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Mémoire de fin d'études
présenté en vue d'obtenir le double-diplôme de

MASTER
« European Management Studies »

« The role of emotions for brand and product learning experiences: an empirical study for the luxury brand Gaggenau »

Année universitaire : 2019 / 2020

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Synthesis

Kontinuierliches Lernen und Weiterentwicklung prägen die Menschheit seit ihrer Existenz. Im Laufe der Zeit haben sich Lernprozesse stark verändert, vom traditionellen, kognitiven und menschlichen Lernen, über digitales Lernen bis hin zu künstlich erzeugtem, maschinellem Lernen.

Trotz des technologischen Fortschritts wird menschlicher Interaktion beim Lernen weiterhin große Bedeutung beigemessen. Jene Interaktion geht auch immer mit Emotionen einher. Sie sind Teil unseres Alltags und doch schwer zu verstehen, da sie häufig unbewusst auftreten.

Der aktuelle Forschungsstand hierzu stellt einen gesellschaftlichen Umschwung hin zur „positiven Psychologie" fest. Diese erforscht die Quellen von Glück, Zufriedenheit, Optimismus und Wohlbefinden. Der Psychologe Seligman stellt fest, dass Menschen positive emotionale Erfahrungen brauchen, um persönlich wichtige Ziele zu erreichen. Erforderlich sind auch die Verbindung zur Gemeinschaft und positive soziale Interaktionen (Zeidner et al., 2009, p. 15).

Daher widmet sich die vorliegende Arbeit der Rolle von Emotion in Lernprozessen.

1. Struktur

Die vorliegende Arbeit ist im Unternehmenskontext der Luxusmarke für Küchen- und Haushaltsgeräte Gaggenau entstanden. In Anbetracht ihrer Bestrebungen, sich durch Einzigartigkeit auf dem Markt zu profilieren, hängt der Erfolg einer solchen Luxusmarke in besonderem Maße von der Implementierung von Emotion ab.

Der Fokus der durchgeführten Forschung liegt auf dem Produkttraining „Train-the-Trainer" (TTT), das im November 2019 stattgefunden hat und aus einem Präsenz- und virtuellen Teil besteht. Teilnehmer eines solchen Trainings sind u.a. kürzlich neueingestiegene Produkttrainer, Verkaufstrainer oder Produkt- und Brandmanager aus den Regionen, in denen Gaggenau weltweit vertreten ist. Während des Trainings werden den Teilnehmern kürzlich auf den Markt gebrachte Produkte vorgestellt und notwendige Produktkompetenzen vermittelt. Abgerundet wird das Training durch einen freiwilligen fakultativen kulinarischen Workshop.

Während des Trainings steht stets der Aufbau einer emotionalen Verbindung zwischen Teilnehmern und Produkten im Fokus, wodurch eine optimale Vermittlung der Werte von Gaggenau erreicht werden soll. Die Einbeziehung von Emotionen in Produkttrainings von

Gaggenau ist auch dahingegen naheliegend, als dass die Firma auf Kochflächen und Öfen spezialisiert ist, sodass der Geschmacks- und Geruchssinn im Vordergrund stehen.

Der zweite Teil des Trainings besteht aus einem separaten Teil, welcher in digitaler Form stattfindet und aus interaktiven Aufgaben besteht, die darauf abzielen, das Gelernte aus dem Präsenztraining zu wiederholen und so die Merkfähigkeit der Teilnehmer zu verbessern.

Nach dem Präsenztraining erhalten die Teilnehmer einen Feedback Bogen, um deren Lerneffekt und Zufriedenheit während des TTTs zu messen. Ein Feedback bezüglich Emotionen und deren Einfluss auf die Lerneffizienz während des TTT wurde jedoch bisher noch nicht eingeholt. Daher befasst sich die Forschung in der vorliegenden Arbeit mit der Frage inwiefern Emotionen die Lerneffizienz der Teilnehmer im Präsenz- und digitalen Produkttraining "Train-the-Trainer" erhöhen können.

Dazu wird zunächst ein Überblick über aktuelle Forschungsliteratur gegeben, mithilfe dessen ein Forschungsmodell bestehend aus drei Hypothesen aufgestellt werden kann. Anschließend wird die Forschungsmethodik vorgestellt und die Ergebnisse nach Durchführung der Studie präsentiert und diskutiert. Abschließend werden praktische Handlungsempfehlungen gegeben.

2. Literaturüberblick

Die psychologische Forschungsliteratur beschreibt Emotionen als affektive Reaktionen, die bewusst oder unbewusst hervorgerufen werden. Sie werden insbesondere dann erzeugt, wenn das Umfeld eine besondere Relevanz für das Individuum hat. Emotionen beeinflussen die Verarbeitung von Information und beeinflussen daher die Wahrnehmung und das Verhalten eines Organismus, so ermöglichen diese nach außen zu kommunizieren und erhöhen Handlungsbereitschaft und Motivation (Hascher, 2010, p. 14). Die emotionale Ausgeglichenheit eines jeden Individuums hängt zudem vom sozialen Umfeld ab (Goleman et al., 2002, p. 23).

Ein von Emotion beeinflussbares soziales Umfeld ist das Lernumfeld eines Individuums. Der Lernprozess ist ein aktiver Prozess, der neue Informationen aufnimmt und diese mit alten Informationen verknüpft (Hascher, 2010, p. 13). Primär findet Lernen in einem sozialen Kontext statt, der komplexe Interaktionen beinhaltet. Diese werden von individuellen und kollektiven Emotionen beeinflusst (Vince, 2001). In der Lernpsychologie ist ein Lernprozess zudem ein kognitiver Prozess, auch Konditionierung genannt, welcher sich auf den

Lernmechanismus der Assoziation stützt (Ramsøy, 2015, p. 139). Dabei werden verschiedene Reize aufgenommen, die daraufhin mit einem bestimmten Verhalten assoziiert werden. Sobald sensorische Stimuli unserer Umwelt aufgenommen und verarbeitet werden, werden diese vorerst im sensorischen Gedächtnis gespeichert (Ramsøy, 2015, p. 133).

In diesem Kontext ist die Forschungsarbeit des deutschen Psychologen *Ebbinghaus* erwähnenswert. Mithilfe der Vergessenskurve konnte Ebbinghaus nachweisen, dass 31 Tage nach einer Lernerfahrung nur noch zwanzig Prozent des Gelernten erhalten bleibt.

Folglich kann effizientes Lernen durch Minimierung des Vergessens und maximaler Informationsbeibehaltung erreicht werden. Aktuelle Forschungsliteratur definiert Lerneffizienz als das Verhältnis zwischen Lernschnelligkeit und Merkfähigkeit (Zerr et al., 2018, p. 1447).

Dass ein Lernumfeld emotional geprägt ist, wird bereits in den 1980er Jahren von Bower's Stimmungsforschung bestätigt. Dabei wird herausgefunden, dass Stimmungen eines Organismus die Bewertung von Information und anschließendes Verhalten beeinflusst. Wenn Emotionen in einem Lernumfeld hervorgerufen werden, ist jenes Umfeld von besonderer Relevanz für das Individuum. Dadurch werden Informationen einfacher abgerufen, wodurch dessen Lernprozess positiv beeinflusst wird. Es wird demnach festgestellt, dass ein Lernprozess nicht nur kognitiver, sondern auch emotionaler Natur ist.

Angewendet auf einen Unternehmenskontext, ermöglichen drei Konzepte emotionales Lernen und können einem Unternehmen dadurch zu erhöter Lerneffizienz verhelfen. Nach diesen Konzepten muss das gewünschte Lernumfeld folgendermaßen gestaltet werden:

-   Multisensoriell
-   Interaktiv
-   Emotional intelligent

Der multisensorielle Ansatz wurde besonders im Brand- und Produktmarketing entwickelt, wodurch das sensorische Marketing entstand. Emotion ist hierbei der Schlüsselfaktor, der eine bestimmte Produkterfahrung und Verkaufsentscheidung des Kunden positiv beeinflussen kann. Durch die Stimulierung der fünf Sinne kann ein solches positives Lernumfeld geschaffen werden. Dadurch kann Markenassoziation und sogar Markentreue erreicht werden. Daher sollte die Gestaltung eines emotionalen Lernumfelds durch Multisensorik im Vordergrund strategischen Denkens des Unternehmens stehen (Giboreau & Body, 2012).

