

# A & O

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## Job-Oriented Basic Education for Low-Skilled

## Manual for Implementation in Companies



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse



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# 1 Introduction

## Starting point: Why workplace oriented basic education?

Two-thirds of adults with poor basic skills are gainfully employed. Therefore, the company is the ideal place for the promotion of basic skills for the benefit of employees and the companies. On one hand the employees with low basic skills benefit from their learning outcome that can change their daily work and their private life and develop the joy of learning.

On the other hand the companies benefit from an improved productivity, clearer communication, better occupational safety and employees with more confidence.

So far, however, there are only a few training opportunities for occupational training of low-skilled employees.

To promote the basic skills directly in a company at the workplace, is a proven solution that works for various industries and company sizes. The instruments of this manual based on the GO model and the Hamburg experience (GRAWiRA project<sup>4</sup> CLIC method) were concretely developed and tested.

## Goal of this manual

This manual is intended for training providers. It is designed to help to implement workplace-oriented basic education in companies and it informs about procedures, requirements, acquisition strategies and reports from the practice. As training courses in companies adapt to a concrete operational environment this manual is a tool case, which provides the working basis to achieve adequate, relevant, efficient and effective basic education in companies. Therefore concrete materials for the implementation in practice are available.

## Content Outline

- In the first part, two models are explained, which are used for the implementation of workplace oriented training in companies. There are the Swiss GO model and the German model CLIC.
- Chapter two presents materials which help to clarify if the conditions are met so that a training provider can successfully perform basic education trainings in companies (see p. 7 et seq.).
- The third chapter is devoted to the gaining of companies for the workplace-oriented basic education. This part refers primarily to the CLIC model (see p. 10 ff.).
- Based on four case studies the last part shows how the described materials and processes were implemented in occupational basic education and provides concrete tools (see pp. 17 ff.).
- A *collection of materials* for the implementation in practice completes this manual. These *materials* are highlighted in the text.

## Background: The project A & O, GO und GRAWiRA/CLIC

This manual was developed as a part of the European Transfer project A & O that was piloted in the workplace-oriented basic education in four companies in four different countries and industries. The project A & O has been funded with support from the European Commission. Partners in the project were the Foundation SBB (Germany), the Luxembourg Ministry of Education (Ministère de l'Education Nationale, de l'Enfance et la Jeunesse de), the Intercultural Centre in Vienna and the Swiss Federation for Educational Training SVEB.

The transfer project served as a platform to compare and to exchange the experiences of the partners in the workplace oriented basic education and to implement a pilot in each

country. Based on these available experiences, the present manual has been developed.

For the implementation of the A & O Pilot two accesses were the force behind:

- The CLIC model of the German project based on GRAWIRA<sup>1</sup>
- and the Swiss GO model

### 1.1 The GO Model

The Swiss GO model carries out the concrete implementation in the company with flexible process steps and functional descriptions. It sets the learning needs of employees in the context of the requirements of the specific job. GO educational trainings take about 30 hours and focus on the successful transfer of the learnt topics back to the specific workplace. So the benefits of the training for the company and the employees are very quickly recognized.

The GO model shows the process of promoting basic skills in companies in five steps which are:

- **Requirement profiles:** Describe the specific requirements in the field of basic skills that employees need at their workplace for coping with their work.
- **The ascertainment of demand:** Serves to detect the training needs of employees through observations, interviews, simple tests or location regulations.
- **Development and implementation of the training program:** Based on the requirements analysis and the ascertainment of needs, a training program will be designed and coordinated with the company. The implementation is "rolling", which means that later resulting requirements are taken up flexibly.
- **Transfer in the company:** The transfer promotion is an integral part of the training program and is aimed for the concrete implementation of learnt topics on the job
- **Evaluation of the GO process:** Analysis of the GO process in the company including the training program.

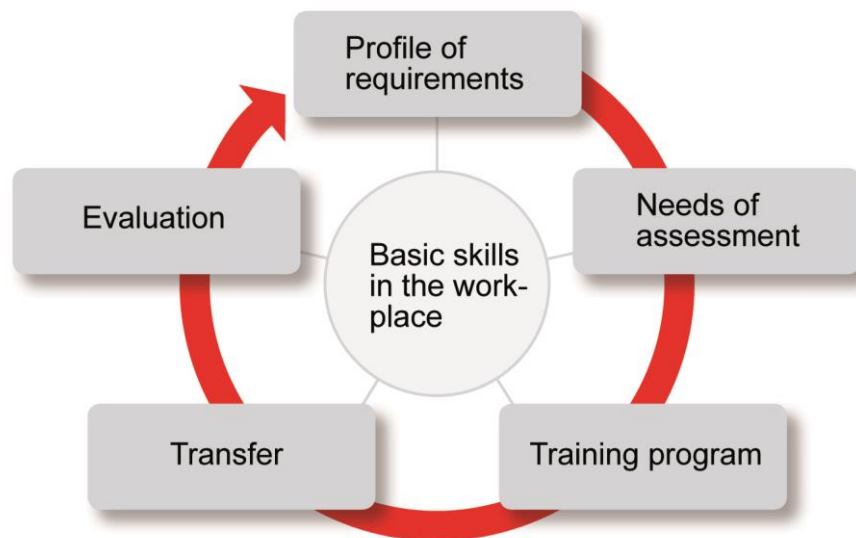


Chart 1: The five steps of the GO model

The implementation of these five steps is supported by the *GO Toolkit (M\_4.2)*. It contains various manuals, and teaching and learning tips (See. 0) and descriptors for each basic skill fields.

### 1.2 The CLIC Model

The Stiftung Berufliche Bildung /Foundation for Occupational Education has expanded the GRAWIRA approach in its project work - and developed a seven step method in a regional

cooperative project with other partners, in which the SBB acted as a special department for workplace-oriented basic education - also tackling the Swiss GO model. The SBB uses this **seven steps method** in form of the so-called **"CLIC" model** in order to open up more companies in Hamburg for basic education opportunities and to disseminate the approach within the framework of regional literacy practices.

### The CLIC process model of the SBB – customizing courses

The special department consequently develops workplace-oriented courses in discussion with the company in a seven-step process from the workplace analysis to the production of customized teaching / learning materials.

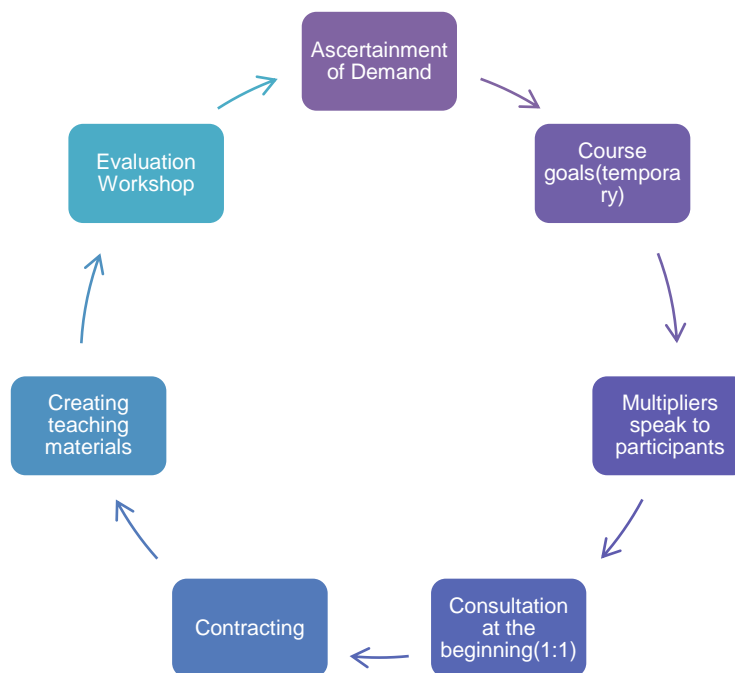


Chart 2: The seven steps of the CLIC model

## The seven steps in implementing the CLIC-model

- **Step 1: Finding out needs - Where are difficulties with the communication or the process?** At the beginning there is a guide-based interview with the management, direct supervisor and one or two employees (Guide).

Oral and written mathematical communication and everyday communication situations / requirements at work are collected by collecting printed materials, on-site inspections, photographs, audio recordings of typical phrases, working vocabulary.

- **Step 2: Defining temporary training needs:** training needs and target prices are temporarily fixed and agreed with the customer:

Topics and course title, target groups, level, a first description of the oral and written or mathematical requirements in situations.

- **Step 3: Winning multipliers and Speaking to participants:** Supervisors are addressed as multipliers based on the temporary course targets. The supervisor in turn speaks to eligible employees personally to participate.

- **Step 4: Advising participants and Surveying the learning level:** In a consultation with each potential participant "subjective requirements" are collected, which means both the personal view of the planned content and further personal learning interests.

The participants take part in a learning level survey, which includes job-related tasks. The result is discussed.

The instruments for the basic *educations needs assessment (M\_2.3)* and the *learning level survey (M\_2.3)* support concretely the process of requirements analysis and needs assessment.

- **Step 5: Setting of course targets and can-descriptions:** The list of the course targets is extended by the wishes of the participants and coordinated with both sides.

There are formulated mandatory descriptors and the course is firmed (contracting).

- **Step 6: Creating / Selecting material and developing scenarios:** Trainers are briefed. The course is planned.

Scenarios are developed as action chains of communicative situations at the workplace. Discourse methods and work vocabulary, but also grammar exercises are assigned to.

Taken photos in the company or audio recordings serve as a start into conversation and illustrate worksheets or word-picture cards.

- **Step 7: Evaluating the course – Have the communication and the processes improved?** The course ends in a measuring progress.

In the last session, a scenario-based, oral and written examination will take place in which the students - based on their work experience - show how they eg. communicate in the collected situations.

Superiors report back, whether communications, processes, etc. have improved during the process.

## 2 Requirements for a Successful Work with Companies

Before a training provider starts with job-oriented basic education it should make sure that the required specifications are met.

- Are the necessary human resources and skills available?
- Is the operational environment known? Do the employees speak the language of enterprises and can they move professionally within operational spheres?
- Is there sufficient know-how how a convincing product for educational product for companies can be defined and sold?

This chapter presents tools that prepare training providers concretely to work with companies.

### 2.1 Human resources of training providers

In the workplace oriented basic education, knowledge, skills and attitudes of the actors involved on the part of the training provider are particularly important. Firstly, the training of low-skilled workers is for the companies hardly a matter. Therefore the training providers need experience and persuasiveness to convince

companies of the benefits of an educational training. Secondly, qualified employees are needed for the implementation, who are able to act flexibly in the operational environment and perceive the different functions in the GO process. The four functions of the GO model describe roles that are necessarily not to be filled by four people. It is possible that not necessarily only one person covers all four functions, this could also do two or even more persons, depending on the operational context.

The GO process defines four key functions that can be implemented by one or more persons.

