



# soufflearning

## Training manual

-English version-



Education and Culture DG

Lifelong Learning Programme

SOUFFLEARNING, the project has been funded with support from the European Commission, DG Education and Culture. This online publication is provided by the beneficiaries' organisations and reflects the views only of the authors. The Commission cannot be held responsible for any use which may be made of the information contained therein, as well as regarding its accuracy and its respect to copyright.



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## Soufflearning Training Manual

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## 1) Introduction

What does Soufflearning mean? When is a Soufflearning useful? What should be considered before introducing a practical training?

This manual should be seen as compendium about the meaning and way of realization Soufflearnings.

It is written for employers, educational institutions and trainers.

As there are no standardised situations nor given training fields, Soufflearning always depends on the specific situation of the small or medium enterprises (SMEs), thus the trainer should have specific skills and social competences.

In 2011 and 2012 the manual was updated. Now it exists in five different languages: English, German, French, Czech and Italian. Some specific adaptations for the partner countries were made, so that the English version is not equally worded with other language versions in a few parts.

If you have any questions, have a look at the FAQs on the website [www.soufflearning.com](http://www.soufflearning.com) or contact [Kristin.auer@wilabonn.de](mailto:Kristin.auer@wilabonn.de)

## 2) What does Soufflearning exactly mean?

### 2.1 Soufflearning definition

Soufflearning is a training concept that is specifically designed to be close to work processes. Based on the thesis that micro and small enterprises need a flexible and targeted learning method to improve the skills of their employees Soufflearning is particularly tailored to SMEs and takes place in the enterprises.

Soufflearning is a training concept

- which provides small learning-modules, focused directly on the specific needs and the particular facilities of the enterprise and the participating employees
- which has subsequent periods of self learning on the job
- where newly gained skills are immediately applicable in everyday work and constantly critically are scrutinised for their relevance and applicability
- which allows the internalisation of the newly acquired know-how without impairing the work flow.
- which leads to learning from one another within the company in such a way that all employees are optimally equipped to be able to deal with the growing complexity of

every day working life. Better skills, knowledge and flexibility do improve the employability of the individual.

## **2.2 The concept of Soufflearning implicates 5 principles:**

### **1. Principle: In-house Training**

Soufflearning takes place in the enterprise instead of sending staff to external seminars. In small enterprises employees can hardly be spared due to their professional duties. Furthermore internal training can be better tailored to real needs and thus often gains greater regard and importance in comparison with external training.

### **2. Principle: Real work situations**

Employees are trained on the job while doing their “everyday work”. They are accompanied at their workplaces and get personal feedback afterwards. The trainer refers to their experienced situations, for example how they dealt with different customers, how they handled a difficult situation, how they cooperated with each other in the team.

### **3. Principle: Individual training**

Soufflearning is always adjusted to the specific personal situation and individual progress of the single employee. Employees get personal feedback after having been accompanied. Each participant finds out about his individual skills and points of optimization. The trainer provides proposals for work action and the employee decides on which point he wants to concentrate the next days. According to the different needs of employees further personal talks and accompaniments follow.

### **4. Principle: Motivating effect**

Soufflearning has a motivating effect on employees because the trainer believes in the abilities of the participants and that they want to improve their personal skills. He takes their individual way of learning and personal situation into consideration. That is why employees feel more understood and supported. Learning then feels easier which also has a positive effect on the workflow.

### **5. Principle: Long-lasting impact**

A balanced mix of accompaniments and self-learning sequences help employees to develop their personal skills step by step. By applying their knowledge to their every day working situations they easier retain and solidify what they have learned. Thus a high grade of learning transfer and long-lasting impact can be achieved.

## **3) What kind of SMEs should take part in this training?**

Soufflearning is ideal for micro, small and medium enterprises (up to 50 employees), especially for those who do not have resources to release staff for additional training.

Soufflearning is a useful training concept for Enterprises that have to do with customer service whether they provide services or sell products. This also includes health care providers as for example doctors' practices, clinics and pharmacies. Manufacturing plants and handicraft businesses might also suit though with this business fields there does not exist any practical experience with Soufflearning yet.

The enterprises should first only focus on one or two training issues to give the Soufflearning a clear and easy start. If more issues are required they should be handled in a follow-up process after the employees got used to the training concept and made progress.

Possible training issues could be, for example customer service, sales, team communication, management and leadership, EDP Office applications, office organisation, time management.

The enterprise should be aware that with the launched process changes come along in the business because Soufflearning gives impetus to the continues improvement process.

#### 4) What kind of trainer do you need for a successful training?

First of all, the trainer must be well acquainted with the Soufflearning training concept regarding its meaning and principles.

##### **Requested competencies**

###### ***Expertise***

The trainer must be able to teach the training skills that are required.