Wenn jedoch ein virtuelles Lernumfeld geschaffen wird, ist eine vollständige sensorische Stimulierung nicht möglich. Um die Kundenunsicherheit bezüglich einer digitalen Produkterfahrung zu minimieren, weist die Forschungsliteratur auf Möglichkeiten hin, bestimmte sensorische Stimuli durch Interaktion mit dem online System zu rekonstruieren.

Jeder Lernprozess baut auf Interaktion auf, darunter zählen soziale Interaktion (Lerner-Lerner, Lerner-Trainer) und - im Fall von digitalem Lernen - Interaktion zwischen Lerner und online System. Die Integration von sozialer Interaktion fördert ein offenes Lernklima und führt zu einer verstärkten Informationsspeicherung. Die vorhandene Literatur bestätigt ausschließlich Lerner-Trainer und Lerner-System Interaktion als förderlich für Lerneffizienz.

Ein Unternehmen strebt nicht nur die Markenloyalität seiner Kunden an, sondern primär die seiner Mitarbeiter. Letztere Form der Marktloyalität ermöglicht den Aufbau einer emotionalen Verbindung zwischen einer Firma und ihren Mitarbeitern, welche wiederum die Weitergabe von Unternehmenswerten an den Kunden weiterzugeben begünstigt.

Um dies zu erreichen spielt die Führungsebene des Unternehmens eine zentrale Rolle, da diese als emotionales Vorbild fungiert. Indem die Firma sich authentisch verhält und die Unternehmenskultur auf eine emotionale Art und Weise vermittelt, wird dies leichter an das Kollektiv weitergegeben, da ein Verständnis für die Emotionen der Mitarbeiter aufgebaut wird. Eine emotional intelligente Firma kann dadurch ein transparentes Umfeld schaffen, das die Mitarbeiter näher an ihren Arbeitgeber bindet.

Infolgedessen fühlt sich der Mitarbeiter in seinem Arbeitsumfeld stärker einbezogen und motiviert. Emotionale Intelligenz und die Entwicklung weiterer emotionaler Kompetenzen können daher zu einem innovativen und effizienten kollektiven Lernumfeld im Unternehmen führen.

Zusammenfassend lässt sich feststellen, dass Lerneffizienz nur durch Gestaltung eines anregenden, aktiven und emotionalen Lernumfelds mithilfe der genannten Konzepte, erreicht werden kann. Insbesondere aktive Elemente sind in emotionalen Lernerfahrungen ausschlaggebend für eine erhöhte Aufmerksamkeit der Lerner. Insgesamt kann ein Lernumfeld persönlich oder digital gestaltet werden. Die Forschungsliteratur bestätigt den aktuellen Trend des „Blended Learning", welches persönliches mit digitalem Lernen kombiniert.

3. Forschungsmodell

Basierend auf der aktuellen Literatur und der Forschungsfrage, wurde folgendes Forschungsmodell aufgestellt:
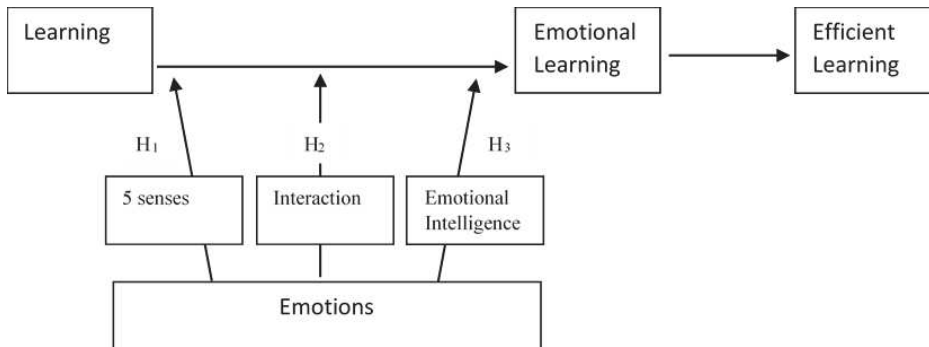

Abbildung 1: Forschungsmodell der Arbeit (englischsprachig), Quelle: eigene Darstellung

Die Forschungsfrage soll durch drei Hypothesen validiert und beantwortet werden:

- H_1: Die Lerneffizienz in Präsenztrainings ist in einem multisensoriellen Umfeld am höchsten.
- H_2: Die Lerneffizienz in digitalen Trainings ist am höchsten, wenn eine virtuelle Lerner-Lerner und Lerner-Trainer Interaktion stattfinden.
- H_3: Ein emotional intelligenter Trainer generiert und überträgt Emotionen an die Lerner auf effizientere Weise.

4. Forschungsmethodik

Das genannte Forschungsmodell soll anhand einer empirischen Studie näher untersucht werden. Diese besteht aus einem teils quantitativen, teils qualitativen Fragebogen und einem qualitativen Experteninterview. Dadurch soll Feedback der Teilnehmer und des TTT Trainers über emotionale Inhalte des Produkttrainings und deren Wirkung auf den Lernprozess der Teilnehmer eingeholt werden, mit dem Ziel den emotionalen Lernprozess in zukünftigen TTTs effizienter zu gestalten.

Der Fragebogen wurde mit der online Software *Netigate* erstellt und beinhaltet 9 geschlossene Fragen mit fünfstufiger Likert Skala, sowie 2 offene Fragen. Nach seiner Fertigstellung wurde dieser an 50 Teilnehmer geschickt; 31 Teilnehmer beantworteten Frage 1, 30 Teilnehmer Frage 2 und 29 Teilnehmer beantworteten alle Fragen. Die gesammelten Daten wurden daraufhin von *Netigate* in Excel übertragen und prozentuale Anteile der quantitativen Antworten

errechnet. Zwei qualitative Fragen der Umfrage dienten der Erfassung von detaillierten Verbesserungsvorschlägen vonseiten der Teilnehmer.

Zusätzlich zur quantitativen und teils qualitativen Methode des Fragebogens wurde ein qualitatives und strukturiertes Experteninterview mit dem internationalen Trainingsmanager von Gaggenau, der auch Organisator und Trainer des TTTs ist, durchgeführt. Damit wird angestrebt, die Perspektive des Trainers bezüglich der Konzeption und der emotionalen Bestandteile des TTTs und ihres Einflusses auf den Lernprozess der Teilnehmer, und damit weitere Einblicke in das TTT einzuholen. Zudem soll die Führungsrolle als emotionales Vorbild näher beleuchtet werden.

Quantitative und qualitative Forschungsmethoden wurden gewählt, um zwei verschiedene Wahrnehmungen, die der Teilnehmer und die des Trainers einzufangen, mit dem Ziel deren Verbesserungsvorschläge hinsichtlich der Planung und Durchführung zukünftiger TTTs zu integrieren.

5.   Ergebnisse

Die gesammelten Antworten aus dem Fragebogen, die die fünfstufige Likert Skala beinhalteten, wurden durch die Gruppierung der Antworten in folgende Kategorien analysiert: „Stimme stark zu" mit „Stimme zu" und „Stimme überhaupt nicht zu" mit „Stimme nicht zu", und „Neutral". Zudem wurden Mittelwerte zu 4 Fragen berechnet, indem jeder Antwortmöglichkeit der Likert Skala entsprechend die Nummern 1 bis 5 zugeordnet wurden. Zuletzt wurden alle Resultate den Hypothesen zugeordnet und Gemeinsamkeiten und Unterschiede herausgearbeitet. Die Resultate des qualitativen Interviews wurden in derselben Weise analysiert.

Folgende Ergebnisse aus den quantitativen und qualitativen Analysen dieser Arbeit konnten gefunden werden, um die Forschungshypothesen zu testen und können folgendermaßen diskutiert werden:

$\underline{H_1}$

Insgesamt wird durch die Ergebnisse deutlich, dass den Teilnehmern im Laufe des Präsenz-TTTs Emotionen vermittelt wurden (Q2). Die Teilnehmer bestätigen insbesondere, dass die Stimulierung ihrer fünf Sinne in einem multisensoriellen Umfeld ihren Lernprozess verbessern

(Q4). Von Seiten des Trainers wird bestätigt, dass das TTT Konzept ein aktives, multisensorielles und emotionales Umfeld kreieren soll. Damit stimmen beide Wahrnehmungen überein.

