Lifelong Learning Programme

Respect+ Responsible practices

TRAINER GUIDELINES SUPPLIERS' WORKSHOP

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1. Introduction

This guideline provides organisational information on how to conduct the suppliers' workshops and how to use the training material.

The main training materials are the workshop presentations and the storyboard. The storyboard provides an overview of the targets of the different workshop sessions and the methods and tools to achieve these targets. Additionally, you will find session-specific hints and "to do's".

Please read the following carefully; in case of any questions, please contact your coach.

All the printouts are provided electronically on the enclosed CD ROM.

2. Preparation

2.1 Decoration

(To be discussed: e.g. poster, banner, logos, etc.)

2.3 Workshop Material

1. Notebook with the presentation documents uploaded
2. CD ROM containing the presentation documents (in case of an emergency affecting the notebook)
3. LCD projector
4. White screen
5. Laser pointer
6. Clock
7. Printout of the presentation slides for your notes
8. Printout of transparencies and an overhead projector (optional: in case you do not trust the hardware set-up)
9. Digital camera
10. A flipchart and/or large sheets of paper (25 sheets of paper, minimum ca. 80 x 120 cm/DIN A0)
11. A whiteboard and/or a wall to pin posters on
12. A box containing presentation tools: markers (one set of five colours per group), a minimum of 200 cards in different colours (ca. 10 x 30 cm), sticky dots (500, 2 cm diameter), one roll of scotch tape per group, one pair of scissors per group.

All numbers refer to one workshop day.

2.4 Final Test

The best workshop preparation is sometimes all in vain because of technical problems caused by the hardware or software. People all around the world have watched presenters learning to

connect a notebook to an LCD projector or staring at a white screen illuminated by blinding sunlight. To avoid such disasters, you should run a final test with all the hardware and software before the workshop. You should in particular consider the following:

1. Running a PowerPoint presentation on a computer which has a different version of MS Office installed can create confusing slide layouts (fonts and colours). Check the presentation on the computer you will use in the workshop and check the settings and saving opportunities.

2. The level of resolution may vary between your notebook and the LCD projector. The new generation of notebooks with high resolution displays and/or wide screens can in particular cause the size of the projection screen to decrease. Please make yourself comfortable with the relevant preferences.

3. What about the lightning conditions? Are there any blinds to avoid dazzling sunlight on the white screen? Make sure you know where the switches are for the lights that illuminate the stage and thereby the white screen too.

4. What about the noise level? Check whether you will be heard properly.

5. When using a microphone: is anybody available who knows how to use the amplifier? Make sure there is no interference with any other electronic devices (e.g. cell phones) when you are using a cordless microphone or cordless headphones for simultaneous translation.

6. The layout of the venue is important too. Where will you stand? Will all participants have a clear view? Can the participants easily and quickly set up group work circles? You will find a proposal for a venue layout attached to this guideline.

3. Registration of Participants

Ensure a warm reception for all participants.

Set up a registration desk where participants:

1. can register on the registration list,
2. will receive a name tag,
3. will obtain the updated agenda of the workshop,
4. will be issued with any other relevant material, and
5. can ask for any kind of support.

Never leave the registration desk unattended. For reasons of privacy and good business practice, the attendance list and all other materials are confidential except the handouts. Nobody is supposed to have access to any material without authorisation.

4. Documentation

After the workshop it will be necessary to write a brief report including the following information:

1. Name, date and location of the workshop
2. Number of participants
3. Summary, including your personal impression
4. Highlights
5. Critical situations
6. Suggestions for improvement
7. Your version of the presentation material in case you modified the presentation
8. List of attendance
9. Completed evaluation sheets
10. Some meaningful pictures showing the venue including the participants, the flowcharts developed during the course, and the visualised results.

Please prepare the report electronically as an MS Word document or in a compatible format.

5. Conduct of the Workshops – General Remarks

5.1 Use of the Prepared Presentations

You are free to modify the presentations and adopt them to the specific situation and to your own needs. It might be necessary to modify the workshop and with this the contents of the presentation, or the sequence of the sessions during the workshop. Actually, this is more a rule than an exception – we are conducting workshops and not lectures. You should stay flexible, react to the audience, and find the rhythm of each workshop. You may potentially have to shorten some sessions because of time considerations and the background of the participants.