Basic knowledge of the company's field of work would be useful although the trainer does not need any special knowledge.

###### ***Key competencies***

Trainers must have highly developed communicative skills. Trainers must communicate clearly and straight to the point without scaring the participating employees. Trainers must be able to gain confidence both of the employees and the employers and find the right balance between them.

Trainers must act with the focus on solutions even if difficult situations come up during the process.

Trainers should take into consideration that Soufflearning is a very flexible method, which means there is no fixed timetable like in other further educational trainings.

Trainers must interact and talk to the participants at eye-level.

###### ***What trainers should not do:***

- disturbing employees when accompanying them at their workplaces,
- concentrating on negative points only when giving advice or feedback,
- judging the employees when giving feedback.
- Being impatient when employees need more time to solidify what they have learned

- Having only little contact to employers during the Soufflearning process

In general it is useful for educational institutions to have a choice of trainers for different topics to be flexible with specific requirements.

According to the experience gained by trainers when applying the method Soufflearning in Italian companies, we wanted to define in detail the requirements trainers have to meet in terms of skills, knowledge and attitudes, especially in relation to the specific aspects of our country.

### **Skills**

The trainer of Soufflearning should be able to:

- listen actively;
- understand the responses of others and why they react in certain ways;
- monitor and evaluate the work performance of people or organizations in order to improve or correct it;
- manage their own time schedule as well as the time schedule of others;
- understand the implication of new information for the present and future solving of problems and for decision making processes;
- discuss in an open and unbiased way in order to reach agreements and try to combine different opinions;

### **Knowledge**

The trainer of Soufflearning should know:

- the principles and methods for scheduling a training;
- the tools for the evaluation of customer needs, the achievement of quality standards and evaluation of customer satisfaction;
- about behavior and human performance and the mechanisms that govern learning and motivation;
- about group behavior and dynamics.

### **Attitudes**

- The trainer Soufflearning should have attitude to Communicate and interact in a simple way;
- Recognize problems;
- Understand quickly the importance and implication of a problem and come to a conclusion.

## **5) What is important when analysing training needs?**

A reason for being interested in starting a training sequence often is that qualification needs seem to be evident and a reaction is required immediately. Typical indications for training

needs could be, for example increase of complaints, deficient products, lack of flexibility, inefficiency, suggestions for improvement, conflicts at work.

The analysing of training needs is mainly based on demonstrable facts and on assumptions about the future requirements. Sometimes latent training needs are also hidden under the surface and might come out during the process of Soufflearning.

Employees should also be involved in the first phase of analyzing because their expertise and internal know-how helps to get the full spectrum of needs. The chance to participate at an early stage activates the staff and motivates for the planned Soufflearning.

The interview with the employer gives answers to 3 key questions:

- 1) Which goals does the company follow?
- 2) Which competencies/skills are needed?
- 3) In which time a positive result should be reached?

Sources for information about the current situation could be for example employee surveys, job outlines, task descriptions, reports, set-actual comparison, SWOT, appraisal interviews, suggestion scheme.

## 6) What are the necessary steps to be taken?

→ [“Work schedule of Soufflearning process”](#)

### **Work schedule of Soufflearning process**

#### **1. Meeting of VET organization and interested employer.**

- Introduction of educational institution and project
- Mentioning examples of successful Soufflearning projects and benefits for employer
- Determination of training requirements

→ [SAMPLEFORM Questionnaire “Determination of training requirements”](#)

- Prize negotiations

#### **2. VET organization chooses the right trainer.**

Trainer should have good communication skills and also be able to mediate between all project participants.

Trainer should be fit in Soufflearning method and in training skills required.

Basic knowledge of the business field is useful but not strictly necessary.

Soufflearning is a long-term training that takes several weeks to months. The trainer should take this fact into consideration when planning his annual work

Trainers also have to be flexible when it comes to operating times.

The operating times depend on the opening hours of the enterprise, for example when dealing with customer service. Besides the trainer has to adapt oneself to the working hours of the training participants. Sometimes operating times have to be changed, reduced or expanded depending on the situation on site.

#### **3. VET organization informs trainer on project and what training skills are exactly required.**

#### **4. Trainer works out suitable training plan.**

Training plan gives information about contact details of project partners, training topics, training measures, number of training hours, number and names of training participants, start and duration of project.

→ [SAMPLEFORM “Training plan”](#)

**5. Meeting of VET organization, employer and trainer.**

- Personal introduction of trainer
- Discussing contents and schedule of training plan
- Defining contents of kick-off-workshop
- Guided tour through the company to find suitable places for accompanying and for feedback talks

**6. Trainer updates training plan and sends it to VET organization.**

**7. VET organization sends contract with included training plan to employer.**

**8. Employer and trainer invite employees to kick-off- workshop.**

Date and contents of the kick-off-workshop have to be defined by agreement with employer.