Die Resultate bestätigen den Forschungsstand der Literatur zu sensorischem Marketing. Angewendet auf das TTT wird daher die Lerneffizienz der Teilnehmer in solch einem Umfeld gesteigert. Somit ist H_1 validiert.

Nichtsdestotrotz lassen sich widersprüchliche Ergebnisse feststellen. In Frage 3 haben die Teilnehmer den Häufigkeitsgrad der Stimulierung ihrer Sinne während des TTTs bewertet und dabei angegeben, dass der Seh- und Tastsinn am meisten stimuliert wurde (Q3). Als sie jedoch nach offenem Feedback bezüglich der Sinne gefragt wurden, die öfter hätten stimuliert werden sollen, gaben sie Gehör- und Tastsinn an (Q6). Diese Abweichung könne könnte an einem Verständnisproblem der Fragenformulierung liegen.

H$_2$

Insgesamt bestätigen die Resultate, dass auch im digitalen TTT Emotionen übertragen wurden, der prozentuale Zustimmungsanteil ist jedoch geringer als für H1. Außerdem zeigen diese den positiven Einfluss, den interaktive Aufgaben während des digitalen TTTs auf die Lerneffizienz der Teilnehmer haben. Somit wird indirekt die Wichtigkeit einer Lerner-System Interaktion aufgezeigt (Q10). Von Seiten des Trainers findet eine kontinuierliche Verbesserung des Systems, in enger Zusammenarbeit mit dem Anbieter des Online Training Systems statt (I8,10).

Bezüglich der Integration von sozialer Interaktion (Lerner-Lerner und Lerner-Trainer) stimmten die Teilnehmer und der Trainer zu, dass sie dazu geeignet ist, die Lerneffizienz der Lerner zu steigern. Als diese eine Präferenz nennen sollten, entschieden sie sich für eine Lerner-Trainer Interaktion. Der Trainer bestätigt die Relevanz einer solchen Interaktion, spricht jedoch Bedenken aus bezüglich der dauerhaften Verfügbarkeit, Fragen zu beantworten (Q11, I11). Die zwei Wahrnehmungen stimmen also partiell überein.

Die Resultate validieren teilweise die vorhandene Literatur, da diese eine Lerner-Trainer und Lerner-System Interaktion als relevant ansehen, um die Lerneffizienz zu erhöhen. Somit ist H$_2$ partiell validiert.

<u>H$_3$</u>

Insgesamt stimmen die Wahrnehmungen der Teilnehmer und des Trainers überein, da ein emotionales und transparentes Lernumfeld geschaffen wurde, die der Konzeption des Produkttrainings TTT durch den Trainer entsprechen (Q1,2, I1,3,9). Zudem bestätigt der Trainer emotional intelligent zu agieren, indem er Emotionen authentisch vermittelt, was unter anderem durch sein persönliches Interesse an der Marke Gaggenau ermöglicht wird (I4).

Die Resultate validieren die vorhandene Literatur, da der Trainer als emotionales Vorbild ein emotionales Bewusstsein im TTT Lernumfeld schafft. Somit ist H$_3$ validiert.

Insgesamt hat die vorliegende Forschung zeigen können, dass Emotionen das individuelle und kollektive Lernen der Teilnehmer während des Präsenz- und digitalen TTTs positiv beeinflussen. Allerdings wurden auf beiden Seiten diverse Verbesserungsmöglichkeiten und Anregungen eingebracht, denen von Seiten des Organisationsteams des TTTs Beachtung geschenkt werden sollten, um kommende TTTs kontinuierlich zu verbessern.

6.   Einschränkungen der Forschung

Die vorliegende Arbeit legt den Fokus auf ein einzelnes Produkttraining, das im November 2019 durchgeführt wurde. Dies hat den Grund, dass das in Rede stehende Training im Zeitraum meines Arbeitsvertrages mit Gaggenau stattfand, was die Recherche und den Kontakt zu den Teilnehmern für die vorliegende empirische Studie vereinfacht hat. Um sich einen umfassenderen Einblick in das emotionale Lernen der Teilnehmer im Laufe der Zeit verschaffen zu können wäre jedoch auch ein Vergleich mit bisherigen TTT Produkttrainings aufschlussreich gewesen.

Zudem ist erwähnenswert, dass die durchgeführte empirische Studie einen Schwerpunkt auf Emotionen und deren Einfluss auf kollektives Lernen während des Präsenztrainings, setzt. Dieser Fokus wurde basierend auf der vorhandenen Literatur gewählt. Diese besagt, dass die Messung von emotionalen Kompetenzen, darunter emotionaler Intelligenz, allein auf individueller Ebene zu Fehlinformationen führt, wenn sie sich auf die Gesamtheit einer Organisation bezieht. Zudem muss erwähnt werden, dass das Präsenztraining den Teilnehmern ein vollständiges multisensorielles Lernumfeld bietet, was im digitalen Training nicht möglich ist. Folglich steht der kollektive Lernprozess und dessen emotionale Gestaltung auch für Gaggenau strategisch im Mittelpunkt, und stellt somit den Schwerpunkt der vorliegenden Arbeit dar.

Insgesamt fokussiert sich die Arbeit auf Emotionen und deren Einfluss auf die Lerneffizienz der TTT Teilnehmer, um diesen eine optimale Lernerfahrung zu bieten. Interessant wäre jedoch auch gewesen, die Rollen des Lernenden und des Trainers zu tauschen und die Lernerfahrung für den Trainer zu beleuchten.

7. Handlungsempfehlungen für „Train-the-Trainer"

Multisensorielles TTT

Die Ergebnisse der durchgeführten empirischen Studie haben ergeben, dass das TTT in einem multisensoriellen Lernumfeld stattfindet, das Emotionen für die Teilnehmer hervorruft und ihnen beim Lernen hilft. Allerdings legen die Resultate nahe, dass der Gehör- und Tastsinn während des Produkttrainings verstärkt angesprochen werden sollten. Eine Empfehlung wäre, die Teilnahme am kulinarischen Workshop am Ende des TTTs, verpflichtend zu machen. Dadurch würde jeder Teilnehmer angeregt werden, die Gaggenau Produkte persönlich beim Kochen einzusetzen, inklusive taktiler und sonorer Rückmeldung während der Nutzung.

Interaktives TTT

Die präsentierten Resultate haben ergeben, dass den Teilnehmern zu einem schwächeren Grad als während des Präsenztrainings Emotionen vermittelt wurden, woraus die Notwendigkeit erwächst, mehr Emotionen in das digitale TTT zu integrieren. Von Seiten des Trainers wurde der Wunsch geäußert den Tastsinn, den der TTT Teilnehmer bei der Aktivierung des Steuerfeldes eines Ofens stimuliert, digital zu rekonstruieren. Der Literatur nach ist es möglich, eine vergangene Produkterfahrung durch Touch-Berührung oder Lichtsignal mental hervorzurufen. Folglich hätte der zweite digitale Teil des TTTs, der aktuell ausschließlich zur Wiederholung von Gelerntem dient, das Potenzial in eine virtuelle Produkterfahrung umgestaltet zu werden.

Um das digitale Training kontinuierlich verbessern zu können wird empfohlen, einen separaten Feedback Bogen zu erstellen, um das Feedback der Teilnehmer zu der Rolle von Emotion auf deren Lerneffizienz online einzuholen.

Emotionales TTT

Die überaus positiven Ergebnisse zum emotionalen Lernumfeld des TTTs zeigen, dass Emotionen TTT im eingesetzt werden. Insgesamt wurden jedoch auch Verbesserungsvorschläge

eingebracht. Daher ist es wichtig weiterhin emotionales Feedback einzuholen. Der aktuelle Fragebogen könnte mit einer Frage zu der Rolle von Emotion für das Lernen der Teilnehmer ergänzt werden, wie z.B.: „Haben die im Training hervorgerufenen Emotionen ihre Lernerfahrung verbessert?".

