

soufflearning Learning face-to-face

**Soufflearning - Leonardo DE/10/LLP-LdV/TOI/147321**

## **Train the Trainer Workshop Details\_2011**



**WISSENSCHAFTSLADEN BONN**

**Workshop for 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 the 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.

Almost 8 years ago, the concept of Soufflearning , a training- on the job especially for small enterprises, was developed.

With the European project, we hope to spread the concept in different regions and countries like Italy, Czech republic, France, and Germany.

I am 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.

***Flip chart (to put on our names)***

# 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 green b. marker on the flip chart.)

Please write each of your training skills on a green meta plan card (in your language!)

....

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!

***Black board marker for the trainer***

***Green board marker for the translator***

***Flip chart (to put on the two questions for the participants and its translation)***

***Green meta plan cards & black board markers for the participants***

***White meta plan cards & a board marker for the translator***

***2 pin-boards (to put green result cards and white translation cards 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?

## What does Soufflearning mean?

### Soufflearning



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



**training**

(Trainer writes words with a black board marker on a flip chart)

(Translator writes translation with a green board marker on the flip chart)

Soufflearning is a word which consists of two terms.

Soufflieren means prompting.

That is what is done to help actors

who forget words during a theatre program.

Soufflearning means Learning face-to-face.

(Trainer writes the 6 terms with a black board marker on a flip chart.)

(Translator writes translation with a green board marker on the flip chart.)

### Learning face-to face

Training plan

Kick-off-workshop

Accompanying and feedback

Self-learning sequences

Closing workshop

***Black board marker for the trainer***

***Green board marker for the translator***

***Flip chart (to put the main words and its translation on)***

# What are the 5 principles of Soufflearning?

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

(Trainer writes only the principles with a black board marker on a flip chart)

(Translator writes translation with a green board marker on the flip chart)

## 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.

***Flip chart (to write on the 5 principles)***

### **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, we spoke about.

He realized how important eye-contact for customer service is.

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

### **4.Motivating effect**

- ⤴ 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, that he was 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.

***Flip chart (to write on the 5 principles)***

## 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 has to have good communication skills

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

***Flip chart (to write on the 5 principles)***

**15 min. break**

## 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.  
(in your language!)

.....

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 see training needs on the right and your training skills, 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 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?

**Orange meta plan cards & black board markers for the participants**  
**White meta plan cards**  
**2 pin-boards (to put orange result cards and white translation cards on)**

**group 1**

(pin-board on the left)

Training needs: .....

Training skills: .....

**group 2**

(pin-board on the right)

Training needs: .....

Training skills: .....

## 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.

The work schedule in your translated version starts on page ....

(Trainer shows all 5 overheads and marks the most important points with a red overhead marker!)

training plan, kick-off-workshop, accompanying & feedback, (self-learning sequences), calculation key, closing workshop

(If necessary translator writes translation of the marked points below it with a green overhead marker)

Do you have questions so far?

**Overhead projector**  
**5 overheads (one title overhead and four theme overheads)**  
**A red overhead marker**  
**A green overhead marker**

Let's now have a look at the first 6 steps.  
(Trainer shows the first overhead -number 1 to 6-)

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?**

Sit together in your groups  
and work out a training plan for your starting situation.

You need a little phantasy!

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

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

The number is important for calculating the necessary training hours.

Use the "work schedule" information on number 4 and the annex number 2 "Training plan"  
to collect all important aspects for your training plan.

Do you have questions about the documents?

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 green board marker below it.)

***Pin-boards (used to write down the results)***

## 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 4 steps.

(Trainer shows the next overhead (number 7 to 10)

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

How would you arrange a motivating start of your kick-off-workshop?

We do not talk about the checklist yet but just about the start of the workshop.

What is your main aim? (positive atmosphere & building trust)

You need a good question or method:

(Trainer explains the most important points on a flip chart:)

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

(Translator writes the translation of each point on the flip chart.)

Use the “work schedule” information on number 8 and 9 and the annex number 3 “Invitation to kick-off-workshop”

Do you have questions about the documents?

Sit together in your groups and plan a great start of your kick-off-workshop!

Then one representative of the group presents the start of their kick-off-workshop, using the members of the other group as “employees”.

Afterwards the other group gives feedback.

.....

Which group wants to present its start of a kick-off-workshop?

(Trainer asks for feedback and recommendations!)

Write your ideas as results with a black board marker on the pin-board!

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

***Flip chart (to explain the main points of a kick-off-workshop)***

***Pin-boards (used again for the results)***

# **60 min. lunch**

(Trainer still shows the same overhead -number 7 to 10-)

## 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.

Use the “work schedule” information on number 9 and the annex number 5 “Checklist”! That is just an example! You have to create your own checklist by the right question!

Do you have questions about the documents?

Sit together in your groups and plan how you would create a checklist as interactive training!

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

Afterwards the other group gives feedback.

Before you start with your group work we need one representative of each group for a special task:

Forming group 3:

How would you inform the participants about the accompaniments? Your aim is to give information about how an accompaniment is done and to minimize hesitation or fear.

.....

group 1 or group 2

Which group wants to present their way of creating a checklist?  
(Trainer asks for feedback and recommendations!)

Write your ideas with a black board marker as result on the pin-board!  
(The translator writes the translation with a green board marker below it.)

Group 3 shows how they would inform the participants about accompaniments

Write your ideas with a black board marker as result on the pin-board!  
(The translator writes the translation with a green board marker below it.)

Let's now have a look at the next 3 steps.

(Trainer shows the next overhead -number 11 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 go all through the “work schedule” information number 12 now.

Do you have any more questions about doing accompaniments?

(Trainer explains the most important points on a flip chart with a black board marker:)

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

Customers does not recognize you as trainer!

Customer thinks you are just another waiting customer.

Do not disturb employees nor customers!

You hold a position where you can easily watch and listen to the employees' action:

- ⤴ sitting where waiting customers sit
- ⤴ sitting next to the employee at his desk
- ⤴ 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

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?

***Flip chart (to write down important points and its translation)***

# Accompaniments and feedback talks in role plays

- Group 1** After an 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.

**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 overhead -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 employer personally you should arrange a time before an  
accompaniment instead of afterwards.

Trainer invites team to closing workshop.

## **Closing workshop**

Use the “work schedule” information on number 16 and 17 and  
the annex number 7 “Invitation to closing workshop”!

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

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

How would you arrange the end of the project?

Write your ideas with a black board marker as result on the pin-board!  
(The translator writes the translation with a green board marker below it.)

(Trainer still shows the overhead -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 overheads)

## **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 and we will write it down.

**Thank you very much!**

**Good luck!**

**Bye-Bye!**