The whole team should take part, not just the employees who will be trained. It is important that the whole team gets to know the trainer who will regularly be in the company.

Trainer sends invitation for kick-off-workshop to employer who informs employees about it timely.

[→ SAMPLEFORM "Invitation to kick-off-workshop"](#)

**9. Kick-off-workshop with all employees, employer and VET organization.**

Contents of kick-off-workshop:

- Personal introduction of VET organization and trainer
- Information on contents and schedule of Soufflearning project

Short personal introduction of the employees can be combined with starting question to training topics, for example „What do your customer like most about this company?“ Trainer visualizes answers on flip chart or similar presentation tool.

- Interactive training with the team on main training topic.

If the employees should improve their way of dealing with customers, they could, for example be asked: „What is your definition of a positive customer service?“

The open question should directly relate to the training topic. It should motivate the employees to express their ideas, knowledge and what is important to them regarding the training topic.

Depending on the points mentioned, trainer initiates discussion, gives information and adds further important aspects. P The results of this process are visualized by the employees or the trainer on a flip chart or similar presentation tool.

It is a collection (checklist!) of important aspects, referring to the training topic, the employees want to put into practice at their workplace. These aspects have later to be transformed on an A4 page, serving as checklist when trainer is accompanying the employees at their workplace.

At the end of workshop trainer explains the way the employees will be accompanied at their workplaces and answers questions about the training.

Main aim of the kick-off-workshop is to build confidence, to get to know each other, to find a good introduction to training topics and to explain how the training method exactly works.

The kick-off workshop should have a positive ending.

For registration only the participants of the long-term training enter their names on list of training of participants.

[→ SAMPLEFORM "List of training participants"](#)

#### **10. Trainer formulates checklist and sends it to employer and VET organization**

The collected results of the kick-off-workshop (on flip chart) are transformed on an A4 page, serving as checklist when trainer is accompanying the employees at their workplace.

The checklist should not be longer than one A4 page.

If the kick-off-workshop shows that further training skills seem to be needed by the employees (not just the ones, indicated by the employers), the trainer should talk about it with the employer. Perhaps the training topics should be redefined or be handled in a follow-up process.

Employees do not get the checklist until their first personal feedback.

[→ SAMPLEFORM "Checklist"](#)

#### **11. Trainer keeps electronic diary with dates, times, number of hours, activities and results**

The electronic diary is a reminder for the trainer, information for the VET organization and the basis for the final report at the end of the project.

[→ SAMPLEFORM "Electronic diary"](#)

#### **12. Accompanying and feedback instructions for trainers**

The first accompanying time should be a few days after the kick-off-workshop.

Exact date and time is unknown to the employee but known to the employer.

If dealing with customer issues, stick to busy times with high customer frequency.

Have a short personal talk of five to ten minutes with each employee you want to accompany today before you start. There should be time for last questions and finding the right place for accompanying and a quiet place for the later feedback talks.

An accompaniment takes one to two hours with a 20-minute feedback afterwards.

If dealing with customer issues, always be in the background and where the customers are. Behave and dress as if you would just be a waiting customer. Wear, for example a jacket otherwise you might be considered as an employee.

Do not disturb anybody while accompanying. Customers always come first.

Use a copy of the checklist for your hand-written notes while accompanying.

After accompanying ask if the employee has time for personal feedback and find a quiet place to talk. Employee should always check with his colleagues when leaving workplace so that the regular customer service won't be interfered.

Feedback talks should approximately take 20 minutes. Report what you saw, heard and felt. Concentrate on the experienced situations only.

Find out why employee acted the way he did. Give feedback about skills and points to optimise. Explain why certain aspects should be improved and provide proposals for action.

In the following days the employee should work on his points by himself. Check on which points of optimisation he wants to concentrate first and mark it on the checklist. Ask him to make notes about his experiences so that you can speak about it the next time you see each other.

Make a copy of the checklist. Keep the copy only for yourself and pass the original as reminder to the employee.

Answer last questions and tell employee that you will accompany him within the next 7 to 10 days for a second time. Exact time is again unknown to the employee but announced to the employer.

At the beginning of the second accompanying time you should again have a first talk of 10 minutes about the employees' experiences so far and on which points both of you will concentrate today.

Step by step the employee will improve his skills by sequences of training at the workplace and times of self-learning.

### 13. Calculation key for training hours

A good key to calculate the necessary number of hours for accompanying employees is three hours per employee.

#### Example:

With 5 employees to be trained, a number of 15 hours should be estimated for accompanying them at their workplaces. In addition two hours should be estimated as well for the kick-off-workshop as for the closing workshop.