Insgesamt hat das aktive emotionale Präsenz- und Online-TTT einen eindeutig positiven Einfluss auf das individuelle und kollektive Lernen der Teilnehmer und damit auf die Marke Gaggenau selbst, da ihre Werte durch das TTT vermittelt werden. Daher sollte die Implementierung einer solchen emotionalen Lernerfahrung für das Gaggenau Training Team an oberster Stelle stehen.

8. Handlungsempfehlungen Gaggenau und BSH

Die vorliegende Arbeit zeigt die zentrale Rolle von Emotion im Kontext eines Produkttrainings. Als einzige Luxusmarke der BSH Gruppe, ist Gaggenau ein wichtiger Vorreiter, um die emotionale Lernkultur innerhalb der Gruppe voranzutreiben. Im Rahmen dieses Wandels in der Unternehmenskultur spielen Gaggenau und BSH eine wichtige Rolle.

Multisensorische Kultur

Die Ergebnisse der durchgeführten Studie betonen die Rolle des multisensorischen Marketings für die Bindung von Mitarbeitern und Kunden an die Gaggenau Marke und ihre Produkte. Vor allem da einige TTT Teilnehmer, zum Beispiel Verkaufstrainer, im Nachhinein Kundenkontakt haben, spielt das TTT eine wichtige strategische Rolle für Gaggenau und BSH. Daraus kann geschlossen werden, dass Arbeitnehmer so behandelt werden sollten wie die Kunden selbst.

Interaktive Kultur

Die BSH Gruppe hat seit einigen Jahren das HomeConnect Konzept erstellt, dass BSH Geräte eines Haushalts via App miteinander verbindet. Eine solche Lerner-System Interaktion könnte als virtuelle Lernerfahrung umgestaltet werden, um dem Nutzer Produktwissen zu vermitteln.

Gaggenau und BSH repräsentieren ein emotionales Vorbild für ihre Mitarbeiter. Um ein positives emotionales Arbeitsklima zu fördern, ist es empfehlenswert Trainings anzubieten, die auf die Verbesserung emotionaler Kompetenzen abzielen. Solche Trainings werden bei Gaggenau bisher hauptsächlich für die Führungsebene angeboten. Da die Entwicklung eines emotionalen Bewusstseins jedoch bereits im individuellen Verhalten im Alltag anfängt, wird empfohlen eine „bottom-up" Kommunikation zu verstärken, indem emotionale Trainings auch für Mitarbeiter angeboten werden. Ein kultureller Wandel wird dadurch begünstigt.

Table of Contents

Introduction

Introduction

Continuously learning and developing have shaped humanity since its existence. With time, the learning process shifted from traditional, cognitive and human learning to facilitated learning using technology (e-learning), and even artificially generated, machine learning.

Despite technological progress, human interaction in learning continues to be given great importance. This interaction is always accompanied by emotions. They are part of our everyday life and yet difficult to understand, as they often occur unconsciously.

Emotions in our society are gaining more importance, as the following study validates. Accordingly, a social movement in society towards "positive psychology" can be observed which explores the sources of happiness, contentment, optimism, and well-being. The psychologist Seligman argues that people need positive emotional experiences to achieve personally important goals. Connection to the community and positive social interactions are also necessary. This movement enables the society to focus on positive perspectives by trying to understand positive emotions and positive individual characteristics like compassion, creativity, and self-control. Applied to a company context, the focus would be on analyzing the strengths that foster better communities such as purpose, leadership, and teamwork.

How can we combine learning and emotion efficiently?

In the context of brand and product marketing, the answer to this question was found by designing learning experiences with emotion. By attributing their own personality to the brand and its product, and telling an emotional story to the customer, more efficient learning and sales experiences could be created.

Concerning luxury brands, developing an authentic, and emotional brand image is even more important for increasing brand likeability.

In the present thesis, the role of emotions for brand and product learning experiences at the luxury brand for kitchen- and household appliances Gaggenau will be examined further. The focus of the conducted research is on the product training "Train-the-Trainer" (TTT), which consists of a face-to-face, and a virtual training part. The following research is aiming to

determine if and how emotions can improve learning efficiency of the TTT participants. Its results will help improve future TTTs in terms of emotional learning.

The thesis is divided into three major parts. While the first part gives an overview of the existing literature, the second part consists of explaining the empirical study, and the third part is a comparative analysis of the literature concepts and the data collected.

The first, and literature-based part is divided into three sections. The literature review starts with the role of emotions in the individual and organizational learning process, proceeding with the importance of creating an active learning concept, and its different implementation modes. The third section explains three emotional concepts encouraging efficient learning, thereby already shaping the basis for the upcoming hypotheses.

The second part consists of two sections. First, the context of the upcoming empirical study is explained, namely the conception and implementation of the TTT and its emotional importance for the brand. Subsequently, the chosen methodological approach and its relevance is illustrated. A quantitative and qualitative approach was chosen to collect the participants' and the trainer's perception.

Finally, the last part is divided into three sections. It contains firstly the results aggregations of both research methods. Secondly, the results are evaluated and discussed. In the last section of the final part, implications, and recommendations for the TTT, the brand Gaggenau, and the group BSH are identified.

Part I: Theoretical Framework for the Empirical Case Study

I: Theoretical Framework for the Empirical Case Study

Chapter 1: The positive impact of emotion on the learning process of an individual and an organization

1.1 Emotional learning process for individual organism

Emotions affect learning, making the learning process of an individual an emotional learning process. Therefore, understanding emotions and their functions, form, and quality is essential in order to design a positive learning experience for the learner.

Before explaining the emotional learning process of an individual, the two terms of emotion and learning must be explained first.

1.1.1 Emotions

An emotion is an affective reaction or response which is determinable, describable, and attributable to a cause or an incident (Hascher, 2010, p. 14). Typically, it is occurring before or without consciousness. They are to differentiate from feelings which are an "organism's experience of being in a certain emotional state" and always occurring with consciousness (Ramsøy, 2015, p. 105).

Emotions are likely to be evoked and experienced in a context which is significant for the individual (Hascher 2010 p.14). As soon as they are experienced, emotions place themselves in the center of the awareness of a person and "leading to an increased self-awareness". They can appear to be disguised towards others but hardly towards oneself (Hascher, 2010, p. 14).

Following the awareness, emotional responses then impact our behavior. In general, the overall human emotional balance depends on the relations experiencing with others, therefore on the external, social environment. This explains the strong impact others can have on an individual's emotions (Goleman et al., 2002, p. 23).

Functions

Consequently, emotions can be connected to four following different functions (Ramsøy, 2015, p. 113):

- *(1) They lead to action*: Motivational component (Hascher, 2010, p. 14)
- *(2) They can change the way we* perceive *and process things*: Cognitive component (Hascher, 2010, p. 14)
- *(3) They function as […]* behavioral *shortcuts:* Cognitive and motivational component (Hascher, 2010, p. 14)
- *(4) They provide a signal to our conspecifics*: Expressive and physiological component (Hascher, 2010, p. 14)

(1): Emotions influence the decision-making process of the individual and consequently lead to action. "Emotions can make us run away, fight back, approach something positive, or allow us to relax" (Ramsøy, 2015, p. 113).

(2): Not only are emotional responses leading to changes in action, but they are also affecting the way an individual perceives situations and stimuli and how it processes things. For example, a stimulus that is repeated multiple times will lead to a more positive evaluation than when a stimulus is not repeated (Ramsøy, 2015, pp. 113–114).

(3): Emotions assist us in making fast evaluations and choices, thus guiding behavioral shortcuts. Immediate emotional responses can affect the way we see our options and influence our choices accordingly, even when conscious processing did not take place at all (Ramsøy, 2015, pp. 114–115).

(4): Emotions serve as signal mechanism in a social context. Spoken language, the intonation of the voice and body language such as gestures or facial expressions are used by the individual to communicate their emotions externally (Ramsøy, 2015, p. 115).

Form

Emotions consist of five components that explain the form of an emotion. Four have already been allocated to the appropriate functions: Motivational, cognitive, expressive, and physiological components. The last component is the affective one which describes the "subjective, individual experience of a person" (Hascher, 2010, p. 14).