- The **door opener** has a good network of contacts to companies, makes the contact and wins them for workplace-oriented basic education (Function 1);
- The **process manager** takes over the responsibility for the whole process in operation after the initial contact by the door openers (function 4);
- As part of **the requirements analysis and ascertainment for demand** the requirements for the job and the training needs of the employees are recorded (function 2);
- The **course director** designs and implements the training and is responsible for the successful transfer of the learning to the workplace (function 3).



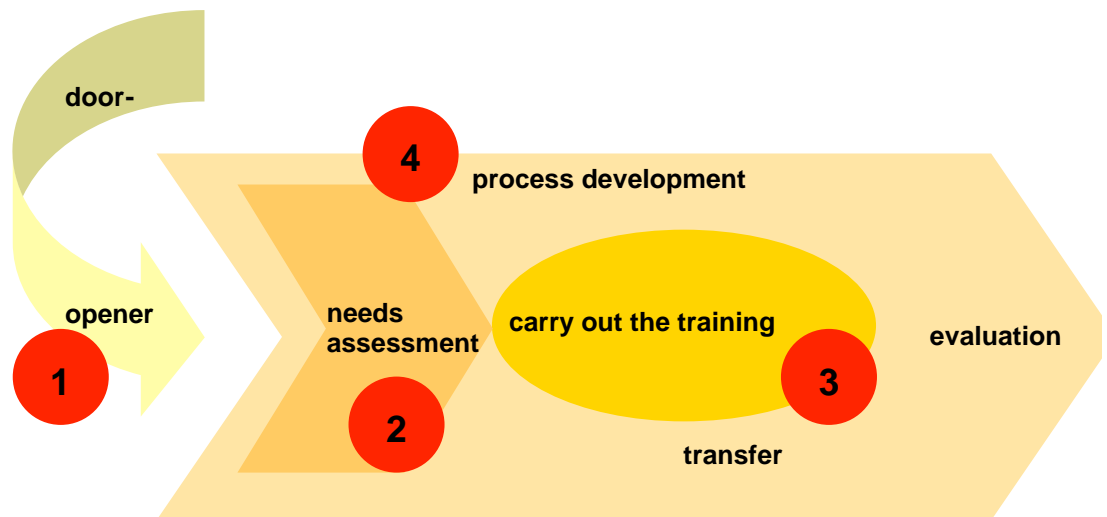


Chart 1: Die 4 Funktionen des GO Prozesses

An important key function has the door opener, who convinces companies of the benefits of GO educational trainings. The specific *Door opener-Profile (M\_2.1)* defines the necessary skills for gaining companies successfully and informs about possible processes. In chapter 0 the addressing and gaining of companies is discussed in detail.

### Further Training on Implementing the GO Model

The demands on the actors in a company are high, the processes are flexible and must be appropriate to the operational context. Therefore it needs experienced professionals from the educational training who can act within the environment of a company to implement the GO model. To support the implementation of the GO model *Skills Profiles (M\_2.1)* have been developed that are the basis for a GO training.

The GO training, as described in *Concept of training (M\_2.1)* is implemented in connection with the implementation of a pilot. Suitable forms of training are for example practical workshops, which take place at the same time as the implementation of a pilot.

The target group for a GO training are experienced consultants and instructors who can

build on a good basis in the basic skills and are able to move within the environment of a company.

## 2.2 The operational environment: Fields and the language of companies

Training providers who want to be active in the field of workplace oriented basic education, should deal with the following topics at first:

### Important Fields

Certain fields employ many low-skilled. So before companies are contacted, an analysis of the different fields is useful. Therefore, the door opener should also have a good knowledge of the fields.

→ *Door opener Profile (M\_2.1)*

### Fields and Company Sizes

After possible fields have been identified, the size of the companies should also be taken into consideration. While certain fields are mainly dominated by large companies (such as the metal industry), in other fields small and micro-

enterprises exist (eg in catering trades). The company size has an impact on the kind and extent of the process and the training program.

### **Quality of the existing contact networks**

Condition to gain companies for a training program is the quality of existing contact networks. To build or to expand a network of contacts, you should get an overview of possible contact persons and contact networks first. Promising contacts may, for example, be representatives of industry associations, chambers, councils or trade unions (s. Section „3.2 Access to Companies“).

### **Setting up of contacts**

It is recommended to attend networking events or to organize them by oneself. In doing so the concrete benefit for participants should always be clearly defined in the run-up. Convincing are examples of successful education trainings on basic skills in other companies presented by operational representatives of the affected companies. Details are described in „3.2 Access to Companies“.

### **Convincing Arguments**

For what reasons should a company invest in workplace-oriented basic education? In an interview with representatives of the company arguments are important that demonstrate the concrete benefits of the promotion of basic education for the specific company. See *Table of Arguments for Companies (M\_2.2)* without claim to completeness

### **Speaking the language of companies**

For many company representatives "basic education" or "basic skills" are often abstract and

deterrent terms. To present them that education is also needed in their company, concrete examples are needed. These examples illustrate how low basic skills can significantly affect a company, its work safety or even its productivity preferably without using the terms use basic education or basic skills. Examples are found at *Situations for Companies (M\_2.2)*.

Specific questions on behaviors of employees (such as avoidance behavior) make the educational needs visible. The specially developed *questionnaire on educational needs (M\_2.3)* can be filled in together with the representative of the company.

Finally, illustrative promotional materials are an important tool to convince companies of the professionalism of the training provider. An example shows the *GO2 leaflet (M\_2.2)*.

## **2.3 Definition of an educational product including calculation of costs**

### **Definition of an educational product and order clarification**

If a company is interested in implementing a workplace-oriented basic education course, it takes an educational product that quickly points out objectives, scope and conditions and the potential benefits for the specific company and its employees. The content of the training program is concretized at a later point in time on the basis of the requirements analysis and the ascertainment of demand (See. 0).

For the definition of the implemented training program including the general conditions talks with representatives of the company for order clarification are needed. They include the specification of the target groups, the presumed educational needs as well as the financial and organizational framework. When and where a training activity will take place, which party will

finance which parts (work or leisure) is the subject of a negotiation process, which is taken down in an agreement with the management. The *Checklist Agreements with the company (M\_2.3)* is a guideline for the negotiation with the company. The *Checklist for process monitoring (M\_2.3)* provides an overview of all the coordination tasks of the process manager in cooperation with the company, the definition of the educational product and the implementation of the training program.

### Cost Calculation of the Educational Training

The costs of an educational training program in the field of basic education is often the decisive factor for company representatives if a course will be carried out or not. For a customized course just like a job-oriented basic education training, in particular the advisory services (order clarification, requirements analysis, ascertainment of demand, etc. are an important cost factor. The budget, which should be the basis on the training process, should contain in addition to the company acquisition costs and the implementing costs the costs for consulting services too. How the costs for a 30-hour job-oriented training could be calculated shows the *GO Example Budget (M\_2.3)*.

### Success Criteria of an Educational Training in a Company

When implementing a training program in operation, make sure that in the tense atmosphere of the following four criteria a satisfactory possible training product can be offered:

#### Success Criteria of an Educational Training:

- **Appropriateness:** The educational product depends on the size, the environment and the needs of an operation.
- **Relevance:** The training program is relevant for the employees and the company. Only if the company can benefit from the improved skills of the employees it will invest in an educational product. The transfer of the learnt content to the workplace ensures the sustainable impact of the training program.
- **Efficiency:** The invested resources of a company must be in a balanced relation to the effects of the training program.
- **Effectiveness:** The training program has an impact: The improved skills or work attitudes of employees are visible in everyday work.

# 3 A Guide to Addressing and Gaining Companies

To attract companies for implementing workplace oriented basic education a first contact with eligible companies must be established. Just the provision of education training can be presented and especially the benefits for the company. Here, so-called door openers (eg. representatives of associations or chambers) are very helpful. More over there is the possibility to get in direct contact with the company. It is worthwhile to deal with the usual acquisition instruments of companies and utilize these for the own work. The advantage is that we speak the language of companies, meet them at eye level and can push our cause to "open ears". This is a good base to inform the company about the offer of job-oriented basic education and to fill it with enthusiasm.

## 3.1 Gaining Companies by Active Addressing

We describe the addressing of companies using the example of the foundation SBB in Hamburg with its successfully conducted procedure in the framework of the project "A & O". The Foundation Vocational Education (SBB) uses existing sales experience of employees in the SBB Group who have been establishing and maintaining business contacts for years to win internships for retraining or to organize events for the encounter between companies and job seekers participants. Such experts have now been used for gaining companies for basic education trainings. In the following the way of preparing the contact to the carrying out the event and offering information sessions for HR managers to make them aware" of the issue of basic education is shown. By way of illustration stations of contacting the company in the field of logistics that could be gained for the pilot course in the framework of the A & O project are described.

### Preparation

The success of contract preparation depends on a structured preparation. In the run up it has to be defined clearly who the target group is, what results are to be achieved, which channels of communication (eg. E-mail, letter, phone, social media) have to be chosen and who carries out the acquisition. Furthermore, it must be clarified in advance where the addresses of the companies are to get (Buying? Finding out by oneself? Networks?). Who are the contact persons in the company?

The foundation SBB had decided to gain a small to medium sized company (SMEs) in the field of logistics, that wanted to offer their skilled and unskilled workers a workplace oriented basic training course. The acquisition should initially take place by phone, the addresses were taken from existing contacts, networks and from its own research. Management and human resources management had been identified as a contact.

## Example: From telephone contacting to a presentation

### Preparation of the telephone contact

The search for suitable companies is an ongoing process. For example at the beginning logistics companies were filtered from the internal SBB database and it was tried to select for SMEs, which was difficult as companies did not often specify their number of employees. In this case known large companies could (decision for SMEs) remain unconsidered.

Members and staff representatives of the industry-specific professional associations and initiatives were called by phone. The announcement of the project in case of network partners, research in chambers and guilds, in search engines and job boards completed the repertoire. The search for suitable companies took 70% of the order preparation.

Before contacting a company inquiries were made, in which field of logistics industry the company operates. Where exactly could be a need for basic education? Arguments that could be suitable for the company were brought out.

### Company-specific needs propositions

For the first phone calls it is helpful to take down keywords for the beginning of the conversation and for the goals to be reached at the end of the phone call. Even answers to possible objections should be at hand. How does a company benefit from a basic training course? The following **starting points and arguments** in favor of job-related basic education have been worked out:

- Keep proven low-skilled workers in the company (eg. in spite of a changing work environment)
- Needs concerning work safety (eg. reading and understanding safety instructions reliably)

- More efficient work (eg. more independent way of working - help from colleagues is no longer necessary)
- New job requirements (for example by changed work processes, introduction of new forms, digitization)
- Basic education as a basis for subsequent adaptation qualifications and career prospects

These are all possible reasons that can move a company to offer a basic training course to employees. Training for reasons of social responsibility, however, is of little relevance for most businesses.