<b>1. week</b>	2 hours – Kick-off-workshop
<b>2. week</b>	2 hours – employees A and B
<b>3. week</b>	3 hours – employees C, D and E
<b>4. week</b>	2 hours – employees A and B
<b>5. week</b>	3 hours – employees C, D and E
<b>6. week</b>	1 hour – employee D (needs more accompanying)
<b>7. week</b>	Trainer is not in company
<b>8. week</b>	2 hours – employees A and B
<b>9. week</b>	Trainer is not in company
<b>10. week</b>	2 hours – employees C, D and E
<b>11. week</b>	Trainer is not in company
<b>12. week</b>	2 hours - Closing workshop

It's very important to be flexible when it comes to operating times. It has to be checked in advance when employees work, when it is possible to accompany them a second and third time. Sometimes employees are ill or go on holidays.

It should always be taken in consideration that some employees need more accompanying times than others. According to different needs of employees it's sometimes also necessary to give more time between the accompaniments.

After an intensive training in the beginning of the project, employees get more and more time for self-learning so that later on the trainer doesn't have to be in the company every week.

#### **14. Short workshops on specific issues if necessary**

If the accompaniments show that there are some issues many employees have problems with, short workshops of one to two hours should be carried out for a group of employees, for example how to offer a customer card in a professional way or how to deal with complaints.

Sometimes such a workshop is at times more important than further accompaniments.

#### **15. Trainer regularly informs employer and VET organization by mail, phone or personal talks on training progress**

Employer and VET organization should regularly be informed on impressions and achievements. Trainer should not see employer directly after having accompanied employees because employees might get the wrong impression that trainers would tell employers about details of the feedback talk.

### **16. Trainer invites team to closing workshop**

Date and contents of the closing workshop have to be defined by agreement with employer.

Trainer sends invitation for closing workshop to employer who informs employees about it timely.

[→ SAMPLEFORM Invitation to closing workshop](#)

### **17. Closing workshop with training participants, employer and VET organization**

This time only the training participants of the team should take part.

Contents of closing workshop:

Training participants and employer are asked for their opinion on training process and training results (verbal evaluation) by the following questions:

- What was good?
- What should be improved as regards the training?
- What results have been achieved in your opinion?
- How do you want to secure the achievements, individually and as team?
- What are the next goals?

If advice on a specific topic is needed, the trainer could carry out a short training, for example on how to create effective team meetings.

Written evaluation

[→ QUESTIONNAIRE FOR EMPLOYEES](#)

Presentation of and handing out personal certificates

The closing workshop should have a positive ending, for example with a “glass of champagne...”

### **18. Final report**

Trainer should update his electronic diary.

The electronic diary is the basis for the final report which is now written by the trainer.

Final report goes by agreement with VET organization to employer.

#### **19. Meeting of VET organization and trainer**

Preparation of meeting with employer

Verbal and written evaluation

[→ QUESTIONNAIRE FOR TRAINERS](#)

#### **20. Meeting of VET organization, employer and trainer**

Speaking about results of Soufflearning process

Discussing further goals and prospects for the future

Verbal and written evaluation

[→ QUESTIONNAIRE FOR SME MANAGEMENT](#)

Interviews with the trainers about their experience with the method Soufflearning can be found on our website: **Experiences of Trainers in Italy and France:**

<http://www.soufflearning.com/project/experiences/trainers-review/>

**7) Annexes:**

- 1) Guidelines for the use of the questionnaires**
- 2) SAMPLEFORM Questionnaire “Determination of training requirements”**
- 3) SAMPLEFORM “Training plan”**
- 4) SAMPLEFORM “Invitation to kick-off-workshop”**
- 5) SAMPLEFORM “List of training participants”**
- 6) SAMPLEFORM “Checklist”**
- 7) SAMPLEFORM “Electronic diary**
- 8) SAMPLEFORM “Invitation to closing workshop”**
- 9) QUESTIONNAIRE FOR EMPLOYEES**
- 10) QUESTIONNAIRE FOR TRAINERS**
- 11) QUESTIONNAIRE FOR SME MANAGEMENT**
- 12) Description and contents: Workshop for trainers on the Soufflearning training methodology-**

## → Annex No 1

### **Guidelines for the use of the questionnaires**

The questionnaire for the participants allows the identification and evaluation of a variety of cognitive data. It aims at evaluating indicators on the activities implemented as well as on the overall effectiveness of the intervention. In particular, it allows to get the response of workers to the Soufflearning training method in general, their interest, satisfaction, quality of educational activities, content and duration of the training, the scheduling of meetings, on fulfillment of their needs during the entire process / training activities in their own work environment, competence and skills of the trainer.