<u>Quality</u>

As emotions can appear to be disguised towards others, consist of a complex form and depend on the context, understanding other people's emotional responses is challenging. Nonetheless, the first step to do so is to analyze its quality and evaluate the emotion by taking eight indicators into account (Hascher, 2005; Pekrun, 1992)

- (1) *valence […] (pleasant = positive, unpleasant =negative)*
- (2) *arousal level (deactivating, activating)*
- (3) *intensity (low, intense)*
- (4) *duration (short, long)*
- (5) *frequency (seldom, frequent)*
- (6) *time dimension (retrospective like relief, actual like enjoyment, prospective like hope)*
- (7) *point of reference (self-related like pride, orientated towards other persons like sympathy, referring to an activity like boredom)*
- (8) *context (during learning, […], during instruction, in social interactions)*

To facilitate the above-mentioned quality analysis of emotional responses, these can be assessed by examining expressive and physiological measures, such as pupil response, sweating, respiration, heart rate, or facial expressions, and consequently allocating them to the aforementioned indicators. For example, pupil dilation can be understood as a sign of arousal (Ramsøy, 2015, p. 117).

1.1.2 Learning

In the field of educational research, learning is first and foremost an "[…] active process of combining new information with old information […]" by creating networks between "knowledge areas" (Hascher, 2010, p. 13). The learning process primarily occurs in a context of social relations and their complex interactions, influenced by individual and collective emotions (Vince, 2001). Additionally, with a focus on an individual's development and fulfillment, having this social connection with positive social interactions towards a community influences the pursuit of personally important goals (Seligman & Csikszentmihalyi, 2000).

From a psychological point of view, learning is defined as a "[…] more or less permanent change in the behavior of an organism based on experience" (Myers et al., 2014, p. 290).

The experiences we have made as an individual make us learn to associate a certain activity with a certain outcome and change our behavior. This learning mechanism of association is also known as the cognitive process of conditioning. Two kinds of conditioning are being distinguished: classical and operant conditioning. Classical conditioning is a passive learning experience. By passively observing a neutral stimulus, the organism learns to associate it with a particular outcome, either positive or negative. Its counterpart is the active learning mechanism or operant conditioning; the organism learns to associate its behavior rather than a simple stimulus, with a particular outcome. For example, an activity with a positive outcome is more likely to be repeated by an individual than an activity with a negative one (Ramsøy, 2015, pp. 139–140).

Consequently, new behaviors are learned which are enabling the learning organisms to adapt to their environment (Myers et al., 2014, p. 290).

Using the two mentioned learning mechanisms, stimuli in our environment are perceived, most importantly through our sensory perception. They are then gathered, and information retrieved from this environment will be interpreted and processed.

Memory

This information is retained and subsequently recalled through memory, which is a "living organism's ability to contain and make use of information" (Ramsøy, 2015, p. 132). As memories' duration can differ, we can distinguish four types of memory: the sensory memory which holds on to information for milliseconds to seconds, the working memory keeping information active during a few seconds, the intermediate memory retaining information for seconds to minutes and finally the long-term memory with information retention for hours, days or years (Ramsøy, 2015, p. 133).

German philosopher *Ebbinghaus* has marked the field of mnemonic research from the late 19th century on, by demonstrating the declining memory retention with time. His study shows that 31 days after having learned something, only about 20 percent of the information remains present in memory (Burns & Stern, 2016, p.43). The retrieval process is also influenced by the strategic position of the learning content. The content from the beginning and end of a learning process will be better remembered than content from the middle. Interchanging the learning content flexibly would counter the described recency effect (Ulate, Stephen O., 2002, p.28).

Therefore, minimizing forgetting represents an important role to maximize retention, and to consequently improve efficient learning.

Efficient Learning

Efficient learning was defined as the relationship between learning speed rate and subsequent retention (Zerr et al., 2018, p. 1447). As a key finding, *Zerr et al.* detected that quicker learners who studied the material for less time were nonetheless found to be more durable learners by exhibiting better retention (Zerr et al., 2018, p. 1436). Two closely linked mechanisms underlying learning efficiency can be distinguished: attentional control and working memory capacity.

Attentional control consists in better allocating the attention while learning new content and focusing the attention on task-relevant information. Leading to being less susceptible to interferences, this consequently affects the ability to forget less in memory tasks and to retrieve information more rapidly (Shipstead et al., 2012; Unsworth & Spillers, 2010). Attentional

control is therefore closely linked to the working memory capacity, consisting of actively holding on to a limited amount of short-term information. This capacity is crucial for subsequently ensuring information going on to longer-term memory (Ramsøy, 2015, p. 136).

Minimizing forgetting when designing a learning environment can be achieved by an engaging environment that stimulates conversation and collaboration, highlights key learning points, asks learners to reflect or share with others, or to go deeper into one area. By using the power of videos, emotions can be elicited, and complex tasks can easily be divided up into components over short video clips (Burns & Stern, 2016, p. 44–45).

As previously mentioned, learning principally occurs in a social context which is dependent on emotions. Therefore, the effect of emotions on learning has to be examined further.

1.1.3 Emotional Learning

Emotion is evoked and experienced in different contexts, in this case in a learning context. There must be considered that emotion will be experienced especially in an overall significant context for the individual (Hascher, 2010, p. 14). As our emotions or emotional responses are interacting with our cognition, consequently the learning process can be influenced positively or negatively by emotions. Consequently, the learning process becomes an emotional process.

To understand the effects of emotions on learning, it is of utmost importance to comprehend its quality more in detail. Two quality indicators of emotion were found being relevant for learning: the valence (if an emotion is positive or negative) and the arousal level of the emotional response. Two theories based on existing literature on mood affecting information processes will be distinguished here.

Literature review on mood

Mood is an affective state, either positive or negative, which can influence the perception and experience of an individual. It differs from emotion because it is less deep, and lasts longer than emotion, without a clear end or beginning, and is strongly dependent on the situation.

Emotions and mood mutually influence themselves, therefore important findings for the emotional influence on learning can be deducted from mood research.

As mentioned before, learning is a cognitive process affecting our brain and functioning through association. The stronger and more similar an association for the organism, the nearest is the location of the corresponding information and the simpler its activation. For example, an individual in a positive mood can recall more easily positive information than if he were in a negative mood, and vice versa. The resulting congruence between mood and the subsequent information process of an individual underlies the first theory worth mentioning (Bower, 1981).

While *Bower*'s mood congruence theory is based on the organization of our brain, *Schwarz* discovered the informative potential of mood, thus treating mood as information. According to *Schwarz,* the mood itself carries different information for a learner; for instance, a negative mood indicates negative characteristics of a situation. The learner now interprets their mood and reacts aversively in a negative mood and positively in a positive mood (Hascher, 2010, p. 15; Schwarz, 1990, p. 15).

From the two mentioned theories on mood affecting cognition and mood as information, we conclude cognition being dependent on mood and subsequently, mood and emotions influencing the cognitive process of learning. Positive mood indicates a pleasant and safe environment that enables open-mindedness of the learner and offers optimal preconditions for creative thinking, hence the optimal learning environment. In conclusion, a positive mood positively affects learning.

However, controversy research shows that *Bower*'s mood congruence can be observed when the learner's information is of low importance for them. But if the information is of high personal relevance, the mood will not disturb the cognitive learning process. In this case, as there is no mood congruence, negative mood could foster the process of positive information and vice versa. Consequently, learning cannot be entirely reduced to the effects of mood (Hascher, 2010, p. 16).

Arousal level

Having examined the positive or negative direction of emotional responses (its valence) and its relevance for learning through the example of mood research theories, another indicator assessing the quality of emotion, their arousal level, is relevant for learning.

The arousal level of an emotion indicates whether something is deemed relevant by an organism (Ramsøy, 2015, p. 70) and influences the learning process by improving information recall. *Schürer-Necker* demonstrated that texts of higher arousal being sent to participants were better recalled, independently from their content being associated with positive or negative emotions (Schürer-Necker, 1984, 1994).

Functions of emotion for learning

The presented theories especially underline three of the four earlier mentioned functions of emotion which are applicable in a learning context and show the relevance of emotion for learning, especially improving the information processing and recalling. Concerning the first function of emotion, leading to action and motivation: according to *Bower*'s mood congruence, positive emotion can make us approach a learning environment with a positive mindset and creating a safe and pleasant environment for learning, but also negative emotion can positively motivate us as mentioned before. Regarding the second and third functions of emotion changing the perception of an organism and guiding behavioral shortcuts, *Bower* and *Schwarz* proved that mood influences the perception of a situation or environment and that the learner's mood is the basis of subsequent reactions in behavior.