**And – also important: It is worthwhile to point out from the beginning that it is about short, customized, solution-oriented offers that are directly tailored to the needs of the companies.**

The contact calls were mainly initial contacts. This means that a designated contact person must be determined by the first call, which is usually done by contacting the head office. To overcome this hurdle, the concern must be raised in a meaningful sentence.

When the contact person is contacted, the concern must be submitted immediately and briefly. Beating about the bush carries the risk that the interlocutors are impatient and end the conversation abruptly. The first minute decides whether there is an interest in basic education or not.

During the contact phase it was remarkable that in smaller companies in the field of logistics there was no need and hardly for middle-sized companies. Normally these companies have a small consisting basis of professionals. Low-skilled workers are not employed where the degree of specialization is high and technological and process requirements are demanded. Especially in the logistics methods of supply chain management, enterprise resource planning systems and specific logistics

software dominate requiring a higher level of qualification. Often the picking is outsourced or temporarily employment agencies are turned on. Almost all moving companies who employ removers said that they only had professionals under contract.

Manufacturing companies with an attached warehouse area and picking area showed Interest such as beverage producers as well as wholesalers of various fields.

When an interest was expressed a fact sheet of the project was sent together with the reference to the website of A & O to the contact person.

After an initial telephone conversation no appointment is usually assigned. The interlocutors ask for written information they want to go through with other colleagues and / or supervisors. The process up to the first personal meeting takes longer time to complete. Mostly renewed calls and demands for the current state of reflection are needed. The theme of basic education in a company is not just on top of the priority scale, even if there are needs in principle.

The process with the removal company participating in the pilot course from the first contact until the appointment lasted about six months. But then an appointment with the company was agreed in a short term.

### Appointment for presentation in the company

In the first meeting with companies ideally the first contact person and the basic education expert (eg. trainer) should take part in. In twos a more lively conversation is created and together all topics can be covered such as the presentation of the educational institution and its portfolio, the project content, the structure and the sequence of a course.

Even the personal interview must be well prepared. Does the company have expressed desires already in conversation and asking questions? Again it is stated that the interlocutor probably has little time and that he wants to find their benefits immediately in the offer. At the end of the call it is essential to agree on the next step that should be carried out temporarily to ensure that the topic of basic education remains on the company's agenda.

With the manager of the pilot company the next meeting with the head of HR could be terminated immediately.

## 3.2 Access to Companies

### Gaining companies for in-house courses

In telephone conversations with managers and heads of HR the topic basic education is awakened and excites already during the call reflection and exchange. In their mind the company representatives go through the ranks of their employees and can quickly identify the one or the other employee who has problems with reading and writing and the work execution.

In our case the direct way of personal speech was generally the more successful. By contrast, mailings (eg via invitation letter on the occasion of a conference) were rather ignored.

### Company address on special formats - Success stories search imitators

Another way of attracting companies are interesting events, where mainly representatives of companies give a talk on successful implementation examples. On the topic basic education, our project took part at a symposium of the special department basic education and business sectors in which all perspectives, out of which the implementation of a basic training course can be interesting, have been to their



advantage: There were reports of the company's CEO, the teacher, the evaluator and participants of basic education courses.

In our project we are particularly successful with unusual formats. Thus a business breakfast in a golf lounge has proved to be a „hit“. During a shared breakfast a working atmosphere arises in which company representatives report from the benefits of their basic training course and they can be consulted by other interested companies. The success: With five companies that are interested in the implementation of basic education courses concrete discussions about implementing are held.

methodology and didactics of basic educational service offers.

By sensitizing the heads of the HR for education needs there is a sustainably closer look at. The HR managers also remain in the course development continuously in exchange with the course leaders, so that any necessary course changes can be decided and implemented together quickly.

After the end of a course an evaluation discussion and a planning for a follow-up is carried out with the human resources managers and the management.

### Training of HR managers as multipliers

To implement basic education in a company as an element of staff development, the human resources managers and the management have to work together and convey this also to employees / students. For this purpose, they should be well informed about the situation of those affected and know how to ask best candidate employees. In a workshop that serves as a multipliers training the candidates learn about possible content as well as about the

### Working with a "door opener" for in-house courses

Direct corporate speech is not the only path to success. All possibilities must be taken into consideration to reach companies, for those basic education could be interesting. So good **networking** with, for example, other education providers, companies and business organizations is essential. We could win more companies by recommendations. A well maintained network opens doors!

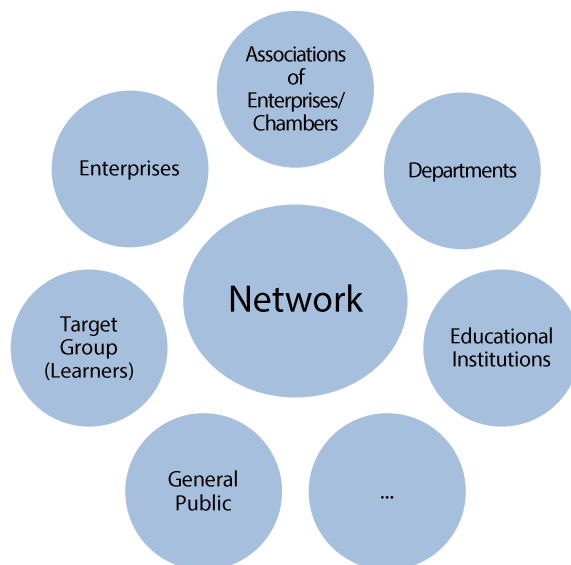


Chart 2: Network of a basic education provider

- Strengthen and expand network structure for basic education.
- Who should be addressed? We decided to address business organizations, chambers, government agencies, educational institutions, general public, affected persons and companies to establish a network for mutual exchange and to strengthen basic education as a part of staff development.
- Gain companies by persuasion and success stories, feeding them into the network

### 3.3 From Gaining the Company to the Course

After the company has opted for a basic training course, the first contact person introduces the trainer / process manager to the company. This may be before or after a first multipliers workshop.

Works council members, shop stewards and supervisors can take over the company's role as "mentors" for participants in the basic training courses so that participants can entrust them with their problems. They also support their learning process actively in their daily work. This group has to be prepared on their task in a workshop, that remains after the end of a course, in order to strengthen the sustainability.

During the evaluation session about the course the first contact person participates again and takes the gained experience into the discussion about the course and includes his information in the further development of contracts. For example, in the evaluation session possible continuation courses (advanced courses or expansion of participants) are discussed, this idea can be picked up immediately and the commercial side of the process can be realized directly, questions can be answered and data are recorded, so that if necessary an offer can be created.

Interfaces between the first contact person and the trainer/process manager:

1. In the initial phase the handover of the first contact person to the trainer/course manager is carried out to ensure the smooth running that particularly regards the flow of information and communication structures, and the processes within the gained company.
2. In the final phase trainer/course manager integrate the contact person of the company in the evaluation discussions, to make the results available for further gaining of company or subsequent quotations.

Moreover, it is useful to support the possibility of the continuous exchange between the course implementation / process monitoring and the operationally aligned contact person by appropriate communication structures to ensure that no valuable information are lost and to provide starting points for further activities of gaining companies.



# 4 Implementation of Workplace-Oriented Basic Education

## 4.1 Examples

How job-oriented basic education can be implemented successfully, was implemented in the project A & O in four companies in different countries to test the different processes and tools in various fields.

In all four countries companies could be gained successfully and education trainings could be carried out. The experiences are described in *Case studies (M\_4.1)*.

### Overview of the four implementation variants

	Germany	Luxembourg	Austria	Switzerland
<b>Field</b>	Removing and Logistics	Horticulture and Landscaping	Industrial Cleaning	Metalworking Industry
<b>Employees</b>	30	150	7000	100
<b>Content of the educational training</b>	Customer oriented communication	Practice-oriented language learning	Understanding workplace-specific texts	Oral and written communication
<b>Implementation by</b>	Foundation Occupational Education SBB	Department of Education Luxembourg	Intercultural Centre IZ Vienna	Swiss Federation for further Education SVEB

## 4.2 Tools for the Implementation

In order to implement workplace-oriented basic education, specific tools are helpful.

### Tools for the CLIC-Process-Model

For the requirements analysis and the needs assessment are the *ascertainment of basic education needs (M\_2.3)* and the learning *level survey (M\_2.3)* particularly helpful.

According to the CLIC model at the beginning of the process is a guideline-based conversation with the management, the direct supervisor and one or two employees.

Oral and written and mathematical communication situations / requirements at work are collected.

## The GO Toolkit

*The GO Toolkit (M\_4.2)* a "tool case" with tools for determining the requirement profiles of professional activities, for raising the educational needs, planning, implementation and evaluation of GO processes and training.

The toolkit is based on the GO model, illustrating the process of the promotion of basic skills companies in five steps (see 1.1).

## Target Group

The GO Toolkit is aimed primarily at professionals who gather training needs in the company and / or plan educational trainings and implement or evaluate them. These could be in-house training managers or external experts.

The toolkit contains following guides und descriptors:

Guides	Descriptors
Guide A ‚Recording requirement profiles‘ →s. also <i>Basic education needs assessment (M_2.3)</i>	▪ Descriptors ‚Oral Communication‘
Guide B ‚Surveying the educational needs‘ →s. also <i>learning level survey (M_2.3)</i>	▪ Descriptors ‚reading / text comprehension‘
▪ Guide C ‚suggestions for didactic design‘	▪ Descriptors ‚writing‘
▪ Guide D ‚General Positioning‘	▪ Descriptors ‚mathematics‘
▪ Guide E ‚Transfer into the company‘	▪ Descriptors ‚Information and Communication Technologies ICT‘
▪ Guide F ‚Evaluation‘	▪ Descriptors ‚cooperation and working methods‘
▪ Guide G ‚Process Monitoring‘ →s. <i>guide Process Monitoring</i>	▪ Test tasks / teaching and learning tips about individual descriptors (online)

## Content

The GO toolkit includes guidelines and a descriptor database.

- The **guidelines** describe best practices in the definition of requirement profiles for specific activities in the company, in detecting the training needs of the staff and in the development, implementation and evaluation of in-house training in the field of basic skills.
- The **descriptors database** contains instruments that can be used in these processes in order to make the basic skills visible and detectable. As each company has its own operations and faces each operation differently the tools should be checked prior to use and adapted to the specific situation.

The descriptors database also contains suggestions and exemplary learning tasks, which can be helpful when training programs are planned and designed in the field of basic skills.

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<sup>1</sup> [www.grawira.de](http://www.grawira.de)



A & O



Materials for the Guide



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# Competence Profiles for the Four Functions of the GO Model

The competence profiles for the four functions of the GO model are described in terms of knowledge, skills and attitudes. For example particularly adult educators with experience in

the design and implementation of educational trainings with low-skilled persons are suitable for the activities of the "needs analysis" due to the defined competence profile.