The questionnaire for trainer evaluates some indicators on the activities implemented and the overall effectiveness of the intervention. It allows to collect information and impressions on the effectiveness of the Soufflearning training method, also through their commendations to improve the methodology taking into account individual experiences. Other cognitive data to detect and analyze have a reference to the relationship of trust established with the employer on the one hand and employees on the other hand, the improvements of skills, knowledge, abilities of employees through the training achieved.

The questionnaire for the employer collects information and impressions of the employer, whether Soufflearning is an appropriate method of training within the company.

It allows to get answers in regard to the improvement of skills and abilities of the employees. The survey also collects information on the relationship between employee and trainer, recognizes the satisfaction with the knowledge, skills and professionalism of the trainer. The questionnaire collects suggestions to improve the process. Moreover, it is investigated what the employer would be willing to pay for a Soufflearning.

The questionnaires are divided in following rating scale:

1 = Not at all, 2 = little, 3 = Somewhat, 4 = Very.

→ Annex No 2

**Questionnaire “Determination of training requirements”**

for the first meeting between VET organization and interested employer

Name of enterprise:.....

Contact details (address etc.)

.....

.....

.....

.....

Which division of the enterprise needs training?	
What are typical situations showing the training needs?	
What training skills are required?	
What benefit do you want to achieve by Soufflearning?	
How many employees need training?	

What kind of training has been done so far?	
What is important for you concerning the trainer?	
What questions do you have?	
Start and duration of the project?	
What days / time would be suitable for the accompaniments?	
Who will be the contact person for the trainer in the company?	
How would you like to be informed about the Soufflearning process?	
Date and time of the kick-off-workshop?	
What is important for you concerning the kick-off-workshop?	
What are your proposing dates for a first meeting with the trainer?	

→ Annex No 3

**Training plan**

**„Positive and targeted customer service“**  
**in → *name and town of the company***

**VET organisation with contact details:**

Name of contact person, address, telephone number, email address

**Trainer with contact details:**

Name of trainer, address, telephone number, email address

**Title of training:**

Positive and targeted customer service

**Required training skills**

e.g. Treating customers as guests of the company

e.g. Effective communication with customers

e.g. Responding customer needs in a successful way

**Period of training:**

e.g. June to August 2011

**Number and names of training participants:**

e.g. 5/ names

e.g. 5/ names

e.g. 5/ names

e.g. 5/ names

**Number of hours:**

e.g. 19 hours → Kick-off-workshop = 2 hours  
Accompaniments = 15 hours  
Closing workshop = 2 hours

**Training measures:**

Workshops and accompaniments at workplaces

→ Annex No 4

**Welcome to the kick-off-workshop**

**„Positive and targeted customer service“**

**in → *name and town of the company***

with

*name of educational institute and contact person*

*name and profession of trainer*

**on Thursday, June 9<sup>th</sup>, 2011**

**from 7:00 to 9:00 pm**

The kick-off-workshop is the start of a three-months training in your company. We'll deal with basic issues of a successful customer service. There will be workshops on special issues and times of accompanying you at your workplaces.

Contents of the kick-off-workshop:

Introduction of educational institute and trainer

Presentation of project and contents of training

What is your definition of a positive customer service?

What do you think is important to sell successfully?

We look forward to meet you and having interesting discussions.

Best regards

*name of trainer*

*name of educational institute and contact person*

*signature*

*signature*

*Town, date*

*Signature and greeting of employer*



➔ Annex No 6

**Checklist**

**„Positive and targeted customer service“  
in → *name and town of the company***

Presence in the customer area

Attention for customers and situations

Active welcoming of customers

A natural smile

Kind of communication with customers:

Listening to customers

(eye contact, open and facing stance, further questioning, responding)

Concentration on customer talk

Personal approach, addressing customers by name

Every customer is different! What is important for this specific customer?

Way of asking open and closed questions

Giving a feeling of safety by clear formulations

Using a language which is understood by customers

Kind of voice

- Positive language / „Smiling creates sympathy!“  
„Get them back on the positive track!“
- Presenting suitable offers
- Dealing with uncertain customers / having ideas for alternatives
- Professional dealing with objections and complaints
- Offering additional articles
- Friendly and individual farewell of customers

➔ **Annex No 7**

**Electronic diary**

**„Positive and targeted customer service“**  
**in → *name and town of the company***

**Required training skills**

e.g. Treating customers as guests of the company

e.g. Effective communication with customers

e.g. Responding customer needs in a successful way

**Period of training:**

e.g. June to August 2011

**Number and names of training participants:**

e.g. 5/ names

**Number of hours:**

e.g. 19 hours	→	Kick-off workshop	=	2 hours
		Accompaniments	=	15 hours
		Closing workshop	=	2 hours