Despite the limits of mood influencing learning, we deduct and conclude that emotion and learning are closely linked, and that learning is influenced by emotions. Thus, the learning process is no longer only a cognitive process, but also an emotional process (Gabriel & Griffiths, 2002; Ghosh et al., 2012). The existing literature in educational science defines emotional learning as a process of acquiring competencies, recognizing and regulating emotion, and thereby positively interacting with its social environment (Elias et al., 1997).

Therefore, a better understanding and interpretation of the learners' emotional responses is crucial to design a positive learning experience for the learners.

1.2 Emotional learning process for an organization

1.2.1   Creating a multi-sensory learning experience in brand and product marketing

As learning is influenced by emotion, trying to understand the emotional responses of other individuals to give rise to positive emotions and create a positive learning experience is an important challenge to tackle. We will examine emotions and their relevance in a specific learning environment: in a multi-sensory product learning environment.

From a brand and product marketing point of view, emotions (consciously and unconsciously) are of utmost importance because they can influence the sales decision-making process of a product for a customer. This inspired the emotional

Figure 1: Sensory Marketing
Source: Hultén et al. (2009)

marketing to rise which aims to analyze and evoke the individual customers' emotions in pursuance of satisfying their personalized needs. From this research for more subjectivity and emotion emerged sensory or multi-sensory marketing (Fig. 1), which is focusing on the five senses and their impact on customer experiences in order to generate emotions and create a memorable and positive brand and product experience for the customer, hence optimizing brand loyalty (Giboreau & Body, 2012, 5–6, 169).

Multi-sensory environments play a decisive role in creating a positive product experience for the customer. In this specific environment, customers' emotions are evoked by stimulating their five senses. When the senses are stimulated, these are interpreted by associations or sensorial interactions, also known as an individual's perception. Consequently, the different sensory information is processed by the brain and converge, thereby associating sensory experiences and creating a consistent experience of the surrounding environment for the customer. (Giboreau & Body, 2012, p. 45).

Sensory information is closely linked to memory which explains the high impact a sensory experience can have on the retention of a brand and product, namely the brand memory, for a customer.

Within the sensory memory as one of four memory systems, the primary sensation from the multi-sensory environment is stored in different sensory memory systems, which provide initial copies of external stimulation (Atkinson & Shiffrin, 1968):
- (1) Smell: Olfactory memory
- (2) Sound: Echoic memory
- (3) Sight: Iconic memory
- (4) Taste: Taste memory
- (5) Touch: Haptic memory

(1) & (4) Odor and taste are directly linked to the emotional and memory-related or mnemonic brain systems. Thus, olfactory and taste memory are closely connected; the concerning sensory information converge and provide one experience of tasting and smelling at the same time.

Regarding taste memory, it includes recognizing a taste as well as its characteristics associated with pleasure, degree of familiarity, and nutritive or toxic features connected with that taste (Núñez-Jaramillo et al., 2010, p. 232).

In general, olfactory stimuli are very strong and can even be elicited in their absence, only by exposing the individual to the context to which the odorant was previously associated (e.g. a visual context). The visual context alone would then elicit a similar behavioral response than the olfactory stimulus when it was initially presented (Mandairon et al., 2014). Regarding odor and its impact on memory, a study was carried out focusing on odors enhancing brand memory. It determined that indeed odors enhanced brand memory of consumers, and that this effect was largest when odors were present during the learning stage and not during the recall stage (Morrin & Ratneshwar, 2003).

In summary, scents and taste are powerful stimuli. They can evoke emotional states and support learning and memory (Sullivan et al., 2015, p. 1). As they are joined, the

two senses are mutually dependent and can be used to guide behavior. If something does not smell appealing, it is less likely that it will be eaten (Ramsøy, 2015, pp. 72–73).

(2) Sounds can have a strong effect on our emotional and cognitive response to the world around us, as they are linked to the brain regions related to emotional response and memory. When sound is processed, an organism tries to recognize it by analyzing its specific meaning and context in which it is heard (e.g. in an echo-like cave), consequently categorizing it. Being able to remember auditory information is enabled by the echoic or auditory memory.

Particularly in a brand and product context, sounds can become particularly relevant. The product's sounds, either carefully designed or incidentally generated, can considerably affect the customer's decision to choose a certain brand and product.

In addition to its strong impact, sound is constantly present and surrounds us in everyday life. Despite its overall presence, it is processed in a much smaller brain region as opposed to the vision which consequently seems to dominate brain processing more than sound (Ramsøy, 2015, pp. 69–70). The results from a study where participants were exposed to a variety of sound clips and were tested on their ability to distinguish old from new ones, affirms that auditory memory is systematically inferior to visual memory. Thus, remembering auditory objects can be remembered with less accuracy than their visual counterparts (Cohen et al., 2009).

(3) When perceiving an object, different elements are being synthesized to one coherent one. There are two visual systems which enable humans to identify and recognize an object ("what pathway") and to process its spatial location and its use ("where/how pathway"), known as the prominent "Two-Streams Hypothesis" by *Milner* and *Goodale* (Goodale & Milner, 1992).

Placed in a product context, there must be distinguished between what we perceive the product to be and how we use it. Closing this gap between what the product is and how it can be used can prove crucial to whether consumers are interested in it.

Communicating deliberately or incidentally the "what" and "how/where" of a brand and a product is a matter of marketing strategy (Ramsøy, 2015, pp. 68–69).

After being processed, visual information is stored in iconic or visual memory and characterizes itself by its rapid decay. This was first documented by *Sperling* who showed that a maximum of about four stimuli can be selected by attention for processing, due to the limited capacity of iconic memory (Gegenfurtner & Sperling, 1993; Luck & Vogel, 1997; Sperling, 1960). Furthermore, an individual would perform better on a task with short visual signal delays. However, as signal delay increases, performance would quickly decrease because of the rapid decay of visual memory (Kuhbandner et al., 2011, p. 696).

(5) The haptic or tactile sensation strongly depends on the other sensory information, e.g. the vision, to perceive and process an object globally (Giboreau & Body, 2012, p. 62). Visual and haptic systems being interconnected, both are interacting. "If touching an object should trigger some visual representation of it, then seeing an object might have a similar effect on the haptic system" (Amedi et al., 2001).

Similar to iconic memory, in haptic or tactile memory, recall of information was found being better after a zero second than a thirty-second delay, thus indicating a delay-induced decay of information (Woods et al., 2004). Despite the similarity of iconic and haptic memory, alike experiments determined a better performance in recalling of information "in haptic than visual conditions" " (Ittyerah & Marks, 2007, p. 604)

The virtual product experience

So far, we assumed that all five senses could be smoothly stimulated, thereby relating to an optimum face-to-face multi-sensory learning experience for the customer. However, when it comes to involve the five senses in a product experience online, a different approach should be taken, therefore a virtual product experience (VPE) has to be designed. A VPE intends to substitute the direct experience with a product, counteracting product uncertainty resulting from the impracticality of using smell, touch, and taste to getting to know a product online. By aiming

an interaction with the product online, the product learning and evaluation of the consumer is encouraged (Liu et al., 2019, pp. 824–826).

More specifically, the research based itself on the haptic sense and the effect of mental imagery on product learning. Mental imagery is used to make evaluations of products. It is "a cognitive process in which sensory information is represented in working memory". Consequently, to create a virtual product experience (VPE) for the customer through integrating tactile sensations, two haptic interactions were compared: gesture-based (e.g. touchscreen gesture) and mouse-based. The objective of the researchers was to activate past experiences of the users to help them simulate an experience in their minds through haptic interaction. In the end, gesture-based interaction was found to be most efficient when wanting to elicit haptic imagery (Liu et al., 2019, pp. 828–829).

Valence and arousal

As previously mentioned, emotion's valence (pleasant, unpleasant) and arousal level are both influencing learning experiences. Especially in a multi-sensory learning experience, the customer is looking for pleasure and arousal through the multi-sensory stimulation when entering a service environment and consequently wanting to stay (Giboreau & Body, 2012, p. 174).

To identify a pleasant and aroused customer experience, expressive and physiological responses can be observed such as pupil dilation, pulse, respiration, or sweat (Ramsøy, 2015, pp. 108–109).

