal feature of workplace teams
- Identify how misunderstandings and tension arise in everyday collaboration
- Understand the concept of psychological safety
- Reflect on behaviors that strengthen or weaken inclusion and trust

Materials Needed: Flipchart or whiteboard, Markers, Optional scenario cards

1. Ice-breaker: “Different Perspectives”

Time: 10 minutes

Format: Individual → plenary

Instructions:

Participants reflect silently and complete the sentence:

“In team situations, I usually prefer to...”

Examples (participants choose freely):

- speak quickly and openly
- think first and speak later
- work independently
- collaborate closely
- avoid conflict
- address issues directly

Plenary reflection:

- Notice diversity in preferences
- Emphasize: *“Different does not mean wrong.”*

Well-being skill practiced:

Perspective awareness, normalization of diversity

2. Small Group Work: Everyday Team Tensions

Time: 20 minutes

Format: Groups of 3–4

Activity description:

Each group discusses a common team situation, such as:

- remote vs. on-site work
- different communication styles
- generational expectations
- unequal participation in meetings

Group questions:

1. Where could tension arise?
2. What might each side *need*?
3. What behaviors could reduce misunderstanding?

Groups note 2–3 key insights.

Well-being skill practiced:

Empathy, perspective-taking, relational awareness

3. Facilitated Input: Psychological Safety (Short)

Time: 10 minutes

Format: Interactive input

Key messages:

- Psychological safety = feeling safe to speak up, ask, disagree
- It reduces stress and prevents conflict escalation
- It is created through everyday behaviors, not policies

Invite participants to give examples of:

- behaviors that increase safety
- behaviors that silence people



Well-being skill practiced:

Awareness of relational climate

4. Plenary Reflection: Inclusion in Practice

Time: 15 minutes

Format: Facilitated discussion

Guiding questions:

- What makes people withdraw in teams?
- When do differences become stressful?
- What small behaviors increase inclusion?

Facilitator links insights to:

- shared responsibility
- leadership influence
- everyday communication

5. Individual Takeaway: “One Inclusive Action”

Time: 5 minutes

Format: Individual reflection

Instruction:

Participants complete:

“One small action I can take to strengthen psychological safety in my team is...”

Examples:

- inviting quieter voices
- clarifying expectations



- documenting decisions
- checking assumptions

Participants keep this for final reflection.

Well-being skill practiced:

Action orientation, inclusion

Facilitation Notes

- Keep examples concrete and non-sensitive
- Avoid turning this into conflict-solving
- Emphasize everyday behaviors over personality
- Normalize tension as part of collaboration

Transition to Break / Workshop 4

Closing sentence:

“Differences and tensions are normal in teams. What matters is how we communicate and set boundaries — which is exactly what we’ll practice next.”

16:00–17:00 | Workshop 4: Assertiveness and Constructive Communication at Work

Duration: 60 minutes

MOOC alignment: Unit 10 – Conflict Management and Assertiveness

Well-being focus: Communication, boundaries, conflict prevention

Workshop Aim

This workshop supports participants in practicing assertive communication as a workplace well-being skill. The focus is on everyday situations where people struggle to speak up, set boundaries, or address tension early.

Rather than role-playing extreme conflicts, participants work with realistic, low-threshold scenarios they are likely to encounter at work.

Learning Objectives

By the end of this workshop, participants will be able to:

- Distinguish assertive communication from passive or aggressive responses
- Practice expressing needs and boundaries respectfully
- Use simple assertive language (“I” statements) in everyday work situations
- Increase confidence in addressing tension early rather than avoiding it

Materials Needed: Flipchart / markers, Printed assertiveness template (optional), Pens

1. Warm-up Reflection: “When Is It Hard to Speak Up?”

Time: 10 minutes

Format: Individual → plenary

Instructions:

Participants reflect silently and choose one situation where assertiveness feels difficult:

- saying no to extra work
- giving feedback
- asking for clarity
- addressing unfair behavior
- speaking up in meetings

Plenary prompt (voluntary sharing):

- What makes these situations difficult?

- What do people fear losing?