**Training measures:**

## Workshops and accompaniments at workplaces

<b>Date / Time / Number of hours</b>	<b>Activities and results</b>
Tuesday, May 10 <sup>th</sup> , 2011 15:00 to 17:30 pm 2 hours and 30 minutes	Meeting with VET organisation to get informed on project and required training skills <u>Next step:</u> working out a suitable training plan
Wednesday, May 18 <sup>th</sup> , 2011 9:00 to 11:30 am 2 hours and 30 minutes	Meeting with VET organisation and employer Discussing contents and schedule of training plan Defining contents of kick-off workshop Guided tour through the company to find suitable places for accompanying staff <u>Next step:</u> updating training plan and writing invitation for kick-off workshop
Thursday, June 9 <sup>th</sup> , 2011 7:00 to 9:00 pm 2 hours	Kick-off workshop Personal introduction of trainer and contents of training. Employees were in positive mood, looking forward to this special way of training. Dealing with the three following questions: 1. What do your customers like most about this company? 2. What is your definition of a positive customer service? 3. What do you think is important to sell successfully? Team collected important principles of a positive customer service as kind of check list on flip chart. They know how important the meaning of body language is but some of them are not sure whether they are good in that or should improve it. Interesting discussion on the „secret of successful selling“ - some of them think of „the right formulation“, others think it is more important to put oneself in the customers position. Trainer explained the way the employees will be accompanied at their workplaces. They really want to improve in sales and especially in dealing with unfriendly clients. The accompaniments will start next week. The employees also think that it is better not to know when trainer exactly comes. <u>Next step:</u> formulating checklist for the accompaniments
Wednesday, June 15 <sup>th</sup> , 2011 10:00 to 12:00 am 2 hours	Accompanying team, especially Mr. Smith and Mrs. Jones, including verbal and written feedback (handing out checklist to them) Mr. Smith will concentrate on his eye contact with customers and asking more open questions to find out about customers needs. Mrs. Jones will concentrate on her way of presenting product offers. She knows that she has to use clearer formulations. She also wants to use what she has learned in the training when offering additional products. Phone call with employer to inform him about impression and results of first accompaniment in company. Mail to VET organisation
Accompaniment ...	...
“	...

“	...
“	...
“	...
“	...
“	...
“	...
...	...
<p>Monday, August 29<sup>th</sup>, 2011</p> <p>7:00 to 9:00 pm</p> <p>2 hours</p>	<p>Closing workshop</p> <p>Training participants did not feel disturbed while having been accompanied. They feel more confident in dealing with different customers and find it now easier to offer additional products.</p> <p>A positive side effect of the training was that they found a new way of communicating with each other (10-minutes-meetings in the mornings) to organize their daily tasks.</p> <p>Most of them will keep their check list as reminder what their personal skills and points of optimization are. In their next regular weekly team meeting they will work out new ideas for customers events, for example a big Saturday brunch.</p> <p>They would recommend this kind of training and look forward to see the trainer again.</p> <p>Handing out personal certificates</p> <p><u>Next step:</u> writing final report</p>

➔ **Annex No 8**

**Welcome to the closing workshop**

**„Positive and targeted customer service“**  
**in → *name and town of the company***

with

*name of educational institute and contact person*

*name and profession of trainer*

**on DATE**  
**from TIME**

After three months of training we will look back and exchange opinions on the results of the training.

**Contents of the closing workshop:**

What was good? What should be improved as regards the training?

What results have been achieved?

- How do you want to secure the achievements, individually and as team?
  
- What are the next goals?

- Written evaluation
- Presentation of personal certificates

We look forward to our last evening. Until then all the best!

*name of trainer*

*name of educational institute and contact person*

*signature*

*signature*

*Town, date*

*Signature and greeting of employer*

## **QUESTIONNAIRE FOR EMPLOYEES**

### **Performance indicators for employees**

*1 = not at all, 4 = very much*

#### **Information and materials**

<b>How good were you informed by your employer about the Soufflearning Method?</b>	1 – 2 – 3 – 4
<b>Did the Soufflearning interest you?</b>	1 – 2 – 3 – 4
<b>Did you find the communication brochure about Soufflearning method clear enough?</b>	1 – 2 – 3 – 4
<b>Did you find the web pages of the project useful?*</b>	1 – 2 – 3 – 4

#### **Personal experience**

<b>How satisfied are you with following aspects?</b>	
the content of the Soufflearning	1 – 2 – 3 – 4
the duration of the Soufflearning	1 – 2 – 3 – 4
the dates of the Soufflearning	1 – 2 – 3 – 4
<b>Was the whole situation genuinely related to the requirements/tasks at your workplace?</b>	1 – 2 – 3 – 4
<b>Did you reach your personal learning objectives?</b>	1 – 2 – 3 – 4
<b>Do you personally consider the Soufflearning training profitable for you?</b>	1 – 2 – 3 – 4
<b>Can you transfer the learning content into practice/operational sequences?</b>	1 – 2 – 3 – 4
<b>Did you reach any new success in your work after this training?</b>	1 – 2 – 3 – 4

*If yes, please specify:*

.....