Note: Do not use font sizes less than 14 points.

Please include the modified presentation in the workshop report.

5.2 Carrying out the activities

The training course is structured around the activities. The activities are central to the training course. Do not stand over the groups, but leave them alone to undertake the task they had been given.

Follow these steps when running activities.

1. Introduce the subject
2. Explain the task (as well as aims and any learning outcomes)

3. Divide participants into groups (3 or 4 people per group is best)
4. Tell groups how to report back (e.g. on flipchart, verbally, as a play)
5. Tell them how much time is available for group work
6. Tell groups to appoint a spokesperson
7. Start the groups
8. Do not join the groups - you can help them, but do not interfere too much
9. Check groups are ready - give them more time if they need
10. Ask for reports; thank groups
11. After all reports, ask for and encourage general discussion
12. Summarise the reports and discussion
13. Synthesise and feedback
14. There may be decisions and action points emerging from sessions. Explain where these 'outputs', if any, will go, and how you will try to feed back the result to course members

5.3 Time Management

Never lose control over time management.

Good time management is one of the key factors behind running a successful workshop. However, this is difficult to achieve. On the one hand, you should create an atmosphere of creativity and set no limits, yet on the other, you have to ensure an efficient work schedule.

Try to decide beforehand what parts are more important than others - it might be necessary to skip some sections of the workshop. Set up contingency plans.

Do not shorten the breaks. People need this time to relax and to exchange views. Recreation and informal group reflection is an important part of the learning process.

Adapt the time schedule for the group work presentation of results to the number of groups. You may have to shorten the proposed time for each group in order to have enough time for discussion.

One irritating aspect is that people often arrive late and leave early. There is nothing you can really do about this, but there are some ways of minimising the impact of such disturbances. Ask the participants at the beginning to tell you if they have to leave early (e.g. to catch a train, etc.). If you have the feeling that many people would like to or need to leave earlier than scheduled, especially at the end of a workshop, you should ask the audience whether people have a stated preference (e.g. “We could skip this or that part and shorten the workshop – as long as everybody can stay until the new end time”).

5.4 Summary/Wrap-up

Summaries support the learning process. They help participants to reflect on the learning process by thinking about such questions as "where did I start at the beginning of this session/this morning/at the beginning of the project – where am I right now?"

There are different ways of conducting a summary. You can start with a statement round in which every participant has to answer a question or comment on the day, etc. Afterwards you sum up the statements and develop two or three key results. You can also do this without a statement round (depending on the time available).

You can also use visual techniques, e.g. a flowchart of the different steps of the learning process/activities/results. Or you can simply write down some key results and circle them.

Summaries and wrap-ups are scheduled in the prepared presentation material for the suppliers' workshops. Additionally, you can use these tools when it seems helpful to regain concentration or to exit a dead-end situation.

You should always come up with a result.

5.5 Handouts

The workshop presentation should be distributed as a printout (two slides a page) at the beginning of each workshop day.

You will find further information about handouts in the storyboards.

5.6 Question & Answer Sessions

At all times you should provide opportunities for questions.

If you think a question should be discussed later, list the topic on the cache memory poster (see below). If you cannot answer the question, please make a note of the query and ask for help from your coach later. You should answer the question during the next workshop or via e-mail.

5.7 Cache Memory

It very often happens that important comments will be mentioned in the workshop at the wrong time. One way of making sure that you neither ignore these comments nor get distracted from the issue at hand is by using a so-called cache memory. This is simply a poster where you list all the topics that came up in the discussions, but are supposed to be discussed later. Participants like this procedure as it shows that you are not ignoring their concerns and comments. Alternatively, instead of listing them you can also write down the issues on cards and pin them to the poster – this additionally allows you to cluster topics. At the end of a session or the workshop you can run down the list/clusters and check whether you have dealt with all the topics.

