



**WISSENSCHAFTSLADEN BONN**

## **Workshop**

### **“Train-the- trainers on the Soufflearning training method”**

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## **Welcome and personal introduction of trainers**

My name is Kristin Auer.

I work in the Bonn Science Shop as head of the Bonn Science Shop's Training Centre.

Bonn Science Shop is a registered non-profit organization and deals with the topics of civil society and sustainability, environment and health, as well as the labour market.

Soufflearning is a training-on-the-job, especially founded for small enterprises.

Later on I will give you more details about the founding and the meaning of Soufflearning in a short presentation.

I'm glad that you are interested in the method of Soufflearning

and I wish that our training helps you for your work in the enterprises.

My name is Traute Winzker,

I'm a service and management consultant

and work as freelance trainer for  
the Bonn Science Shop in Germany.

I work in many Soufflearning projects

and would like to share my experiences with you

and give you a good start with Soufflearning in your country.

***Black board marker for the trainer***  
***Flip chart (to put our names on)***

## **Introduction of workshop participants and expectations**

We would like you to introduce yourself now and answer two questions:

*(Trainer writes the questions with a black board marker on the flip chart)*

1. What training skills do you teach?

2. What expectations do you have for today?

*(Translator writes the translation of the questions with a blue board marker on the flip chart.)*

Please write each of your main training skills on a green meta plan card.

....

Please introduce yourself now and  
put then your green cards on the pin-board on the left!

*(Translator puts the translation of each skill on a white card  
and puts it below each green card.)*

....

Thank you very much!

***Flip chart (to put the two questions for the participants and its translation on)  
Green meta plan cards & black board markers for the participants  
White meta plan cards & a black board marker for the translator  
1 pinboard (green result cards and white translation cards are put on)***

## **Work schedule for today**

We suppose you have all read the trainer manual and have it with you today.

We will give you a quick introduction to what Soufflearning means

and then we will go through the “Work schedule of a Soufflearning process”  
That is a part of the trainer manual and starts in your translation on page ???

Today you will have the opportunity

- to work out a training plan

- to arrange workshops

- to create a checklist for the accompaniments

- and also do accompaniments and feedback talks in role plays

Our aim is to make you get familiar with the Soufflearning method

so that you can do a Soufflearning in your country.

We will do group work, plenum discussions and of course breaks and lunch.

We will speak slowly today

which is very unusual for us

but it makes it easier for you, the translator and us, too.

If, in any case we should be too fast, please tell us.

Do you have any questions regarding the program of today?

Do you already have an idea how to do a Soufflearning?

I would like to give you an overview on Soufflearning by a short powerpoint presentation.

Please also ask during the lecture if you have any questions!

## **Slide 1: The foundation of Soufflearning**

Soufflearning was founded almost 8 years ago  
by the Bonn Science Shop and the netz NRW.

The netz NRW is a business association  
for small and micro companies in North Rhine-Westphalia/Germany.

Since 2005 Soufflearning is successfully used in Germany.

In 2010 Soufflearning became an EU-funded Leonardo project  
and was transferred to partner organizations

in France, the Czech Republic, Italy and a region in the Eastern part of Germany.

For it was such a success, Soufflearning is in the focus of yet another Leonardo  
project

taking this training concept to Spain, Greece and Bulgaria.

**Beamer**

## **Slide 2: The meaning of Soufflearning**

### **Soufflearning**



**soufflieren**  
(to prompt s.o.)



**training**

Soufflearning is a word which consists of two terms.

Soufflieren is a German word and means prompting.

That is what is done to help actors

who forget words during a theatre program.

Soufflearning means Learning face-to-face.

## **Slide 3: The schedule of a Soufflearning training**

Clarifying training needs with employer

Kick-off-workshop in the company

Accompaniments of employees at their workplace

Personal feedback

Self-learning sequences

Closing workshop

## **Slide 4: The 5 principles of a Soufflearning**

### **1. In-house training**

- ⤴ The training takes part in the company.
- ⤴ Soufflearning is tailored to real needs.

#### **Example:**

When I started with a Soufflearning in a bakery shop, my main task was to teach additional sales.

But when I did the first accompaniment, I found out about the employees real needs.

They were so busy on administration work and controlling lists, that they had no time for their most important work: customer service and sales

So first we had to go for improvements, regarding the work organization.

before we could concentrate on sales.

### **2. Real work situations**

- ⤴ Employees are trained while they do their “every day work”.
- ⤴ Trainer concentrates on what the employee really experienced.

#### **Example:**

When I accompanied employees in a retail shop, selling gifts,

I noticed how they dealt with different customers, their individual characters and needs.

In the feedback talk afterwards, we could speak about concrete situations and find out

why one sale was easy and why another sale was difficult or unsuccessful.

### 3. Individual training

- ⤴ Soufflearning is always adjusted to the individual employee.
- ⤴ Each training participant finds out about his individual skills and points of optimization.

#### Example:

Last year I accompanied the staff of a big pharmacy.