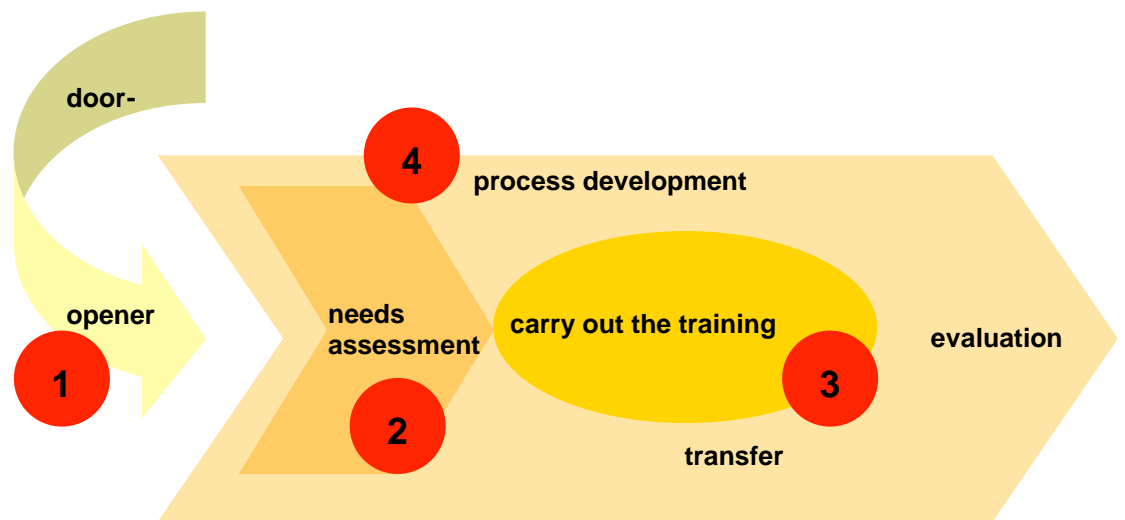


Figure1: The 4 functions of the GO process

## 1 Door Opener

### Knowledge:

- Importance of basic skills, arguments in favor of the promotion of basic skills at the workplace
- GO Model: overall concept, processes, tools
- Already implemented GO projects and their results
- structures and processes of the company, requirements for the staff (at least for one field)

### Skills:

- Finds the contact in the company and address him in an appropriate language

- Communicates the benefits of a further training and consider the main arguments (workplace flexibility, security, identification with the company, increased motivation and commitment, etc.)
- sketches temporal expenditure and total cost of a further training and connect with the benefits of the further training
- establishes relationships and liability

### Attitudes:

- openness, winning personality
- commitment to basic skills
- determination and persuasiveness in conversation

## 4 Process monitoring

### Knowledge:

- GO model: overall concept, processes, tools
- Already carried out GO projects and similar projects in other countries and their results, in particular the evaluation of the processes
- Operating structures and processes
- Personnel development in enterprises, in particular SME

### Skills:

- Clarifies orders and create contracts
- Designs concepts for educational training , carry out cost / benefit analyzes
- Identifies short- and long-term benefits of the training as a part of staff development
- Demands the commitment of persons responsible in the company
- Recruits and instruct appropriate persons for the analysis of needs and the course management

- Defines processes, roles and interfaces and clarify them if necessary
- Defines transfers to the work places
- Maintains contacts with contacts in the company (in-house project management, participants in the training program, supervisors) and with the course management to ensure the flow of information and to intervene when necessary
- Evaluates the further training comprehensively (processes, results of training, transfer, environment)
- Appoints the benefits of the conducted educational training (not provided results or indirect benefits) and propose any further steps

### Attitudes:

- Conviction that the promotion of basic skills is a win-win situation for both the company and the staff
- Confidence-inspiring personality
- Clarity in conversation and liability at agreements

## 2 Analysis of needs

### Knowledge:

- Better understanding of at least one of the basic skill fields (language, mathematics, ICT, cooperation and working methods)
- Basic business knowledge
- GO processes and tools of GO Toolkits

### Skills:

- Understands operational processes and dependencies
- Develops and describe requirements for a specific activity
- Develops and implements needs surveys (through interviews and / or tests)

- Moves in the social network of companies, especially SMEs
- Ability to talk with people
- Good observation skills
- Ability to analysis and synthesis

### Attitudes:

- Impartiality
- Authentic interest for the special requirements of jobs and their challenges as well as respect for the achievements of low-skilled people
- Reflected attitudes towards low-skilled, cultural stereotypes and "simple" work activities

## 3 Course implementing

### Knowledge:

- Better understanding of at least one of the basic skill fields (language, mathematics, ICT, cooperation and working methods)
- Didactical knowledge in at least one of the basic fields of competence as well as general andragogical knowledge
- Specific requirements of the educational work in the field of basic skills and relevant success factors
- GO processes and tools of GO Toolkits

### Skills:

- Classifies information from a needs analysis and create a customized course concept
- Develops practical solutions for teaching with a distinct reference to the working day in the company
- Creates easy to understand learning materials

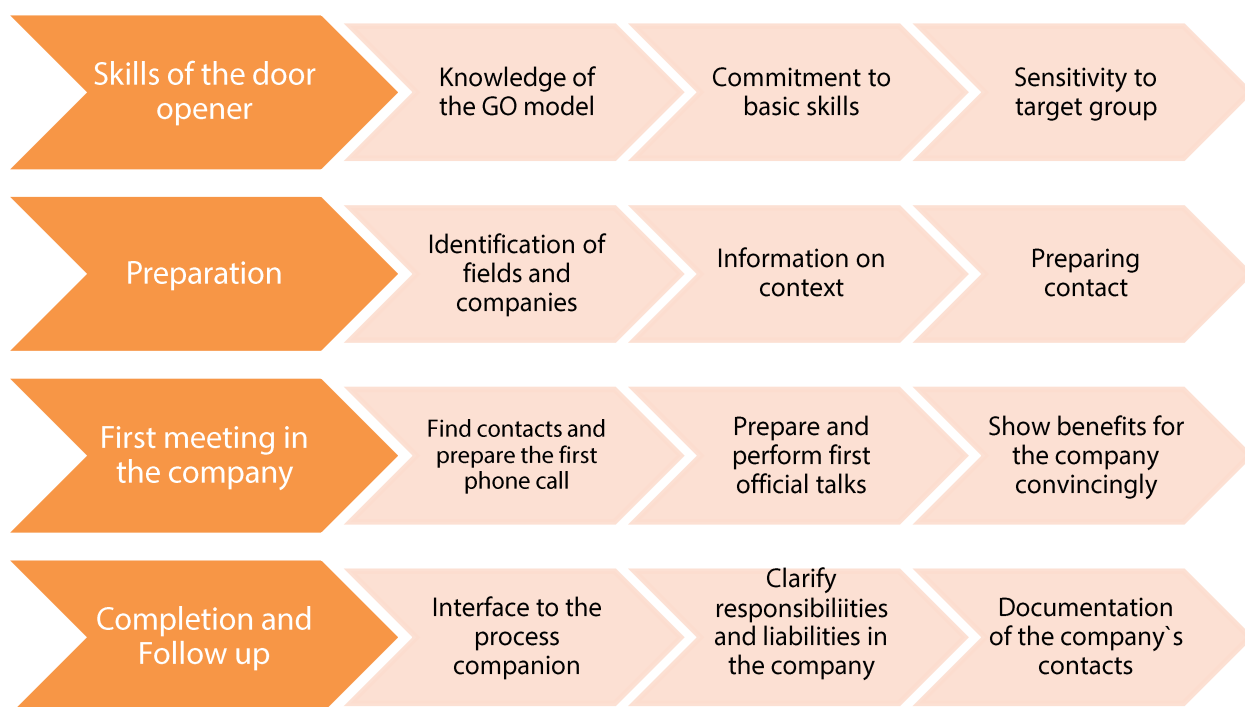
- Develops and apply practical tasks for determining the learning progress
- Builds the learning process on the resources of the learners
- Moves in the social network of companies, especially SMEs
- Arranges roles and processes during team teaching

### Attitudes:

- Flexibility to adapt the learning process to current circumstances
- Appreciation to small learning progress
- Pertinent and at the same time optimistic with a motivating teaching attitude
- Reflected attitudes towards low-skilled, cultural stereotypes and "simple" work activities



# Function 1: Door opener - skills and processes for the acquisition of companies for the promotion of basic skills with the GO model



## Skills and attitudes of the door opener

### Skills of the door opener

- Demonstrate convincingly the importance of basic skills with relevance to the arguments for each company towards promoting basic skills at the workplace
- GO Model: Be able to explain the concept, the processes and instruments and in the business language
- Use already implemented GO projects and their results
- Very good knowledge of the industries, activities, job requirements and training needs, which are often needed in low paid jobs

- Very good knowledge of needs, working and living conditions, and especially education behavior of people with low basic skills

### Discussing basic skills

Economy and labor market are changing fast. Knowledge and skills that has been acquired in school, vocational training or study, are no longer sufficient to survive in the world of work as it changes permanently. This is a challenge for everyone, employees and companies alike.

Door openers create awareness that basic skills are an important field of education, so that the job-relevant training are offered for low-skilled workers in an adequate form.

As a rule low-skilled workers have hardly demands on training. Therefore there is often a lack of desires and concrete ideas. The persons responsible in a company are often not clear what offers are sensible and mutually beneficial for both employees of the target group and the company.

- avoid stigmatization
- identify resources

### Sensitivity to the target group

Low-skilled employees are capable, intelligent and efficient (fit concept by GRAWIRA), they manage their lives, do a good job and are welcome as employees.

They learn under difficult conditions, often after work to replace negative learning experiences through positive and to discover that learning can be fun. An increase in the skills secures its own future and that of the company.



Cognitive demands don't often cause difficulties but existing working conditions such as:

- Errorless calculating under stress
- Correct writing during night shift
- Reading under time pressure
- Errorless writing under time
- Dealing with new computer systems in the direct working environment

### Attitudes of the door opener during acquisition talks

- **Not to occur with a prefabricated concept**, but to appear in the role of a con-

sultant who has prepared persuasive arguments that illustrate the benefits of a training when objections and counterarguments of the interlocutor should be refuted credibly

- **Having ideas**, but not to defend them stringently, but - taking into account the company's needs - to modify them during the conversation or to **develop completely new ideas together with the interlocutor** and using his previous-knowledge and competence
- **Relieve the interlocutor** the fact that he previously did not know about the problem or did not dedicate himself to it

- **Take your time**, but do not overdo the time of the interlocutor
- **Listen closely** to analyze can, what problem, what challenges the company faces, what **approaches for a meaningful offer** are recognizable
- **Reflect** the interlocutor what has been perceived, collected, what has become clear and analyzed in order to prevent misunderstandings
- **Encourage** him and his desire for the project and to assure him **support**
- **Quote from the testimonies** of former learners and statements of other entrepreneurs and use them as an **amplifier**
- Try to reach a consensus first, a first OK catch.