5.8 Continuous Improvement

It is essential to ensure continuous improvement of the project concept and training materials. Please make a note of any ideas that occur while conducting the workshop and communicate these issues to the other players. It is helpful to have a printout of the workshop presentation on hand to note down such ideas on the relevant pages.

6. Work on the Presentation Material

6.1 City and Date

Complete the city and the date on the first page and the footer (in the menu: view/master/footer)

6.2 Time for Group Work Presentation of Results

You may have to shorten the time for the group work presentation of results (see above).

6.3 Include Pictures

Take pictures of the flow charts and visualised results. (To include possibly in the Buyers' workshop).

7. Remarks on the Sessions

Day 1

Session 1: Starting the course

Aim of session 1:

- To introduce the course its background and its objectives
- To introduce participants to each other
- To agree rules of procedure for the course

Timing: 40 minutes

Directions to trainer

- Introduce yourself, including a little bit of information about your background
- Welcome the participants, and ask them to write their names on badges or name cards
- Explain the background to the course briefly, you can also add that questions about this will be dealt with during the day
- Introduce the aims, objectives and learning outcomes
- Outline the timetable for the day
- Check if any participants have any particular problems that may need to be taken into account (for example hearing difficulties etc)
- Outline domestic requirements, regarding fire escape procedures and explain arrangements for refreshments and lunch
- Introduce the "introductions" activity. Ask participants to team up with one other person who they do not know, and to interview each other to find out a bit of information before introducing their partner to the rest of the group. This procedure does take longer than participants introducing themselves, but establishes at the very beginning that the programme is designed to be interactive.
- During the report back, when people are introducing their partner, try to capture any expectations or concerns about the course and record them on a flipchart
- Present the main learning outcomes of the course
- Introduce the "working together" activity, which is designed to establish some rules of procedure for the day. Place people in groups of 4/5 quickly review the draft rules and propose any amendments. There are not usually any major disagreements; people might want to keep their mobile phone on silent mode to take urgent calls. Place any amendments onto a flipchart. You can refer back to these rules of procedure later during the course if people start to be disruptive.
- Draw the attention of participants to the confidentiality rule. This means that they can speak openly and frankly.

Activity **Introductions**

Aims: To introduce each other
To help us find out what you would like to learn and discuss today

Task: Sit next to somebody you don't know (or don't know well). Interview each other for 5 minutes per person before introducing each other (1 minute) to the rest of the group.

Try to find out the following about your partner:

Name

Position

One interesting fact about him/her, or hobbies/sports

What does your partner expect from today?

Activity **Working together**

Aims: To help us agree some guidelines for this training course.

Task: The subject of this training course can be controversial! We need to agree some guidelines for behaviour. In your group, look at the suggested *Guidelines for the course*. Think about any additions and amendments you would suggest, and how we can deal with differences in opinions and views that may occur in the course?

Guidelines for the course

- This workshop belongs to YOU and its success rests largely with you
- Please contribute your ideas and experiences
- Do listen to other people
- Do treat other members of the workshop with respect
- Do stick to the subject
- Do not interrupt each other
- No smoking
- No offensive jokes about gender, sex and religion
- Please be punctual and regular in attendance
- Please switch off your mobile phone

Very important - Confidentiality

To help everybody speak frankly about issues in the training course today, we have a policy of confidentiality. Nothing that you say will be repeated outside the training room in a way that identifies you or your factory.

Everyone coming to the training course is asked to respect this confidentiality agreement.

Session 2: Responsible purchasing practices and CSR today

Aim of session 2:

- Introduce to participants the CSR and responsible purchasing practices issues. Compare experiences about how commercial pressure can make it hard to comply with codes of conduct.