#### **Relation with the trainer**



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- Do you feel motivated by the trainer to work on your optimization points?** 1 – 2 – 3 – 4
- Are you satisfied with the answers provided by the trainer to your questions?** 1 – 2 – 3 – 4
- How are you satisfied with skills and expertise of the trainer?** 1 – 2 – 3 – 4
- Would you recommend the trainer?** 1 – 2 – 3 – 4

**Outcomes**

**How satisfied are you with the Soufflearning activities and the following aspects?**

- The number or hours of activities 1 – 2 – 3 – 4
- The equipment used 1 – 2 – 3 – 4
- Do you think that Soufflearning would give you useful experiences?** 1 – 2 – 3 – 4
- Would you consider continuing this training in the future?** 1 – 2 – 3 – 4
- Would you recommend this specific training method?** 1 – 2 – 3 – 4
- Did you encounter any serious problems before or during the training?** 1 – 2 – 3 – 4

*If yes, please specify:*

.....

**Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience**

.....  
 .....  
 .....  
 .....

\*If you didn't visit them, do not answer

➔ **Annex No 10**

## **QUESTIONNAIRE FOR TRAINERS**

### **Performance indicators for trainers**

*1 = not at all, 4 = very much*

#### **Relation with companies and employees**

- |                                                                           |               |
|---------------------------------------------------------------------------|---------------|
| <b>Was it easy to make contact with companies?</b>                        | 1 – 2 – 3 – 4 |
| <b>Were you satisfied with the cooperation with companies?</b>            | 1 – 2 – 3 – 4 |
| <b>Have employees made visible progress during Soufflearning process?</b> | 1 – 2 – 3 – 4 |
| <b>Did you find it easy to build confidence with the employees?</b>       | 1 – 2 – 3 – 4 |
| <b>Have the employees been able to accept the given feed back?</b>        | 1 – 2 – 3 – 4 |

#### **Information and materials**

- |                                                                                     |               |
|-------------------------------------------------------------------------------------|---------------|
| <b>Were training materials and the introduction to Soufflearning good prepared?</b> | 1 – 2 – 3 – 4 |
| <b>Did you find the web pages of the project useful?*</b>                           | 1 – 2 – 3 – 4 |
| <b>Do you recommend any improving to the Soufflearning method?</b>                  | 1 – 2 – 3 – 4 |

*If yes, please specify:*

.....

#### **Personal experience**

- |                                                                                                                         |               |
|-------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Is the Soufflearning method a well-structured process and at the same time flexible for individualized training?</b> | 1 – 2 – 3 – 4 |
| <b>Do you feel that the Soufflearning seems to be lasting?</b>                                                          | 1 – 2 – 3 – 4 |
| <b>Would you recommend this specific method?</b>                                                                        | 1 – 2 – 3 – 4 |

**Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience**



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\*If you didn't visit them, do not answer



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➔ Annex No 11

## **QUESTIONNAIRE FOR SME MANAGEMENT**

### **Performance indicators for employers**

1 = not at all, 4 = very much

#### **Information and materials**

**Were you properly informed by the management of the project**

**before the training started?** 1 – 2 – 3 – 4

**Did you find the communication brochure about Soufflelearning method clear?** 1 – 2 – 3 – 4

**Did you find the web pages of the project useful?\*** 1 – 2 – 3 – 4

#### **Personal experience**

**Do you consider this specific training method as valuable for your company's**

**success?** 1 – 2 – 3 – 4

**Did you see any change of your customer's behavior or did it affect**

**your turn over?** 1 – 2 – 3 – 4

*No, because:* .....

#### **Relation with the trainer**

**Was the methodical approach of the trainer efficient?** 1 – 2 – 3 – 4

**How were you satisfied with the expertise of the trainer?** 1 – 2 – 3 – 4

**Did the trainer communicate professionally with you and your employees?** 1 – 2 – 3 – 4

#### **Outcomes**

**How satisfied are you with the number/ hours of activities?** 1 – 2 – 3 – 4

**Do you think that Soufflelearning would give your employees  
exciting experiences?** 1 – 2 – 3 – 4



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- Do you think that Soufflearning would give your employees useful experiences?** 1 – 2 – 3 – 4
- Would you consider continuing this training in the future?** 1 – 2 – 3 – 4
- Would you recommend this specific training method?** 1 – 2 – 3 – 4
- Has the learning content been transferred into daily business?** 1 – 2 – 3 – 4
- Did you encounter any serious problems before or during the training?** 1 – 2 – 3 – 4

*If yes, please specify:*

.....