I noticed that one of the pharmacists did not look into the eyes of his customers.

Customers reacted irritated, for example repeated aspects of what they had just said because they did not feel fully listened.

Customers tended to question his advice because he made an uncertain impression.

There were personal reasons for his behavior and we spoke about it.

He realized the importance of eye-contact for customer service..

And we worked out ways how he could improve it step by step. So he got an individual training.

### 4. Motivating effects on employees

- ⤴ The trainer takes the personal situation of the employees in consideration.
- ⤴ Employees feel understood and supported.

#### Example:

Thinking of the pharmacist, I just told you about, he enjoyed being asked why he behaves like this instead of just telling him to improve it.

He could talk about his problems and felt taken seriously.

He felt motivated, because he realized that improving his eye-contact

is not just important for his work in that pharmacy but for his professional career.

## 5. Long-lasting impact

- ✦ A balanced mix of accompaniments and self-learning sequences help employees to develop their skills step by step.

### Example:

In all Soufflearning projects  
there was a long-lasting impact

because of an intensive face-to-face learning.

An important key-factor  
is the trainer himself

who has to be empathetic  
and should have good communication skills

so that confidence is build  
and the employees feel supported and motivated to go on.

Do you have any questions?

## What training needs do have micro and small enterprises in your country?

Think of training needs where a Soufflearning can be helpful ...

and training needs you have the necessary skills for.

Please write each of these training needs on an orange meta plan card.

.....

Please tell us now and then put your cards on the pin-board on the right!

*(Translator writes the translation of each training need on a white card and puts it below the orange card.)*

.....

Now we have training needs on the right and your training skills that you can teach on the left.

What sticks together? What training need requires what training skill?

We need two different starting situations for today.

What combination of training needs and training skills do you choose as a starting situation?

.....

As soon as the starting situations are clear, we will turn the pin-boards and put the starting situations on the back side, one for group 1 and one for group 2.

.....

Who wants to work in which group?

***Flip chart (to put the question for the participants and its translation on)  
Orange meta plan cards for the participants  
White meta plan cards for the translator  
1 pinboard (orange result cards and white translation cards are put on)***

**group 1**

(pin-board on the left)

Training needs: .....

Training skills: .....

**group 2**

(pin-board on the right)

Training needs: .....

Training skills: .....

**15 min. break**

## How is a Soufflearning done?

Let's now have a look on the  
“Work schedule of a Soufflearning process”!

It's 20 steps altogether  
and we will go through it step by step.

We will do group work and put results on the pin-boards.

Please have a look at your trainer manual.  
The work schedule in your translated version starts on page ....

Do you have questions so far?

Let's now have a look at the first 4 steps.  
(Trainer shows the first slide number 1 to 4)

After the first meeting between the VET organization and the employer  
and after you have been informed in detail  
you are asked to write a training plan.

## **What information do you need to work out a training plan for your starting situation?**

You need a little phantasendedy!

The following points have to be worked out by your group:

**title of training**

**required training skills**

**number of training participants**

**number of necessary training hours**

An example for a training plan you find in your training manual in the annex number 3  
“training plan”.

Do you have questions about the annex?

The only detail which is fixed by us  
is the number of training participants you get now:

Group 1 has 4 and group 2 has 6 training participants.

The number is important for calculating the necessary training hours.

I would like to give now you a short explanation how to calculate training hours:

(Flipchart) ...

...

Please work out a training plan for your starting situation.

As soon as you are ready, write the details of your training plan with a black board marker  
on the pin-boards, please!

*(The translator writes the translation with a blue board marker below it.)*

## Short lecture on how to calculate training hours

You should calculate three hours per employee for accompanying  
and add the necessary hours for the workshops.

### Minimum:

Assuming that 5 employees get three hours of accompaniment and each accompaniment takes 1 hour, you need  $5 \times 3$  hours = 15 hours for the accompaniments, 2 hours for the kick-off-workshop, 2 hours for the closing workshop, means 19 hours altogether.

### Maximum:

Assuming that 5 employees get three hours of accompaniment and each accompaniment may take 2 hours, you need  $5 \times 6$  hours = 30 hours for the accompaniments, 2 hours for the kick-off-workshop, 2 hours for the closing workshop, means 34 hours altogether.

***Flip chart (for explaining the calculation key)***

Let's now have a look at the next 5 steps.  
(Trainer shows the next slide number 5 to 9)

After the training plan has been sent to the employer and the date of the kick-off-workshop is clear, you have to plan it:

## Planning a kick-off-workshop

What is your main aim?

→ positive atmosphere & building trust & creating a checklist

What is important?

- ⤴ Positive start
- ⤴ Personal introduction of employees
- ⤴ Involving all participants
- ⤴ Getting ideas, opinions, experiences as door opener or directly leading to the training topic

First of all you need a good question or method

to make the employees introduce themselves in an interesting way,  
involving the training topic.

Do you have an idea for that

regarding your starting situation?

...