Time: 45 minutes (15 for theory and 30 for activity)

Directions to trainer

- Introduce the session by giving the definitions of CSR and Responsible purchasing practices
- You can then move on to talk about the recent trends of purchasing practices along the supply chain and the codes of conduct developed by some companies in the apparel business. Nearly all the major companies now have such codes. Pressure to adopt codes began in the 1990s, especially on the campuses of US colleges, where companies like Russell were given licences to produce College branded clothing etc. Students and other organisations demanded that companies insure that the factories where the clothing was made should provide workers with good conditions, and permit them to exercise their rights under ILO conventions.
- You can emphasize that despite the adopted codes of conduct, the current purchasing practices hinder the compliance with codes.
- Move on to short discussion about the feelings and experience of participants with regard to this contradiction, in order to introduce the following brainstorming activity.
- You can now introduce the activity *"Compare experiences?"*
- You should stress that people need to focus on examples, which best illustrate the contradiction between the claimed and the actual responsible purchasing practices and their impact on code compliance.
- During the report back of the groups, you have to write down the answers of the groups down, so it will be ready for session 4.
- When wrapping-up the outcomes of the activity, make a link to the next session – Respect project.

Activity "Compare experiences"

Brainstorming in groups of 5 (or per table).

Aim: Compare experiences about how commercial pressure can make it hard to comply with codes of conduct.

Task: Think about any occasions when commercial pressures have made it difficult to comply. Please, select one person from your group to report back, using the following reporting format:

Specify a purchasing practice by Brands leads to >>>>	Difficulty in complying with Brand CoC requirement - cite the clause and/or specify the issue, e.g. Overtime, unauthorised sub contracting

Session 3: RESPECT project

Aim of session 3:

- To present the goals, objectives and stakeholders of Respect project

Time: 20 minutes

Directions to trainer

- This is an informational session with no activity included.
- Begin with explanation of the idea of the project having different project stakeholders and the ones (France, Belgium, Switzerland) who are responsible for transfer of innovation to the others (Bulgaria, Turkey).
- Point out that the results of this project will be brought to the buyers' attention (later stage of the project and through FLA network) in order to move the debate forward.
- Put emphasis on the consumer survey results showing the end-users commitment in supporting brands' good practices and prove consumers could be a powerful leverage to change brands' behaviour.
- Discuss the main unfair purchasing practices, jeopardizing CSR. You may refer here to the results of the first brainstorming activity "Compare experiences".
- Underline that the aim of this Day 1 is to focus on building capacity of suppliers to better drive change!

Session 4: Root Cause analysis

Aim of session 4:

- To understand the RCA - definition and the different approaches to resolve the problems
- To practice the Root Cause Analysis by systematic step-by-step process (a root cause chain) to find out the potential root causes that have lead to the issues identified in the brainstorming session

Time: 115 minutes (30 minutes theory and 85 minutes activity)

Directions to trainer

- Root cause analysis can be an endless exercise because no matter how deep we drill, there can always be at least one more cause we can look for. We have to know when to stop drilling. Root cause analysis is action-oriented: we look for causes to act on them and solve problems.
- Distribute to all groups big paper sheets with a chain drawn, markers and scotch tape.
- First help participants define the Problem: ask ourselves what is happening? What undesirable situation is occurring? The team should come to an agreement on the definition of the problem at hand (e.g. production inefficiency)
- Instruct the participants to ask the question WHY -> the answer to this WHY will probably uncover one or more reasons and generate other WHYs. How far to drill down? The more the better, but generally five iterations of asking why is sufficient to get to a root cause. The last "why" of the list could be a root cause.
- Support the participants while they are creating their Root Cause Chains, by asking the following questions:
  - Is there anything "underneath" the possible root-cause or contributing cause that could be a more probable root cause?
  - Is there anything else that this possible root cause requires in order to produce the problem?
  - Are there any other causes that could possibly produce the same problem?

Activity "Root Cause Chain"

Work in groups of 5 (or per table).

Aim: Work together on finding out the potential causes of one (or more) of the issues identified in the brainstorming session "Compare experiences" (e.g. factory workers have to work excessive overtime).

Task: Based on the theoretic part about RCA, develop a Root Cause Chain with one of the issues. Please select one person from your group to report back.