### Phases in the process of company acquisition for the promotion of basic skills in companies

#### Preliminary thoughts

- Experiences show that two preconditions in a company are crucial in order to open the doors for the promotion of basic skills.
- Stress in a company, for example, produced by acute changes
- A person in the company supports the promotion of basic skills with "heart and soul"

#### Important fields

- Cleaning, hotels and catering, gardening and landscaping, logistics, care, installation, suppliers, crafts, trade, car rental, commercial disposal...

#### Preparation

- Use personal contacts to companies- from door opener to door opener
- Selection of contacts, of which at least openness to the issue of basic skills can be expected
- Find basic starting points for interviewing (context information)
- Acquire profound knowledge about the company (size, organization, products) including specifics of the field , work organization and human resources, and, if possible, about the employment structure
- Find contact person in the company who internally takes a stand for promoting basic skills and supports the process
- Preparation of the first contact by telephone (what is the offer, what are the benefits for the company?)
- Preparation of the personal first interview

#### First meeting in the company

- Discuss current training activities, ask for possible training needs for low-skilled employees in operation - active listening, picking up the interlocutor
- Identify training potentials: What are the benefits for the company, what are the benefits for the employees

#### Completion and follow-up

- Gain the management
- Establish liability and re-rail the internal project management
- Introduce process facilitators in the company
- Prepare company agreement
- Document "inconclusive" contacts and initial interviews well





# GO Training Concept

<b>Module 1</b>	<p>«<b>Introducing the GO Model</b>»</p> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>Graduates of the module know the objectives and the various processes and components of GO and are able to present the GO model to third parties briefly and in accordance with target groups.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Promotion of basic skills in the operational context</li> <li>The GO model</li> <li>The GO toolkit</li> <li>Roles and functions in the GO process</li> </ul> <p><b>Duration:</b> 1 seminar day</p>
<b>Module 3</b>	<p>«<b>Course Implementation in the context of GO</b>»</p> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>The graduates of the module are able to design a further education training within the GO, to conduct and to evaluate it.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Creating course concepts on the basis of needs assessments</li> <li>Material development</li> <li>Success factors in the promotion of basic skills</li> <li>Promotion of the transfer</li> <li>Implementation of the module content and reflection (proof of competence)</li> </ul> <p><b>Duration:</b> ½ seminar day+ Coaching the implementation</p>
<b>Module 2</b>	<p>«<b>Needs analysis in the context of GO</b>»</p> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>Graduates of this module are able to describe requirement profiles as part of the GO process and carry out surveys on training needs.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Procedure for drawing up specifications</li> <li>Methods of collecting training needs due to requirement profiles</li> <li>General location rules</li> <li>Conducting a job analysis and / or a needs assessment (proof of competence)</li> </ul> <p><b>Duration:</b> 1 seminar day+ Coaching the implementation</p>
<b>Module 4</b>	<p>«<b>Process monitoring on GO educational projects</b>»</p> <p><b>Objective</b></p> <ul style="list-style-type: none"> <li>Graduates of this module are able to plan within the GO system educational projects, to structure, to accompany, evaluate and ensure the communication between the parties.</li> </ul> <p><b>Topics</b></p> <ul style="list-style-type: none"> <li>Detailed analysis of each project phase</li> <li>Organizational and controlling processes</li> <li>Order clarification</li> <li>Process moderation</li> <li>Keeping the practises in the company</li> <li>Implementation of a pilot project (proof of competence)</li> </ul> <p><b>Duration:</b> 1 seminar day+ Coaching the implementation</p>



# Promotion of Fundamental Skills of Employees at Work: Do Needs Exist in my Company?

Use this checklist to check if potential for the promotion of basic skills of your employees in your company exists.

	Yes	No	Comment
<b>Situation of your employees</b>			
How high is the share (in percent) of employees in your company, who have not a completed vocational training?	about ____ %		
Can your employees take on new responsibilities in the company easily and deal positively with operational changes?			
Do you notice difficulties at your employees when practicing certain activities at the workplace?			
Are your employees often stressed or ill?			
Do you feel you could get more out of your employees?			

<b>Communication within the company</b>			
Are there difficulties in the communication between you and your employees?			
Have you or your superiors the feeling of being often misunderstood by the employees?			
Do you or your superior feel that your employees do not care enough for internal company information?			
Do your employees have difficulties in dealing with and the perception of internal company information?			

<b>Dealing with Information- and Communication Technology (ICT)</b>			
Is the introduction of new information and communication technologies an issue in your company?			
Do your employees have difficulties in dealing with new information and communication technologies at the workplace?			



# Situations in Companies

To convince an entrepreneur from the benefits of the promotion of their low-skilled employees, the language of business has to be spoken. Therefore concrete examples from the context of fields are helpful. So you can show that you know the daily challenges of this professional field and can identify appropriate solutions.

The examples below show how low basic skills influence the work activity, in some cases with significant consequences.

- 
- ***An IT staff took down a telephone order of a long-standing customer. The customer wanted to order 10% more. Instead, the employee wrote down the 10-fold amount.***

- 
- ***A saleswoman in a supermarket has a lack of confidence in her reading and writing skills. Every time a customer wants to place an order, she calls a colleague in order to write down the order.***

- 
- ***A baker could work out the ingredients for the production of bread, as long as there were round numbers like 3000. However, if he should bake 3500, he produced 4000 and threw away the remaining 500.***

- 
- ***A customer of a known supermarket chain noticed that the poultry which he bought every week always weighed the same, but the price varied a lot. It turned out that some packers of the poultry factory had trouble to use the scales and to read correctly.***

- 
- ***A foreman noticed that an excellent painter struggled to complete his work. The colour had gone out and he did not know how to calculate the ratios in order to obtain the correct color mixture.***

- 
- ***A cleaning lady was reading the instructions on a cleaner bottle wrongly and used 10 times as much cleaner than necessary.***

- 
- ***A glass bottle was half-filled with a transparent liquid and provided with a poorly legible label. However, no one could read the label but it has come to light that mineralized spirit was in the bottle.***
-



# The Benefits of Occupational Promotion of Basic Skills for Companies and Employees – GO2 Table of Arguments

## Starting point

- Ongoing innovations at the workplace and increasing demands require the development of low-skilled employees
- Low-skilled employees in enterprises are often very stressed, they have more work and family commitments and they often don't have time for their own educational training.
- In-house solutions to promote the training of employees are therefore very useful: the training is directly brought to the employees in the company and specially designed for them and their needs at the workplace
- The advantages of in-house and job-oriented further trainings can be summarized as follows:
  - Flexible
  - Customized
  - Simply transferable
  - Promoting teamwork
  - Situational and personalized
  - Flexibility of course providers

## Why GO?

- Development of educational programs that are specifically tailored to the companies
- Pays attention to the needs of a company: What basic skills are used now and in future, what should be trained?
- Shows the promotional potential of employees
- Courses are adapted to the conditions in the company, the courses take place during the work, coordinated with everyday operations.
- Mastering the ability of employees to current and future requirements at the workplace is the stated goal of GO
- Ensure the transfer to work in cooperation with the company
- Individual transfer promotion as an integral part of the training program
- Evaluation of the processes and effects of GO

## Benefits for the companies

Companies are not interested in models and concepts. They also want to hear nothing of lifelong learning. Continuing education must bring a clear benefit.

They think economically and they want to improve the company's productivity and the efficiency of work processes.

## Possible arguments

### Less accidents and loss of time

- Higher professional qualifications of the employees

### Quality Improvement

- Errors are avoided because employees are safe and competent in the work processes and their implementation

### Improvement of internal company communication

- Employees understand contracts / documents better and can contribute well directed
- Employees feel more self-confident, they dare to be initiative and to ask questions for clarification.

### More efficient staffing from own ranks

- Can counteract the shortage of skilled workers

### Identification with the company

- A training program shows appreciation and esteem
- Reduces fluctuation

### Higher motivation of the employees

- Employees realize their potential, become more self-confident and more motivated

### Less fluctuation and sick absences

- Improved literacy skills → more health prevention measures
- Less mental stress

### Greater openness for changes / flexibility

- Employees can take over other fields of activity
- Self-confidence promotes the ability and willingness to change
- In the context of the mechanization and standardization of workflows basic skills are essential

### Greater efficiency and productivity

- Through better utilization of their learning and performance potential, employees are more productive in their daily work → More competence of the staff in various tasks

### Image profits

- Companies recognize their social responsibility and invest in low-skilled employees

### Strengthens competitiveness

## Benefits for the employees

### Better qualification

- Employees are better qualified, are competent and able to implement the newly acquired knowledge and skills directly in their professional and private life.
- Safe in reading, writing, speaking and understanding

### No longer afraid of new tasks

### Less prone to errors

### Good and safe handling of customers

### More relaxed, bring more experience in the team

### Learning ability and self-confidence is strengthened

- Higher skills and knowledge in relation to their daily job in the company increase the confidence of the staff. The employees are aware that they are capable of learning and working efficiently. They dare to do new tasks and face challenges.



### Higher Independence

- Thanks to their newly acquired skills, employees can now perform many tasks by themselves and are less dependent on other colleagues in the workplace.

### Positive learning experiences

- Employees discover the joy and interest in learning. They can achieve positive learning experiences and transfer them to the workplace and in everyday use directly.

### Less loss of power through avoidance strategies

## Benefits for the industry

### Competitiveness

- Optimum utilization of labor market resources
- Development to service and knowledge society
- Implementation of technological advancement



# Ascertainment of Basic Education Demand

**Date:****Who:**

Name of the company	
Field	
Name of the contact	
Function of the contact	

## 1. Concerning the Company

How many people are employed in the company?						
1-4	5-19	20-49	50-99	100-249	205-1000	unknown
Of how many of them the mother tongue is other than German?						
1-4	5-19	20-49	50-99	100-249	205-1000	unknown
< 5%	5-10%	11-20%	21-40%	41-60%	>60%	unknown
How many of the employees in total are unskilled and semiskilled (low-skilled)?						
(< 5%)	5-10%	11-20%	21-40%	41-60%	>60%	unknown
How is the staff composed of?						
Does your company offer vocational training?			Which occupations?			
No      Yes						
Further education offers?						
Who takes part in?						
Career opportunities?						
Conditions in the workplace, how is the work organized?						
Changing locations						
inside, outside, noise?						
Shifts:						

## 2. Concerning the workplace

Department	
Description of the workplace	
Please describe the activities during the workday	
Required qualifications	
What else is important on the workplace	

### Language requirements in the workplace

*Oral communication (including informal conversations)*

With whom do the employees talk? What need the employees to understand orally?