### Appreciation award

**Please choose how much would you be willing to pay for the Soufflearning training? (Fees are per hour)**

Free	
+/- 30 €	
+/- 50 €	
+/- 75 €	
+/- 100 €	

**Please provide any comments you feel can be useful for implementation of Soufflearning or regarding your experience**

.....

.....

.....

.....

\*If you didn't visit them, do not answer



## → Annex No 12

### **Description and contents**

### **Workshop for trainers on Soufflearning training method**

Kristin Auer and Traute Winzker  
Bonn Science Shop, Germany

#### Workshop description

This workshop will provide trainers with the theoretical and practical knowledge necessary to use the Soufflearning training method in SMEs.

The trainers will get to know the main principles of the Soufflearning training method and will experience a typical work schedule of a Soufflearning process.

The Soufflearning method will be taught on the basis of practical examples, mainly created by the trainers themselves. Based on a defined starting situation with a clear required training skill the trainers will work out a suitable training plan and motivating kick-off-workshop. They will learn how to create a checklist and will try out typical accompaniments and feedback talks as role play. Finally the trainers will plan and carry out a closing workshop.

The workshop will be set up as an interactive training where trainers will share their knowledge, skills and techniques when learning the Soufflearning training method. Different methods of instruction are used, for example short lectures, discussions, pair work, moderated group work, feedback rounds and role play.

It is necessary for all workshop participants to have read the trainer manual in advance preparing questions of understanding.



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## Workshop contents

Welcome Personal introduction of trainers and workshop participants Expectations of the workshop participants	
Work schedule for today	
What does Soufflearning mean? What are the 5 principles of Soufflearning? Examples for the use of Soufflearning	Lecture as PowerPoint presentation
Possibilities for a suitable use of Soufflearning in the partner country	Plenum discussion Visualization of ideas on flip chart
Work schedule of a Soufflearning process  Answering questions	Presentation of the work schedule of a Soufflearning process on overhead projector with possibility to mark aspects of great importance and particular interest
Setting up a starting situation for today	Pair work Visualization of results on flip chart
Working out a suitable training plan	Group work and presentation with feedback
Planning a kick-off-workshop	Group work and presentation with feedback
Creating a checklist	Plenum discussion
Accompaniments & feedback talks  Practical examples Dealing with typical situations Handling difficult situations	Lecture on flip chart  Plenum discussion Pair work, group work and role play
Planning a motivating closing workshop	Group work and presentation
Answering last questions	Plenum discussion
Outlook Starting Soufflearning in this country Way of coaching during the next months	Plenum discussion
Evaluation of this workshop	
Farewell to all workshop participants	

Necessary equipment and room setup:



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tables in u-shape; beamer; overhead projector; two pin-boards; flip chart and flip-chart-markers; meta plan cards.



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## soufflearning, effective training for small enterprises on the work place

Many small enterprises and organizations cannot send their employees to advanced training in any institute because the offered trainings often literally are too far away from the everyday business. Thus with Soufflearning the coaches and trainers come to your company or organization.

### Summary

Ongoing life long training is a major key to professional success. Especially SMEs and their employees face fierce competition and thus are forced to become more professional in their performance. The demands on employees have increased considerably over the past couple of years. But the participation of SMEs in training and qualification is below average. One of the reasons is that SMEs usually cannot afford to send the few staff they have to external seminars. Even in-house trainings are difficult to cope with, since day-to-day business does not comply with during the time the training is held. Thus, a training concept for SMEs has to be tailored to the requests of the staff that needs to be trained. Soufflearning's process oriented methodology allows quick adaptations in training contents when other deficits in skills of the trained person than the previously discussed show up during the training sessions. During the Soufflearning process involved trainers will acquire additional professional and social competence and sensitivity in order to comply with these demands and to really interact with the trainee, rather than lecturing a standardised training programme. A training concept that is easier to handle and more effective for both companies and their employees has been developed and tested in a regional project in Germany and will be transferred to partner organisations in France, the Czech Republic, Italy and an additional region in Germany. The main aims of the project thus are a) Eliminating deficits in training and qualification amongst employees b) Training VET trainers c) Safeguarding of employment.

By transferring a working system which can flexibly be adapted to everyday operations and work flow, and responds directly to the individual needs and demands of the staff in the business SMEs' business performance by updating and enhancing staff proficiency will be improved. The disposition to engage in further training, motivating the staff to continue VET will be increased. After the project's completion collaborative sub-networks on a national level between SMEs and a VET will be established and the SME trainings will be continued.



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