Well-being skill practiced:

Self-awareness, emotional insight

2. Short Input: Assertiveness Basics

Time: 10 minutes

Format: Facilitated input with examples

Key points (brief, practical):

- Passive vs. aggressive vs. assertive communication
- Assertiveness = respect for self and others
- Link between lack of assertiveness and stress/burnout
- Assertiveness as prevention, not confrontation

Use 1–2 concrete examples.

Well-being skill practiced:

Conceptual clarity, reframing

3. Pair Practice: Assertive “I” Statements

Time: 20 minutes

Format: Pair work

Activity description:

Each participant chooses a realistic workplace situation (not too sensitive).

They practice using the structure:



I feel ____ when ____ because ____ . I need / request ____ .

Partners:

- listen
- reflect back
- help adjust tone (clear, calm, respectful)

Participants switch roles.

Well-being skill practiced:

Clear expression, boundary-setting, emotional regulation

4. Group Reflection: What Changed?

Time: 10 minutes

Format: Plenary discussion

Guiding questions:

- How did assertive wording feel?
- What was difficult?
- What felt empowering?

Facilitator links reflections to:

- reduced tension
- clarity
- psychological safety
- prevention of conflict escalation

5. Individual Commitment: “One Assertive Action”

Time: 10 minutes

Format: Individual reflection

Instruction:

Participants complete:

“One situation where I will practice assertiveness at work is...”

“One sentence I could use is...”

This commitment connects directly to:

- Workshop 1 (stress prevention)
- Workshop 3 (team dynamics)
- Final closing reflection

Well-being skill practiced:

Action planning, confidence building

Facilitation Notes

- Keep scenarios everyday and non-confrontational
- Encourage experimentation, not perfection
- Normalize discomfort when practicing assertiveness
- Avoid therapy-style processing

Transition to Pause to Recharge 17:00 – 17:30

Closing sentence:

“Assertiveness is not about winning or confronting — it’s about protecting well-being through clarity and respect. Let’s now bring the whole day together.”

17:30–18:30 | Reflection & Closing: From Learning to Workplace Action

Duration: 60 minutes

Focus: Integration, reflection, commitment, transfer to practice

Purpose of the Closing Session

This session helps participants:

- Integrate insights from the full day
- Reflect on personal, team, and organizational well-being
- Translate learning into concrete workplace actions
- Leave with a sense of closure, motivation, and shared responsibility

Learning Outcomes

By the end of this session, participants will:

- Identify key workplace well-being skills they practiced today
- Reflect on how stress, benefits, diversity, and communication are connected
- Formulate one realistic action to apply in their workplace
- Recognize workplace well-being as a shared and ongoing process

Materials Needed: Reflection sheets or blank paper, Pens, Flipchart / markers

1. Guided Reflection: “What Stayed With Me?”

Time: 10 minutes

Format: Individual reflection (silent)

Instructions:

Participants reflect and write short notes in response to:

- One insight from today that surprised me
- One moment that felt relevant to my own workplace
- One skill I want to strengthen further

Participants keep notes for themselves.

Well-being skills activated:

Reflection, meaning-making

2. Small Group Exchange: Connecting the Dots

Time: 15 minutes

Format: Groups of 3–4

Instructions:

In small groups, participants discuss:

- How are stress, burnout, benefits, diversity, and communication connected?
- Where do small changes have the biggest impact?
- What feels within our influence — and what doesn't?

Facilitator note:

Encourage systems thinking, not individual blame.

Well-being skills activated:

Systems awareness, peer learning

3. Plenary Harvest: Workplace Well-being Is...

Time: 10 minutes

Format: Plenary discussion

Prompt:

“Based on today, workplace well-being is...”

Participants complete the sentence aloud (one phrase each).

Examples:

- shared responsibility
- early action
- clear communication
- trust and safety
- practical, not perfect

The facilitator captures key words on flipchart.

Well-being skills activated:

Shared meaning, collective reflection

4. Individual Action Planning: “One Workplace Commitment”

Time: 15 minutes

Format: Individual work

Instructions:

Participants write a short personal commitment:

- One workplace situation I want to handle differently
- One well-being skill I will practice (e.g. early stress action, using benefits, inclusive behavior, assertiveness)
- One small, realistic step I will take in the next 2–4 weeks

Optional prompt:

- Who or what could support this action?