With whom?	What?	How often?
Preliminary note on the subject		
Customers		
Superiors		
Colleagues		
Are there team meetings, audits, ...:		

*Reading: What do the employees have to read?*

What?	Medium	How often?

*Writing: What do the employees have to read?*

What?	Medium	How often?
What forms are used?	Provided by the management for the course	
1) From the order confirmation to the bill of lading 3 anonymised records of written customers papers will be supplied. 2) Training Material: Health and Safety. 3) Quality Manual: Communication with customers. 4) Perhaps further texts or forms (Holiday application etc.)		

**Counting: What do the employees have to count?**

What?	How?	How often?
Requirements in mathematics, for example percentage calculation, multiplication, subtraction		

**Language needs and description of the linguistic situation of employees**

In what situations workflows are influenced by communicative deficits or peculiarities?	
What skills were missed in those situations?	
What has been done in order to overcome communicative weaknesses? Explanations? Learning Support? On the part of the management /the employee?	



Were there any situations in which a quicker learning success was visible?	

### 3. Possible content and objectives of basic education programs

Training readiness	
What content should a further education program convey?	
What goals should pursue a further education program?	
What should the employees be able to do better after taking part in further education	
How should the objectives be reviewed?	

# Checklist Agreement with the Company

Client	
Contractor	
Starting Point	
Target Group/s	
Target direction / objectives of the training program	
Benefits for the Company	
Internal and external persons involved and their roles and assignments	
Progress of the project and appointments <ul style="list-style-type: none"> <li>▪ Detecting training needs</li> <li>▪ Designing the further education program</li> <li>▪ Implementing the further education program</li> <li>▪ Transfer/Agreements</li> <li>▪ Evaluation</li> </ul>	
Coordination between internal and external persons involved	
Scope of the further education program	
Conditions (time, financial, organizational)	
Evaluation	
Performance and cost compilation	
Confidence	
Agreement can be adjusted by mutual agreement	
Additional	
Signature Client	
Signature Contractor	





# Checklist for Process Monitoring in a GO Project

## Acquisition of the door opener

- ✓ The reason for the initial contact?
- ✓ Current involved persons and their functions?
- ✓ Already mentioned issues, first results or arrangements?
- ✓ Agreed next steps?
- ✓ Next contacting operation: Who? When? With / without door opener?

## Conversation about contract clarification

- ✓ Participants: Representatives of the management, in-house project management - more?
- ✓ Planning of a conversation: Summary of the previous process – expiry of the GO project-importance of the transfer project in the company - ascertainment of basic education demands on the part of the company
- ✓ Contact person in the company (internal project management) - what other people could also be informed and consulted for decisions?
- ✓ Target group of the educational training?
- ✓ Suspected needs and approach to ascertainment of basic education demand?
- ✓ Financial and organizational framework?

## Contractual agreement

- ✓ Commitment of the management for the GO project
- ✓ Target direction / objectives of the training program, and / or procedures for evaluation of needs and objectives
- ✓ Scope of the training program, including transfer to the company
- ✓ Duration and end of the project
- ✓ Complied with financial, organizational frames and / or timeframes
- ✓ Enclosure with the organizational structure of the project, the communication structures and the scheduling

## Detecting the training needs

- ✓ If the detection of requirement profiles is part of the tender: choice of procedure ( Guide GO Toolkit)
- ✓ Determining who performs this step (process manager or course director) - briefing the course director could be necessary
- ✓ If requirement profiles were detected: Discussing the results with the in-house project management and common determining the goal setting of the training program and choice of methods to evaluate the educational needs (> Guide B GO Toolkit)
- ✓ Determining who should carry out the survey of training needs (process-companion or trainer) - possibly a short briefing of the course director should take place

## Conversation with internal project management

- ✓ Introducing the results of the analysis of surveys and the outline of the training program
- ✓ Defining common global objectives of the training program
- ✓ Clarifying procedures for tendering, respectively, the selection of participants
- ✓ Clarifying the scope and organization of the course
- ✓ Defining approach to the definition of transfer agreements

## Development of the training concept

- ✓ Including the course management and clarifying the roles regarding the concept creation
- ✓ specify instructional design (> Guide C)
- ✓ Recording considerations about transfer measures in the concept (> Guide E)
- ✓ Recording considerations about evaluation in the concept (> Guide F)

## Approval of the concept and tender

- ✓ Presenting the educational concept of the in-house project management for approval, possibly the management confirms its commitment
- ✓ Defining and Implementing the kind of course tender with the in-house project management

## Beginning of the course

- ✓ Specifying the kind and timing of contacts with the course director on the one hand and with the project management of the company on the other hand
- ✓ Making sure that the infrastructure is suitable and the course organization is ready
- ✓ If planned at this time: determine whether the discussions have taken place about the transfer agreements (> Guide E) - Forward the information to the course director
- ✓ Obtaining feedback from the course director after the first course unit: first reactions of the participants, the adequacy of the planned program, infrastructure, ...?
- ✓ Brief contact with the in-house project management concerning information about the course start and possibly to obtain first reactions from the company

## Towards the middle of the course

- ✓ Consultation with the course director on the progress of the course and "echoes" to the transfer measures
- ✓ Consultation with the in-house project management about possible first results of the transfer action and "echoes" to the course
- ✓ Defining the objectives and methods for the interim evaluation of the course together with the course director
- ✓ If planned at this time: determine whether the discussions have taken place about the transfer agreements (> Guide E) - Forward the information to the course director

## Towards the end of the course

- ✓ Consultation with the course director on the progress of the course to achieve the goals and on the feedback concerning the transfer measures
- ✓ Consultation with the in-house project management about the transfer measures and the feedback on the course
- ✓ Defining the objectives and methods for the final evaluation of the course together with the course director (in terms of satisfaction and learning outcomes) (> Guide F)
- ✓ Agreement on data for evaluation discussions with operational players (> Guide F)

## After completing the course

- ✓ Evaluation of the course evaluation (satisfaction and outcomes) together with the course director
- ✓ Implementation of evaluation discussions with the operational actors (transfer success and process quality)
- ✓ Recording and evaluating the results of the evaluations
- ✓ Creating the evaluation report (> Guide F) and presenting the evaluation report to the management and the in-house project management

## Final conversation with the company

- ✓ Feedback on the training by the company?
- ✓ Was the GO project from the point of view of the company a success? What, what not?
- ✓ Feedback on the evaluation report
- ✓ Feedback on the processes?
- ✓ Further educational training?
- ✓ Renewed contact desired?

# Example Budget of a Training Activity: How much is GO?

Budget for a GO training activity of 30 hours.

What	Amount of hours	Estimate in Euro	Costs in Euro
Company Acquisition	30	55	1'650
Advisory Process	30	55	1'650
Course Implementation	30	45	1'350
Course Preparation and Evaluation	30	45	1'350
General Costs		10%	600
<b>Total</b>	<b>120 hours</b>		<b>6'600 Euros</b>

**Rule of thumb:** The consulting service including the acquisition is at least as time consuming as the educational management.



## Learning Level Survey – Example

# Learning Level/Scenario „Writing damaging reports“ – Zapf Removals Hamburg

Family Name: \_\_\_\_\_

First Name: \_\_\_\_\_

**Please write down the damage.**

Exercise 1:



When you lift up you realize that one of the four table legs is loose. Make a note of the damage so that is known which table it is and what is broken.

Notes: \_\_\_\_\_

Exercise 2:



The right armrest of a chair falls off when you lift the chair. Make a note of the damage so that you know which furniture is meant and what is broken.

Notes: \_\_\_\_\_

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Exercise 3:



The bottom drawer has a thick scratch. The furniture is in the bedroom of the customer. Make a note of the damage so that you know which furniture is meant and what is broken.

Notes: \_\_\_\_\_




## Case Study – Zapf Removing Hamburg Ltd.

# Customer Oriented Communication Skills for Removers

5 employees who work as removers for Zapf relocations Hamburg, had the opportunity to reflect on their communication behavior with local customers and its own team under the guidance of a trained TCI consultant and to optimize it. Both typical customer complaints, and the structural conditions in the company Zapf, which are basic conditions for good communication were brought up. Finally proposed solutions that had been worked out by the participants themselves were given in the form of an open letter to the management.

The management has promised a debate on the proposals.

### Context of the company

Field	Zapf is a member of the Federation Furniture Forwarding and Logistics (AMÖ) eV	
Size	Zapf Removers Hamburg is a small sized company and employs approximately 30 employees	
Staff	<p>Apart from a few dispatchers, truck drivers and mechanics the removers are, among them some team leaders, the largest group at Zapf. Approximately one-third of the removers has been working less than two years with the company. Here there is a high staff turnover, which currently can't be stopped by the management. Young people with discontinuous educational careers and generally without vocational training get a chance, they have to take quickly. Punctuality, reliability, handling and communication with the customer are "secondary work virtues" that are central to the company's success.</p> <p>Among the low-skilled workers, there is only a tiny fraction of people with an immigrant background.</p>	
New challenges at the work place	Currently modernization and technological innovation play in this service field hardly any role. But the competition between Hamburg removers opts increasingly on quality and customer orientation. Advertising within the field takes place by word of mouth from satisfied customers.	
Activities on further training	So far this small enterprise has not invested - for financial reasons - in the further training of its employees. There is also no systematic personnel development work, taking into account an individual training and further education planning for the staff. However, Zapf Relocations Hamburg is a training company for two young remover trainees.	

## Implementation of the A & O-Pilot

responsible organization	The Foundation Occupational Education/Stiftung Berufliche Bildung (SBB) has experience in the field of basic education, which dates back to the 1980s. For nearly three years, the foundation has been developing offers on basic education in cooperation with companies in Hamburg. Currently within the framework of a BMBF-funded national project a special department for the Hamburg business community in all matters of basic education for employees has been established.
Location	The pilot course was held in the seminar rooms of the foundation. The three seminars were held on Saturdays, so that participants had to arrive from home, that means from diverse districts to the seminar.

### From contacting to a binding contract clarification

Zapf Relocations Hamburg was contacted and informed by the responsible sales person for basic education as part of company-mailings in the Hamburg logistics industries. During a follow-telephone conversation a first restrained interest was shown. Only after a further follow-up action, a first acquisition-date could be agreed with the customer. In the following initial consultation the persons responsible for acquisition gave a description of the needs

- team communication and communication with the customer
- Coping with written tasks such as reading and entries in the consignment note and other commercial documents at the customer site
- Percentage calculation, when calculating the VAT on the final amount that has to be paid by the customer for the move on the spot.



Photo: [www.zapf.de](http://www.zapf.de), Rev.: 28.4.2015

A binding contract clarification (objectives, course concept) took place about four months after the initial contact.

### Requirements analysis (so-called "Basic education needs assessment")

The requirements analysis in the company Zapf Relocations Hamburg was conducted by the following methods:

1. questionnaire-based interviews with the HR managers in the management and the direct supervisor (dispatcher).
2. individual 45-minute interview with each participant (see the next paragraph!).