Overall, we have seen the impact sensory marketing can have on the customers' product evaluation and their behavior through evoking emotion in this product learning experience. Being able to influence the customers' associations they make with a brand by guiding them through a certain experience, represents one of the strategic goals of a company (Brand association) (Ramsøy, 2015, p. 145). Consequently, as the five senses are closely linked to information retention through sensory memory, a link between the five senses and efficient learning became apparent.

As previously emphasized, emotions play an important role in learning experiences, individual or collective ones, private or work-related. In the following we will focus on the benefits emotional competencies have for an organization, wanting to achieve successful brand and product learning experiences for their employees and customers.

In such an experience, a company aims to satisfy a customer which will then make the "right" associations with a company's brand (brand association) and product, learn about it, and stay loyal to that brand. A company does not only want to achieve brand association with customers, but also with its employees to win their memory and emotions (Ramsøy, 2015, p. 79). To do so, a company has to analyze, understand and stimulate a customer's and employee's emotions, hence managing emotions. Although an emotional capability could be primarily associated with an individual's ability, emotions are equally important for and attributable to organizations.

Developing an emotional competency is helping organizations to monitor, evaluate, and use their employees' and customers' emotions. Not only can this emotional capability help achieve brand association, it can first and foremost motivate and involve employees more, using emotion to provide an emotional connection between employees and the work context (Akgün et al., 2007, p. 505).

A firm's emotional capability will consequently enhance the following abilities (Akgün et al., 2007, pp. 503–504):
– (1) Provide freedom for displaying and feel emotions (Transparency)
– (2) Experience the same or other appropriate emotions in response to others' emotions and to communicate or act on them (Experiencing)
– (3) Reconcile diverse opinions and perspectives (Diversity)
– (4) Increase identification with the organization on an emotional level (Emotional identification)

Developing this emotional ability in a company predominantly requires having a look at its higher management and leadership level.

<u>The role of leadership</u>

The company and its leading managers have a strong position when it comes to managing their employees' well-being and productivity. As they are in a leading position, they have the power to influence other people, including their emotions (e.g. from stakeholders like employees or customers). Leaders can be emotional guides and role models of groups, directing negative collective emotions of collaborators into positive ones and their emotional reaction is seen as the "valid" emotional response for the group. If a leader is designated as an aforementioned emotional driver and shows emotion in an authentical way, e.g. through facial expressions, these emotional states easily transmit to the group and will spread (Goleman et al., 2002, 21, 27-28).

Simon Sinek, author and motivational speaker strongly contributed to the scientific discourse on the influence of successful and inspiring leaders and organizations by explaining the paramount importance of the "Why". In his model named "the golden circle", he compares the three levels of operating of a firm ("What", "How", "Why") to how the human brain works. While the "What" refers to the part of the brain responsible for rational and analytical thought, and language, the "How" and "Why" relates to the part in charge of behavior, decision-making, and emotions. *Sinek* observed that companies in general started by explaining the "What" to their employees and customers, continuing with the "How" and finishing with the "Why" (Sinek, Simon. The Science of WHY).

Sinek proposed a new model by inverting the process. He encourages leaders to express emotions by explaining first and foremost the values and beliefs driving their decisions (i.e. the "why") to their employees and customers, before mentioning the "How" and lastly the "What". By aligning emotionally with them and being clear about the purpose of the firm's work, leaders become inspiring leaders. Understanding and explaining the "why" by leadership is therefore essential for inspiring and retain collaborators and customers (Halpern, Lily (2015), p.370-371; Sinek, Simon. The Science of WHY). Or in the words of *Sinek*:

> "Once you understand your WHY, you'll be able to clearly articulate what makes you feel fulfilled and to better understand what drives your behavior when you're at your natural best. When you can do that, you'll have a point of reference for everything

you do going forward. You'll be able to make more intentional choices for your business, your career and your life. You'll be able to inspire others to buy from you, work with you and join your cause." *(Sinek, Simon. The Science of WHY)*

<u>Emotional Intelligence</u>

Furthermore, when characterizing a successful leader, the author and science journalist *Goleman* pointed out the important concept of emotional intelligence, a new form of intelligence opposing to the intellectual intelligence which sits in another part of the brain. Emotional intelligence represents the foundation of developing an emotional competency of an organization (Goleman et al., 2002, 39, 55, 368). *Goleman* sees emotional intelligence as a "set of learned skills that may translate directly into success in various social domains, such as the workplace (Goleman, 1998b). Creating emotional intelligence is strongly dependent on the quality of human relations in a company (Goleman, 1998a, p. 352).

In psychology, individual emotional intelligence is defined as the capacity to regulate and control their own emotions and those from others, using emotions to guide one's thoughts and actions (Salovey & Mayer, 1990). Emotional intelligence consists of four emotional competencies, two are individually related and two are social ones (Goleman et al., 2002, 50-51, 59-60):

- (1) Self-consciousness: Developing first and foremost a consciousness for one's own emotions leads to better manage them and hence, a higher understanding of other's emotions.
- (2) Self-management: Self-consciousness leads to self-management.
- (3) Interpersonal intelligence: Developing empathy for other's emotions and demonstrating the ability to listen and to fulfill employees' or clients' needs as a leader, improve interpersonal skills, and show interpersonal intelligence.
- (4) Social intelligence: Interpersonal intelligence leads to developing socially intelligent competencies by better managing relations to others, e.g. managing conflict and leading change.

According to *Goleman*, measuring emotional intelligence solely at an individual level leads to misinformation when referring to the whole of an organization. Since teamwork forms social activity, the emotions of a group retain an essential role in understanding the parameters of

working life. Therefore, emotional intelligence of a group or collective emotional intelligence has to be examined further, taking into account the different emotions experienced by the employees and creating a unique emotional climate in an organization (Goleman, 1998b).

Collective emotional intelligence consists of the same components as the individual one. The only difference between those is that collective emotional intelligence relates to individuals being part of the group and to the overall group at the same time (Goleman et al., 2002, p. 222).

1.2.3 Improving learning capabilities

Constantly learning represents an important goal for a company's competitiveness, explaining the need to develop a learning capability. Being a firm capable of learning consists of its management involving their staff in decisions and promoting change, an interconnected firm network where the overall objectives are clear for all, experiences and ideas from inside and outside the firm are considered useful for learning, knowledge transfer through open discussions are encouraged, and having the appropriate infrastructure ensures access to all learning content (Jerez-Gómez et al., 2005).

The new emotional learning approach

Developing a learning capability is mainly achieved by using human resource practices such as employee education, training, and rewards. However, a more recent learning approach, namely developing the emotional capability of employees, has now been made. As previously determined, emotions influence individual learning and collective learning in a company context. Specifically, the emotional capability of employees strongly impacts learning and innovation. Therefore, developing an emotional capability of the leadership and the employees is crucial when seeking to develop a firm's learning capability (Akgün et al., 2007, p. 501).

As previously explained, a developed emotional capability of an organization fosters four abilities which are (1) transparency, experiencing (2), diversity (3), and emotional identification (4). They enhance an organization's learning capability, thereby linking an emotionally capable firm simultaneously to a firm with efficient learning processes. The following abilities, developed in detail (Akgün et al., 2007, pp. 508–510):

- (1): The firm encourages its employees to express their emotions openly and transparently without fear of reprisal, thereby facilitating knowledge transfer among individuals and bringing out innovative ideas.

- (2) Understanding and experiencing another person's emotions (empathy) encourages sociable behavior such as collaboration or help, working together towards a common objective. This fosters reciprocity and trust which in turn enables creating and acquiring new ideas and knowledge (Nahapiet & Ghoshal, 1998) which can be constantly renewed, widen, and improved by exchange of information.

- (3) The variety of people working for an organization brings diverse opinions and perspectives. Reconciling them leads to more effective group discussions, fosters higher-quality decisions, and solves complex problems. It brings people together around a joint identity and a shared vision.

- (4) Enabling individuals' emotional bonds and ties to the firm increases identification with the organization on an emotional level and precedes its learning capability.

Consequently, the mentioned abilities developed through an organization's emotional competency, enhance a firm's learning capability. This thereby created an emotional connection between employees and the company, helping motivate and involve the employees more. The consequent improved performance can then positively impact the specific learning process of product innovation within a company (Akgün et al., 2007, 502–505, 508).