Participants are encouraged to keep this as a reminder.

Well-being skills activated:

Agency, sustainability, responsibility

5. Closing Circle: Final Takeaway

Time: 10 minutes

Format: Plenary circle (voluntary sharing)

Prompt:

“One word or sentence I’m taking from today into my workplace is...”

The facilitator thanks participants and acknowledges the work done during the day.

Final Framing & Goodbye (Last 5 minutes)

Facilitator closing message:

- Reinforce that:
 - workplace well-being is not about perfection
 - small actions matter
 - early action prevents escalation
- Link Day 2 to:
 - Day 1 (personal well-being)
 - Day 3 (societal well-being)

Thank participants for openness and engagement



Facilitator's quick manual for conducting the workshop

1. Role of the Facilitator

The facilitator's role is not to teach in a traditional sense, but to guide reflection, enable dialogue, and support practical learning. This workshop is designed as an experiential, participant-centered process, where learning emerges from real workplace experiences.

You are responsible for:

- Creating a safe, respectful, and inclusive environment
- Encouraging participation without pressure
- Keeping the focus on practical application
- Managing time and group dynamics
- Linking discussions to workplace realities and actions

2. Preparing for the Workshop

Before the session:

- Review all session flows and timing carefully
- Prepare materials (flipcharts, markers, handouts, scenario cards, reflection sheets)
- Arrange the room to support interaction (circles, small groups)
- Familiarize yourself with key concepts: stress vs. burnout, psychological safety, assertiveness, workplace systems

Important:

Participants have completed MOOC learning. Your role is to activate and apply that knowledge, not repeat theory.

3. Setting the Tone (Opening Session)

Start by clearly framing the day:

- Emphasize that this is a practical, interactive space

- Normalize that workplace challenges are shared and systemic
- Clarify that sharing is voluntary

Create psychological safety by:

- Using neutral, non-judgmental language
- Acknowledging diverse workplace realities
- Avoiding personal interpretation of participants' experiences

4. Facilitating the Sessions

a) Encourage Active Participation

- Use open questions rather than giving answers
- Allow thinking time before responses
- Balance participation (invite quieter voices, manage dominant ones)

b) Keep Discussions Grounded

- Bring conversations back to real-life workplace situations
- Ask: *"How does this show up in your work?"*
- Focus on what participants can influence

c) Manage Group Dynamics

- Normalize differences in opinions and experiences
- Avoid letting discussions become complaint-focused or overly personal
- Redirect gently if conversations become too sensitive or off-topic

d) Use Reflection as a Core Tool

Reflection is central to this workshop.

Encourage participants to:

- Connect content to their own experience
- Identify patterns (stress, communication, team dynamics)

- Translate insights into small, realistic actions

5. Handling Sensitive Topics

Some topics (stress, burnout, conflict) may trigger strong reactions.

Facilitator guidelines:

- Do not provide therapy or diagnosis
- Keep discussions at a general, workplace level
- Acknowledge emotions without deep processing
- Offer participants the option to step back if needed

Key message to reinforce:

Workplace well-being is a shared responsibility, not an individual weakness.

6. Time Management

The day is tightly structured. To stay on track:

- Clearly explain instructions before each activity
- Monitor time and give gentle reminders
- Prioritize reflection and discussion over content delivery
- If needed, shorten discussions rather than skipping activities

7. Linking the Workshops Together

Throughout the day, help participants see connections:

- Stress & burnout → early recognition and prevention
- Benefits & support systems → organizational responsibility
- Diversity & teams → relational dynamics
- Assertiveness → practical communication tool

Reinforce that:

Workplace well-being emerges from the interaction of individual, team, and organizational factors.

8. Supporting Action and Transfer

A key goal is application beyond the workshop.

Encourage participants to:

- Focus on small, realistic changes
- Identify one concrete action per session
- Reflect on what is within their control

Avoid:

- Overly ambitious or unrealistic plans
- Abstract or theoretical conclusions

9. Closing the Day

The final session is essential for integration.

Facilitator responsibilities:

- Guide participants to summarize key insights
- Support them in defining one actionable commitment
- Reinforce key messages:
 - Small actions matter
 - Early action prevents escalation
 - Well-being is ongoing and shared