The two interviews with the company ("objective requirements") followed the questionnaire edited by the department "Vocationally oriented German" (see. Weissberg, 2012). In the summary report to the customer the following communication requirements for the workplace "removers" were listed:

- The staff is instructed by the customer to be careful with certain furniture
- The staff is instructed by the customer to package items very thoroughly

- The staff is engaged by the client in a personal conversation (professional distance!)
- The staff asks the customer where to take place to have breakfast
- The staff asks if he can use the toilet
- The staff accepts that one of the team must have the final say (team leader role).
- During difficult or long relocations an irritated mood may arise on all sides. In this case the remover has not to act aggressively but calm and sensible.
- During teamwork the employees have to dispense with expletives ("Ghetto Language") and curses when they meet the customer.

### **Initial consultation and prior learning survey**

A 45-minute personal interview with eight addressed participants presented a first access to the personal learning interests. Two participants formulated for themselves no need of communication with customers, but were willing to participate "as role models" at the seminar. The other six esteemed themselves as "not as strong", "occasionally irritable" or "reluctant". An introverted participant asked: "How can I protect myself against customers who generally know everything better. How can I do my job professionally without being intimidated. "

A stand-alone requirement field represent the written language requirements for unambiguous formulation of old and new damages on furniture, walls and floors. The learning state survey revealed here no learning needs for the five participants.

### **Further Education Training**

Based on the requirements analysis of the company, as well as based on the individual interviews with the participants in advance of the seminar, the concept "Customer-oriented communication for removers had been developed". It is not so much a classic communication training, based on training and role-playing, it is rather a moderated discussion in three intervals – but taking the role-playing method into account:

First day: from the perspective of the removers

Second day: from the perspective of the customers

Third day: from the perspective of the company

In the spring of 2015 five employees visited the seminar on three Saturdays. Due to the use of priorities for relocating companies in the second half of each month, it has been decided to take part in compact seminars on weekends. The participants discussed initially their personal perception of "difficult removals" and "difficult customers". In the second step the seminar focused on the change of perspective and empathy for the customer. Thereby solutions have been developed how in future each employee and the company Zapf can communicate better with the customer, within the team and especially with the supervisor due to structural changes. Especially here it was found out that communication problems can not be solved solely by training or basic education courses, but changes in the entire system of operational processes and interactions need to be made. The action plan in form of two "open letters" that was elaborated on the 3rd Seminar Saturday was handed over to the management at the end of the seminar. The participants of the seminar formulated the desire that their plan of action should be discussed together with the management. It was proposed that the discussion with the management should take place within a fourth seminar day. In the meantime the company has expressed its willingness to an internal employee conversation.

### **Transfer and Sustainability**

There was an extremely positive outlook for the transfer of learning, because the seminar was carried out strictly action-oriented. By role-plays and by the development of business solutions from the "company perspective" the participants were engaged with the reality of their own operations and its communication structures. Communication was not merely treated as an interactive and social-

psychological topic, but it was worked out actively so that concrete solutions could be handed over to the management. The participants won't forget the three seminars not to soon.

### **Conclusions**

The basic training program can be described as unusual and very successful for basic education, because the impulses from the seminar were helpful for a structural change of the detected communication problems within the company and with customers.


## Case Study – Simacek Facility Management Group

# Understanding Workplace-Specific Texts (Instructions, Guidelines) in the Industrial Cleaning

10 participants of the Simacek Facility Management Group took part in a basic training program at two customer locations (ORF and MONDI).

The needs of the company and the participants were recorded in interviews before the start of the training to fine-tune the learning content and learning objectives to those needs.

### Context of the company

Field	Monuments, facades and building cleaners	
Size	Family company with approximately 7,000 employees in the field of cleaning and special cleaning, subsidiaries in Austria and in Central and Eastern Europe, Cleaning activities at customer objects with 5 to 40 employees.	
Employees	Apart from the company management there is a high percentage of women in the field of industrial cleaning who work part-time or full-time. At each location site managers coordinate or organize cleaning activities. On the larger sites, they are supported by foremen. Except for the site managers and foremen, who are bound to carry out their activities in training programs, all staff is semi-skilled.	
New requirements at the workplace	Development of linguistic resources and analysis of linguistic forms (grammar) using selected examples from discussed topics (operating instructions, work instructions, health prevention, criteria in the Code of Conduct of the Company Simacek.)  Working with computers, especially retrieving the digital payslip.	
Training activities	Further training activities in the company Simacek are agreed between employees and the heads of HR department individually (themes, time scale and cost absorption). For the group of low-skilled employees in the industrial cleaning field there were sporadically offered language courses. In addition to the language course offerings there are no further training for the cleaning staff. From the level of forewomen there are special qualification programs in cooperation with the cleaning of buildings Academy of the Vienna Guild of facades and building cleaners	

## Implementation of the A&O Pilot

Responsible Organisation	Interkulturelles Zentrum (IZ)/ Intercultural Centre (IC)
	As the IC offers a number of trainings in the adult education sector in general (especially in the field of intercultural education), but is not so deeply rooted in the basic education sector, a cooperation with lernraum.wien, (learning space Vienna) has been established to implement the pilot project. lernraum.wien, (learning space Vienna) is an institution of the Vienna adult learning centre PLC with many years of experience in the basic education sector.
Location	Vienna (Location ORF, Location MONDI), Austria

### From contacting to a binding contract clarification

The activities of the acquisition of a cooperation in the field of industrial cleaning have lasted over a few months. First conversation contacts with the company Simacek took place in November 2013. The final approval for the implementation of the pilot action and mandatory talks for order clarification were held in June 2014.

The cooperation agreement with the company Simacek was concluded with the department "CSR & Corporate Marketing".

Corners of the cooperation that has been fixed in the context of order clarification:

- implementation of the training at two customers sites (objects), ORF with 40 cleaners and MONDI with 8 cleaners
- Presentation of the implementation concept at both sites; for all employees the participation at the training should be voluntary
- Implementation 1x weekly, 1-5 (Minimum period) to 2 hours
- The course time is not considered as working time, the employer however tries to give necessary assistance
- Individual meetings with participants will be done during the first days of the course (with to be considered individual topics)
- before the beginning of the course a conversation between our contact person of the company Simacek, the course accompanier, the trainer and the object manager (in one case, using the services of the foreman on the site) has been agreed



*Beginning of the literacy training, October 2015*

*Foto: Karin Hackl, Standort ORF*

## Requirements analysis and needs survey

After the order clarification (Property managers, training managers,) in the context of a conversation with relevant people in the company Simacek analyzed the situation of the potential participants.

The following questions were discussed:

Desired contents of the basic training program, working conditions or work organization at the company (involvement of employees in company organizational structures), which activities are carried out at the two sites and (tasks in relation to the descriptors, writing, arithmetic, communication, ICT skills, problematic situations at the workplace) , which tasks can accomplish this, which problems setting are criteria for employees in the cleaning area and already carried out trainings of employees in the cleaning area.

Subjects (or materials on subjects) have been agreed with the participants within the framework of the basic training program at the company:

- Code of Conduct - LL version in German, Turkish, BKS, barrier-free
- Operating instructions, safety instruction and work instruction on cleaning in the LL mode
- Topic workplace harassment / discrimination (also part of the work instruction)
- values, attention is paid to the special in the company Simacek (definitions, explanations in different languages)
- access to online payslips
- health care (information materials to different doctors (screening for women and men)
- Learn the Learning / training opportunities

The presented basic education requirements, - in addition to the understanding of the assignments which does not concern any direct requirements on the work of the participants, lead to the conclusion that the company is well-adjusted on the low basic skills of its staff deficits are compensated by guidelines in the cleaning work – example color codes of the cleaning agents – and by multilingual object manager and foremen.

## Training

These talks brought the key to the design of the basic training program realization that took especially the bad German language skills of participants into consideration.

Due to the linguistic level of the participants, the documents made available by the company were used as the basis for language teaching. In this way both language comprehension and the understanding of the contents of the topics could be exercised. Basically the low language level of the participants was major challenge for the trainer.

For the detailed planning of the individual course days the following materials were used:

- training documents "German as a foreign language"
- basic education materials for language teaching,
- Hamburger ABZ - textbook for literacy and basic education,
- OH cards (pictures and words for associations and communication)
- For every participant a "visual dictionary" in the native language (and German) was provided,
- the thematic dossier (learning needs of the company) company Simacek



Individual topics of the participants have been integrated in the sense of a rolling course planning in the course planning. Basically, the course concept was designed based on the requirements collected at the beginning of the training and the learning experience during the implementation of the training and adapted to the current needs and circumstances.

All participants received a learning diary, in which they could write down topics, content, tasks and personal notes concerning the learning content and the course.

## Transfer and Sustainability



*Final report on the course*

*Foto: Franjo Steiner, Location Mondi*

Due to the work situation, the position of the participants within the structure of the company and the conditions (Running the course at the location of the customers of the Simacek company) based on the pilot a consideration of the transfer topics during or after the course was difficult.

For the company Simacek a theming of transfers was also difficult because a look into the content of the training might have disturbed the cleaning operation at the customer (the training was indeed held at the workplace, but was followed after the working hours).

The benefits of this form of the training for the company was discussed many times (employee retention, health care to reduce the risk of sick leave).

The management regarded the pilot project or the basic training program - in terms of the subject of "employee retention, health care to reduce the sickness rate risk" and in accordance with the implementation of diversity aspects of the company - quite an investment (the participation of employees in the activities were perceived positively). Due to the "tremendous cost pressures" in the cleaning industry is not possible to promote a plant-wide introduction of this type of basic education at the time.

From the perspective of process support was the training program - also due to the really low-level of the participants' knowledge of the German language - too short to prove achievements of the participants clearly.

## Conclusions

The implementation of the pilot project within the A & O project with employees of Simacek Facility Management Group PLC was successful despite the difficult conditions. This was enabled by the commitment of the actors who have succeeded in establishing a learning-friendly environment in the course in spite of these difficult conditions.

Satisfaction with the action has been addressed by the head of the "CSR & Corporate Marketing" in various interviews. The following aspects were highlighted:

- the general approach of the planning of the course concept, which matches well with the social work training during the planning stage,
- the empathy-ability of the coach,
- the flexible course design corresponding to the needs of the company and the employees.



The implementation of the project "Operation Social Work" by the company Simacek, which was at the time of implementation of the educational training in planning, has now begun. The resulting measures can or should also include basic education courses.




## Case Study – Co-labor

# Simple Practical Language Learning in the Horticultural Industry

In a market gardening company 14 course units were held by 90 minutes. The goal of the training program was to improve French communication skills of 4 students among themselves / with the foremen / with the customers on the market, including the knowledge of subject-specific vocabulary (names of vegetables and fruits) and mastering the common communication situations.