Time: 25 minutes to work, 15 minutes per group to present the results and discuss

Session 5: Problem solving

Aim of session 5:

- To share ideas how to resolve the internal problems
- To come to a common decision about the most appropriate solution

Time: 90 minutes (5 minutes for lecture on Pareto principle 15 minutes brainstorming "Finding solutions", 3 x 5 minutes review by the other groups, 15 minutes for the original group, 4 x 10 minutes for presentation of results in plenary and discussion)

Directions to trainer

- It is important to note that sometimes (especially for complex issues), solutions are not so easy to find. This exercise will show the process but the solutions found here during the exercise might not be the best ones in "real life". Very often, people involved in solution finding will need to get information from outside of the company (internet, publications, events, social networks, consulting other people with relevant experience, etc.)
- For the "Finding solutions" brainstorming activity – since all the groups will write on each other's flipchart, plan for additional sheets. Give the groups marker with different colours, to distinguish between the groups.
- After the groups have commented and amended all flipchart, each flipchart is returned to its original group. Each group then should decide together, which proposals it accepts and which it rejects.
- During the plenary discussion a presenter from each group shall share the resulted "accepted" solutions, which it will use in Day 2 for the creation of an Action Plan. The discussion and arguments should be facilitated by the trainer.

Activity "Finding solutions"

Brainstorming in groups of 5 (or per table).

Aim: Work together on finding out possible solutions for the root causes identified in the "Root Cause Chain" exercise.

Task: Each group works on its ROOT CAUSE CHAIN and proposes solutions, which it writes on a flipchart (15 minutes). All ideas are welcome, no matter how crazy, impossible or silly! The flipchart is passed to the next group, which adds its comments (3 x 5 minutes). Finally, the flipchart returns to its original creator and the group must decide which proposals of the other groups it accepts and which it does not (15 minutes). Each table will have the chance to share the results for their Root Cause Chain and solutions in a plenary session (4 groups x 10 minutes)

Time: 85 minutes

Day 2

Warming up: Summary of Day 1 and objectives of Day 2 – 10 minutes.

Session 6: Communication skills

Aim of session 6:

- To understand the importance of the good communication and the different aspects of the communication
- To understand the importance of communication skills
- To learn about good practices on how communication can solve problems (Orta Anadolu case or another case)
- To understand difference in perceptions
- To emphasize the importance of non-verbal communication
- To become aware of one's own nonverbal behaviour

Time: 75 minutes (45 minutes for lecture, "Perception" exercise 15 minutes, "Observing body language" exercise 15 minutes)

Directions to trainer

- **For the "Perception" exercise:** Show a picture to the audience. Different interpretations should arise according to each person understanding of the picture and distortions in description and interpretations. Write down all the suggestions on a flipchart. Afterwards tell what the picture really shows. Comment on the deviations of suggestions from reality, using the theoretical framework (included in the Course Handbook).

- **For the "Observing body language" exercise:** Divide the participants in pairs (e.g. by giving them numbers "1" and "2" consecutively. The "talker" and the "listener" will each have 5 minutes and afterwards swap their roles. The "talker" should explain about a typical working day. In plenary session the trainer should invite volunteers to share what were the specific things they observed in the body language of their partner. The trainer should make comments about the findings of the participants according to the theoretical framework (included in the Course Handbook).

Activity "Perception"

Plenary exercise.

Aim: To understand how different backgrounds can result in different perceptions and interpretations of the same object/event.

Task: The trainer will show a picture on the screen. Think what you see and tell it to the trainer. The trainer will write down all suggestions on a flipchart.

Time: 15 minutes

Activity "Observing body language"

Exercise in pairs.

Aim: Practice and become aware of own non-verbal behaviour.

Task: One person should tell his or her partner about their typical working day. While one is talking the listener should watch the facial expressions and hand movements. After five minutes, the “talker” and “listener” will change roles.

Time: 15 minutes

Session 7: Presentation skills

Aim of session 7:

- To become aware of preparation needed for external communication – The Six main questions
- To learn how to present the company in the best way
- To learn what is important preparing "original" and "impacting" presentation
- To use and practice the tips presented in the theoretical part of communication

Time: 70 minutes (15 minutes for lecture, 40 minutes for preparation of oral presentation and 3 minutes per group for presentation to the plenary)

Directions to trainer

- Observe if during the preparation the participants are taking into account the lessons learned during the previous theoretical session and facilitate if needed
- Observe during the presentation of each group if it contains the 3 main parts of the Pitch and if its “original” and “impacting” enough
- After the presentations ask some questions in order to provoke a discussion
- The focus of the pitch, or at least part of it, is integrating the supplier’s CSR compliance with price, quality etc. Therefore, the presentation will need to cover this aspect
- The trainer can role play the Buyer, and be discouraging. Trainer should provide clues and cues about CSR and RPP.