**60 min. lunch**

*(Trainer still shows the same slide number 9)*

## **Now we create the checklist at the kick-off-workshop!**

The checklist is a collection of important aspects relating to the training topic, for example customer service, team cooperation etc.

Try to find the right question which leads to a checklist you are able to use during the accompaniments.

Please have a look at your trainer manual, number 9 of the work schedule at page ? and in the annex number 6 (checklist).

Do you have questions about the documents?

We would like you to create a checklist now – just by using a good question!

Please sit together in your groups now and think of a good question that would help to create a checklist suitable for your starting situation.

As soon as you are ready, one representative of your groups may present your idea, using the members of the other group as “employees”.

group 1 or group 2

Which group wants to start?

Please write down the question you would like to use on the flipchart.

*(The translator writes the translation with a blue board marker below it.)*

Please use the question now with the participants with the outer group and try if it works.

And please collect all ideas that are mentioned on the flipchart.

*(The result is discussed and trainer gives recommendations.)*

Thank you very much!

*(The other group starts with their idea of a suitable question etc.)*

Thank you very much!

## How would you inform the participants about the accompaniments?

One important aim for the kick-off-workshop is building trust.

You should inform employees about the accompaniments and how they work in order to minimize hesitation or fear.

Do you have an idea how you would explain accompaniments to them?

Let's now have a look at the next 4 steps.  
(Trainer shows the next slide number 10 to 13)

Keep an electronic diary as personal reminder whom you accompanied so far.

At the end of the project you write a final report where you should remove all names of individuals and keep it in a more formal way of the main results etc.

## Accompaniments and feedback talks

We heard how you would inform the employees about the accompaniments.

Please have another look at your trainer manual, number 12 of the work schedule at page ?

Do you have any questions about doing accompaniments?

What are the main aspects?

- Customers do not recognize you as trainer!
- Customers think you are just another waiting customer.
- Do not disturb employees nor customers!
- You should hold a position where you can easily watch and listen to the employees' action:

for example:

- ♣ sitting where waiting customers sit
- ♣ looking around the shop

- ⤴ standing in a queue and queuing again
- ⤴ sitting next to the employee at his desk
- ⤴ sitting in the middle of a division where employees work with each other

Do you have any questions?

Please build pairs or groups of three

and think about a company you know personally!

Imagine you would have to do accompaniments there.

Where would you sit, stand?

What would you have in your hands?

What typical situations you would have to deal with?

## **Accompaniments and feedback talks in role plays**

- Group 1**            After a successful kick-off-workshop you enter the company a few days later and want to start an accompaniment with Mr. x oder Mrs. x. Think of a company you personally know! Have a first talk with the employee to prepare both of you for the first accompaniment!
- Group 2**            Imagine you would have to accompany employees in a company you know. Where would you stand, sit and act during the accompaniment? Explain to us how you would find the right place, create a good accompanying atmosphere and how you would use the checklist!
- Group 3**            You accompanied an employee for one or two hours in a company you know. Have a clear and motivating feedback talk with the employee afterwards! How do you use the checklist during the talk and how is it going on after the feedback talk?
- Group 4**            You accompanied an employee for the first time, had a feedback talk and left him to a self-learning sequence. After another seven days you enter the company for a second accompany. Have a talk with the employee now!

.....

*(Groups present their role plays and get feedback from plenum and trainer.)*

### **Role play cards**

**15 min. break**

## **What would you still imagine as difficult?**

Are there any more questions about accompaniments and feedback talks  
or about how to use the checklist?

What would you imagine as difficult? (discussion, role plays etc.)

Let's now have a look at the last 7 steps.  
(Trainer shows the next slide number 14 to 20)

In Germany many employers who want a Soufflearning  
come on recommendation.

They book long-term trainings for a year.

Then we have 40 or even more training hours and have time to do short workshops on  
specific issues as well.

Keep the employer and the VET organization informed on results etc.

for example by short mails.

If you want to meet employers personally you should arrange a time before an  
accompaniment instead of afterwards.

Trainer invites team to closing workshop.

## **Closing workshop**

Please have a look at your trainer manual, number 17 of the work schedule at page ?

You can give a general overview on the results without mentioning the experiences of  
individuals or names.

In number 17 you find suitable questions for the closing workshop but they are just  
suggestions.

How would you arrange the end of the project?

*(Trainer still shows the same slide number 14 to 20)*

Well, we are almost at the end of the “work schedule”.

You have to write a final report, speak about it with the VET organization and finally the employer gets it.

Then there will be a last meeting with the employer and maybe you get a follow-up project.

*(Trainer removes the slides)*

## **Outlook**

Do you feel ready to do a Soufflearning?

Last questions?

## **Coaching**

We will coach you while doing a Soufflearning in your country.

You can reach Mrs. Auer by mail and we will answer your questions as soon as possible.

The results on the pin-board will be photographed and sent to you.

## **Evaluation**

There will be an extra evaluation at the end of this project

but we would like you to answer three questions which are important for us.

The translator will translate your answers for us.

**Thank you very much!**

**Good luck!**

**Bye-Bye!**

***Evaluation forms***