### Context of the company

Field	Co-labor s.c. regards itself as a part of social and caring economy whose goal is the professional re- / integration of disadvantaged persons. Co-labor works in the field of gardening and landscaping, the organic vegetable - and fruit production and firewood production.	
Size	Up to 150 employees work for Co-labor in a year, of which up to 50% are participants in vocational reintegration courses.	
Employees	For permanent employees, who work as foremen and instructors, a vocational training on the horticulture and landscape architecture or vegetable cultivation is usually expected. (Studies, teaching, professional experience)	
New requirements at the workplace	In addition to the requirements of professional techniques and knowledge in horticulture the professional reintegration of the participants requires often good or excellent language skills at at least one of the usual languages.	
Training activities	Co-labor offers further training for participants of the vocational integration courses throughout the year and regularly for the staff in their role as trainers.	

### Implementation of the A & O-Pilot

Responsible organization	Ministère de l'éducation nationale, de l'enfance et de la jeunesse
Location	Walferdange, Luxemburg

## From contacting to a binding contract clarification

The first contact was made by phone between the trainer and the psychologist of the company. A second, personal conversation took place shortly after that in which the precise content and the possible expiration of the training was discussed. After consultation with the supervisor, the psychologist told her a week later, that the company would participate in the project.

## Requirements analysis and needs survey

The detailed requirements analysis was carried out by a visit to the workplace, as well as by observing the participants at their work on the market stall.

The 4 participants should recognize the different fruits and vegetables, as well as they should know their French names. The foreman explained the daily operations, and gave authentic documents and lists about the most frequent fruits and vegetables.

It was noted that the training should take place on the premises of the company. There were 10 units expected of 90 minutes each, spread over 5 weeks. The schedule called for four other possible units, if they were proved to be useful.

## Educational Training

The course director created a rough work plan as well as base material in advance. The first training session was the contact with the participants and the collection of detailed training needs. The following units were gradually adjusted based on the progress of the participants. Thus was created further supplementary material during the course of weeks.

Base materials were fruit and vegetable picture cards that could be used in many different ways. Exercises included the simulation of workflows, role playing, the giving and receiving of instructions and word to image matching.

Two weeks before the end it was agreed due to the request of the participants that the training will be extended by 4 units. During the last unit, the instructor asked the participants about their point of view regarding the general process of training (duration of the training, duration of each unit, location, times, ...), the contents and their opinion whether the training was useful.

The participants stated that they were very satisfied and felt that training was useful.

## Transfer and Sustainability



Course: Assigning words to pictures

In interviews the foreman Jörg Nussbaum (field) and the forewoman Tamara (market) could comment on the course. About the question of transfer and sustainability Tamara has answered as follows: „On the one hand everything worked well with a lot of participants, They really recognized everything [all the fruit and vegetable names]: on the other hand one has noticed that others had not been longer in training when there were no longer occupied, they let themselves go, so we have collaborated with them again and asked them again: What does it mean, and what is this? They know the names, but of course, in this situation they are very

excited and say, „Oh, I know, I know“, but then the excitement is so high that they are all mixed up, and the names must always be trained again and again, because otherwise they forget the names very, very quickly. „Their statement therefore shows that the Co-Labor staff continues to work internally with the students in order to guarantee sustainability.

## Conclusions

Conclusions were discussed on the basis of the reactions of the foremen Jörg Nussbaum (field) and forewoman Tamara (market):

Both foremen have emphasized the benefits of work-oriented basic education courses on the workplace itself:

Jörg Nussbaum: „We permanently show commitment when we have to go somewhere and transport items by bus and so on ... Here, if there are any problems, we now have catalogs on plants to find the corresponding name, so that was very great. Tamara pointed out, that the work for the students is a familiar, not associated with stress learning environment. „Yes, yes, I think this is very „agreeable“, because if they attend large schools, I think that it is more difficult. I have noticed that with Maria [course participant] ... [...]. it was better than in a large school. Here she worked with colleagues, here she was at home, I think that was better here.“

Both foremen have noticed significant progress. Jörg Nussbaum emphasized that a course participant got a permanent contract after the course. Linguistically the course has helped her to work more efficiently. However there are mathematical deficiencies which could be resolved after attending similar courses. He emphasizes, however, that the results depend on the initial setting of the participants: "There are people who will benefit very much of it, all benefit from these courses, but it is often, how shall I say, a mentality problem, why some people do not take as much out of the whole thing. „The courses also had a major impact on the personality of the learner, which is reflected in a greater effort. Participant A., for example, „works now really hard, he feels better understood [...] so that he is more self-assured due to his own initiative, he feels more needed and he is not on the edge, and participates much more to the activities of the group.“

The foreman Jörg Nussbaum rated the pilot project as follows: „I have made the experience that it does not need much grammar to formulate, but it depends on the formulations in order to give them self-confidence in order to integrate them in the company and think along with the limited but practical vocabulary, That helps a lot when people understand the processes, and take initiative, and increase their self-esteem“.

A second project „work-oriented basic education“ has been carried out by the Department of adult education. On a conference, organized together with the Chamber of Commerce on 22 May in Luxembourg, the results of the project partners were presented. The aim of this conference was to raise awareness among other companies and to discuss the issue of the need for basic education in enterprises.


A major challenge remains to accompany the participants after the expiry of the courses in their wishes for further training to secure a sustainable progress.

## Case Study – Schwarz plc

# Workplace-specific vocabulary and communication in a warm press plant

12 participants of the two sites of the Schwarz plc could significantly improve their workplace communication. They not only know the workplace specific vocabulary but also understand the written regulations of the company like safety instructions and security precautions better. The needs of the participants were recorded in a conversation at the beginning to determine their individual learning goals. Participants were individually encouraged in team teaching. After the course some participants carry out activities with significantly higher requirements. The participation in other language courses is actively supported by the company.

### Context of the company

Field	Metalworking industry	
Size	100 employees at 2 sites	
Employees	In the company there are some highly skilled jobs in the development. The company employs a majority of staff at its two sites with and without vocational training. Many of the employees are semi-skilled workers with and without an immigrant background. The 12 participants at the A & O training program are semi-skilled employees with an immigrant background.	
New requirements at the workplace	It was a matter of being able to cope better with the existing needs in the field of oral and written communication.	
Training activities	The Schwarz AG has an internal training program. In-house German courses have already been offered for the semi-skilled staff with little knowledge of the German language. Keeping the staff turnover low is important for the operation.	

### Implementation of the A & O-Pilot

Responsible Organisation	Swiss Federation for further Education SVEB
Location	Bütschwil, Toggenburg, Switzerland

## From contacting to a binding contract clarification

The door opening was carried out by the principal of the vocational and further training center Toggenburg (BWZT).

An experienced trainer and instructor of the BWZT acted as a facilitator and took over the contact of the principal. He acted as a facilitator. He set the requirements and needs assessment in order, designed the training activity and put them to prevail. All four functions of the GO model were met by one person. In the company is a very high secrecy in force that was entirely respected. The order clarification was carried out with the human resources manager, the key elements have been combined into an agreement:



*Learning work specific vocabulary*

- 12 participants
- participation is mandatory
- 12 x 2 units each of 45 minutes every Friday 11:30 to 13:00
- The first 30 minutes are working time, the following 60 minutes are a break
- Workplace-oriented content and individual support of the participants in accordance with the GO model

The head of the HR-department of the Schwarz AG has continued the implementation of the A & O-process closely and supported it actively.

## Requirements analysis and ascertainment of demands

As part of the requirement analysis the process manager attended the work places of the participants to record the necessary requirements at the workplace. The employees work at large machines where they press and punch various metal parts. Even elements of quality control are part of their activities. The noise level is very high at many workplaces and the knowledge of safety rules is very important. A team leader is responsible for multiple jobs.

The requirements for the concrete jobs were discussed and concretised repeatedly during the implementation of the training program. The education units partly took place at the work places.

Before the beginning of the course, the course director got a first impression of the language level of the participants in individual discussions that lasted about 15-30 minutes. The talks were held together with the personnel in charge and the team leader. They formed the basis for the individual learning objectives of the participants.

It turned out very quickly that the knowledge of the participants were very heterogeneous. The language skills of a small group were already very good in comparison to the majority of participants who had only very rudimentary knowledge of the German language.

## Further training

The design of the training program had to take into account the different levels of the participants. Therefore the training program was continued in team teaching after some course units in order to cover the most diverse needs.

The "weaker group" dealt at the beginning with numbers and times in order to cope with work orders and work schedules. Even simple conversation at work was practiced (imagine something can tell about themselves, etc.).



The very specific terminology has also been developed, as well as an understanding of the production plans. Some time was used to work on the understanding of the in-house regulations (Personal orientation Journal, holiday regulations, absence messages). This included concrete situations such as properly report sick. Particular attention was paid to the emergency manual in some units. The behavior in case of fire, the evacuation of the building, dealing with medical emergencies, chemical spills and all emergency numbers was worked and repeated intensively.

## Transfer and Sustainability



*Precision work is an everyday occurrence*

The transfer was promoted individually, often with the involvement of the team leaders, who demanded correct names and phrases in everyday work and queried them. Even the understanding and implementation of work orders and production schedules has been inspected and practically trained. The involvement of colleagues has been proven to promote transfer. Employees ask actively.

Participants interact more secure and open in the company, which has been noticed by the personnel managers. They reported a very noticeable increase in confidence in everyday life and a more positive attitude towards learning in general, which makes itself noticeable at workplaces and beyond them.

Examples of the impact of the training program are:

- Since the completion of the training program two women have been working at workplaces with higher requirements.
- A young employee from Albania is scheduled for a visit to a further language course, so that he can participate in an internal training afterwards. He should also be promoted further in order to take over a team leader function.

## Conclusions

The implementation of the GO model within the project A & O in the Black AG was a success. In addition to the person in charge of the educational institution that above all, the success is attributed to the commitment of the HR responsible in the company who has actively supported the provision of a learning-friendly environment in the course and at the workplace for the benefit of the operation and employees.

This A & O pilot has shown the following:

- The more active the company supports the GO processes, the greater are the effective and measurable benefits.
- The mandatory participation "I have to participate" turns to "I am allowed to attend."
- The positive experience in the company and among the participants has led to a variety of new ways of learning and learning opportunities which are pursued actively by the company and the participants.
- The short GO trainings therefore indicate not only direct benefits at the workplace but also generate concrete impulses for further learning opportunities. They appear on the one hand at each operating level and on the other hand at the individual level through greater self-awareness and greater joy in learning.

- The GO Team is demanded very high flexibility. There is no standardized GO process, each operation is different, every solution is different. The GO team has to adjust the demands to the operational context and to develop effective solutions. Excellent communication skills are necessary for it, the ability to integrate the demands of different operating actors while promoting even the interests of employees as individually as possible.