Activity **“Oral presentation”**

Group exercise.

Aim: Mastering interactions with buyers

Task: Half of the groups prepare an « original » and « impacting » oral presentation of their company and other half an oral reporting to a customer.

Time: 55 minutes (40 for preparation and 3 minutes per group for presentation)

Session 8: Negotiation skills

Aim of session 8:
- To practice negotiation situation
- To make Suppliers step into the shoes of the Buyers, in order to see their point of view
- To learn to use RPP (CSR, Codes of Conduct) arguments in the negotiation process

Time: 70 minutes (10 minutes for instructions, 5 minutes for Buyers and Suppliers to work out a strategy, 20 minutes for the role play, 3 minutes per group for presentation, 15 minutes for plenary discussion)

Directions to trainer
- It is of utmost importance that neither the Buyers nor the Suppliers know about the tasks of the other group, so take precaution during the instructions to have them at a sufficient distance.
- Begin by setting the context: explain the objectives and provide the rationale for the role-play.
- Distribute the roles. Use 5 minutes each to instruct the groups of the Buyers and Suppliers, where the Observers take part in both instructions, in order to know the tasks of each role. While the Buyers and Suppliers formulate their strategy (5 minutes), instruct the Observers separately for the same 5 minutes. Put emphasis to the Observers that they should look especially if the Suppliers are using CSR, RPP, Code of Conduct arguments as leverage during the negotiation process.
- Begin the role-play. You can say "LIGHTS CAMERA ACTION!" like on a flim shoot, just to remind people that they are acting.
- You, the trainer remain in charge of the process at all times. You can stop the role-play at any time, ask the role-players to start it again from any given point or 'freeze' at any point.
- End the role-play - explain that participants can come out of their role; appreciate their work while in role.
- Give observers a few minutes to prepare their feedback
- Extract key lessons. The trainer should lead the discussion and record key points on a flipchart. The trainers should fill it in by drawing comments on "what were the strong points from supplier?" and "what was strong answer from buyer?"
- It is important to have a good debrief at the end of the role plays.
- Make a connection to the learning outcomes of the activity

Tips:
Effective role-play sessions have the following characteristics:

- Issues in the role-play should have an obvious connection to the participants' real world
- The role-play should be open ended, not scripted.
- The role-play should not be too complex or involve too many characters - two or three are about right for most situations.
- The characters must not be too remote from the experience of participants - what we call "the shift in role" must not be too large.

Some common mistakes:

- Creating a situation that is too complex, involving too many role-players
- Creating a situation and/or characters that are not believable
- Giving too many instructions at once
- Letting the role-play go too long

Session 9: Action planning

Aim of session 9:
- To work together on tasks that need to be fulfilled in order to reach the chosen solution(s)
- To think on how much time it would take to fulfil each task
- To identify skills needed for the staff that will implement the tasks
- To consider if the available staff has or lacks the necessary skills (identify the gaps)
- To practice and use the tools from the two-day training

Time: 40 minutes (20 minutes for preparation and 4 x 5 minutes for presentation by the groups)

Directions to trainer
- The whole **Tool 3: Action Planning** session comes here from Day 1
- Give the participants the action planning template (or show it on the screen)
- Give the participants flipchart sheets and markers and ask them to put the name of their factory on top of the sheet

Activity **"Action plan"**

Group exercise by factories.

Aim: Each group shall present an action plan jointly created by the group, with skills mapping of people involved. The participants should extract key lessons from the course and apply it to own situation.

Task: Use the action planning template and create your own action plan with tools described these two last days.

Time: 40 minutes (20 for preparation and 20 minutes for presentation)

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