Emotional intelligence

Focusing now on the foundation of developing emotional competency, the effect of collective emotional intelligence on organizational learning is noteworthy, rated among one of the key factors for creating learning teams and learning organizations. It influences the personal improvement and development of employees; the process of group learning and facilitates diffusing information within the group and the organization. By generating emotions when interacting between team members, emotions consequently influence their attitudes. Concerning

group learning, collective emotional intelligence fosters the adaptability and flexibility of employees, thereby facilitating the group learning process. As for diffusing information, the flexible structure through an emotionally intelligent company enables an easier information flow which keeps the collaborators better informed (Arfara et al., 2018, 247-248, 252-253).

Relating to the aspired learning capability of a firm consisting of a management promoting change, emotional intelligence hugely contributes to successful change management of groups. Only when a group is confronted with their real emotions within the group, it can feel the desire to change (Goleman et al., 2002, pp. 228–229).

Overall, developing an emotional competency leads to an improved learning capability of the firm which represents a major strategic and competitive advantage, provided that the organization's leadership commits to the development of a climate promoting emotional intelligence at individual and group levels to achieve successful learning. Most importantly, recognizing intellectual capital as the most valuable resource of the organization is the first step into creating a constructive emotional climate that will enable successful learning (Arfara et al., 2018, p. 253).

Chapter 2: Active Learning and its relevant implementation modes

2.1 Active Learning

When traditionally designing learning experiences through training, lecturing is often used to transmit information to learners. However, classroom learning showed decreasing attention of the audience with each passing minute and assumes that all learners need the same information and at the same pace (Johnson et al., 1991). This explained the need for a less passive learning method: the active learning (Silberman & Auerbach, 2006, 3, 5).

Active learning enables the participants to actively be involved in the training by testing themselves the provided information, discussing information, and thereby enliven learning and maximizing understanding and retention. To achieve this instructional goal, a trainer can make the learning content relevant to the learners by using examples from real-life and utilizing the participants' expertise. Also, limiting the learning content and presenting it using visuals, can deepen understanding and memorizing information (Silberman & Auerbach, 2006, 13, 16, 77).

When planning such a training, the time before the training course can be used to pre-test the participants to assess their current knowledge, consequently using this information to customize the course content to its targeted group.

During the training, it is of utmost importance to keep the participants engaged through exercises. Delivering an active training mainly consists of collaborative learning activities (10 Handbook), inciting participants to ask questions, to practice skills, and to get them to teach each other, consequently leading to a training where the participant does most of the work as opposed to the instructor (Silberman & Auerbach, 2006, 10, 13, 202-203)

After the course, the learned content should be reinforced and discussed amongst the learners (Silberman & Auerbach, 2006, pp. 202–203).

Implementing active learning is possible in face-to-face or virtual learning experiences.

2.2 Face-to-face Learning

A face-to-face learning experience in the form of a face-to-face training characterizes itself by a fixed time and date, along with a human interaction during a physical presence. It is accompanied by travel time and costs, and the fact that there must be made time for it as the training will only be available on a limited basis. In this case, scarcity can act as a motivator which makes the learning event more attractive. The interaction between the participants and/or the trainer allows networking, exchanging experiences, and giving and receiving feedback directly and instantly. Having only one source, a credible expert trainer, to guide you through the learning experience, solves comprehension problems directly and immediately. However, face-to-face trainings are less flexible as the participants do not have the option to self-select the learning content relevant to them and at their own pace (Naish, 2005).

To break with the traditional face-to-face learning through classical lecture, using live demonstration or group exercises can help memorable face-to-face learning experiences (Silberman & Auerbach, 2006, p. 97).

2.3 Digital Learning

Digital learning or e-learning is the product of the progressive information technology, allowing flexibility in terms of timing and content, and autonomous and individual learning as opposed to traditional face-to-face classroom learning, often in groups. Using a variety of resources such as audio and video sources or databases, digital learning provides a less traditional way of presenting information. Furthermore, these resources are easily reproducible, and their use requires no online presence at a specific time, hence saving travel costs. As the learners can also make their own decisions on how to learn the available learning material, select content, and begin or end whenever they want, e-learning becomes an active and targeted learning experience in opposition to classroom learning that predefines the learning content and its sequence. Nevertheless, adapting technology to enhance the active learning experience for the participants while still respecting the key principles of active training, can be challenging (Silberman & Auerbach, 2006, 11, 191, 201).

Adding the social side of learning in the digital learning experience can be accomplished by creating interactivity between the learner and other learners or the learner and instructor through

communication channels. A third form of interactivity, apart from the social interactivity forms, is one between the learner and the system: the user "talks" to the material by doing simulations or quizzes. (Silberman & Auerbach, 2006, p. 11).

Overall, creating a digital learning experience is a time and cost-saving, progressive, and convenient way to deliver learning (Liangtao, 2014, pp. 2953–2954; Silberman & Auerbach, 2006, p. 201). However, constructing an efficient e-learning experience requires participants willing to interact with the technology and easy to use and reliable systems to promote this interaction (Arbaugh & Benbunan-Fich, 2007, p. 863).

E-learning experiences can be built by having recourse to two different layout options: independent or group-based e-learning, the latter including e.g. virtual classrooms. Both options are recommendable when the participants are geographically dispersed. Choosing an independent e-training for the participants is preferable when there is no need for the participants to take the training at the same time and when the course content is consistent and highly structured for facilitated comprehension. In case the course content is highly variable and is based upon the evaluation of information and shared experiences, a group-based e-learning is recommended. A virtual classroom is specifically chosen when the content necessitates application and deeper group discussion (Silberman & Auerbach, 2006, p. 204).

2.4 Blended learning

Blended learning combines face-to-face and digital learning, using the advantages of both learning delivery modes. Through blending a high level of technology with a highly tactile and face-to-face experience, memorable learning experiences can be created (Silberman & Auerbach, 2006, pp. 202–203).

Chapter 3: Emotional concepts encouraging efficient learning

From the previously elaborated research status, we can deduct three essential factors encouraging efficient learning, all three eliciting emotions for an organism.

3.1 Multi-sensory experience

Creating positive multi-sensory experiences and stimulating an employee's and customer's emotions concerning a brand and product must represent an essential strategic goal of an organization. Being positively attracted by and interested in a brand or product, increases the level of identification towards it, thus creating a strong emotional connection between the product and the employee or customer. Consequently, this can positively affect the ultimate sales decision of the customer. As the sensory information after stimulation of the five senses is linked to memory, remembering a brand and product reinforces brand association and loyalty (Giboreau & Body, 2012, 5–6, 169).

Depending on whether face-to-face or virtual multi-sensory brand and product experiences are created, different senses must be placed in the foreground of the learning experience. Especially in virtual multi-sensory experiences, stimulating odor, taste, or touch seems like an impossible undertaking at first glance. To counteract product uncertainty when only being able to get to know the product virtually, creating an interaction with the product online will encourage product learning and evaluation for the learner (Liu et al., 2019, pp. 824–826). For the employee, a positive learning experience with the product can consequently encourage product innovation.

Thus, reconstructing touch in an e-learning environment has been attempted by the app "Couple", a private social network that creates the illusion of a tactile interaction between couples by touching each other's fingers. A real-time image of the fingertips is uploaded and when one's finger is placed over the image of the other's finger; the screen color changes, and the phone vibrates. This tactile feedback is attempting to reconstruct a familiar and recognizable physical interaction of finger play (Brown, 2015, p. 68) and could be applied to tactile interaction with a product.

Concerning odor, as olfactory stimuli are so strong that they can be provoked only by exposing the individual to the previous context to which the scent was associated, odors could, therefore, be elicited even without a current olfactory stimuli in the online learning environment (Mandairon et al., 2014). Even if the olfactory and taste senses are linked and mutually dependent (Ramsøy, 2015, pp. 72–73), a gustatory experience cannot be directly provided by a trainer during e-learning. However, it would be possible to indirectly reconstruct taste by providing the learners with recipes and specific products to cook with themselves.

3.2 Interaction

Learning, in general, happens in a social context, e.g. in training environments designed by the firm, which require interactions between the learners, the learner and the instructor, and the learner and the online system in case of digital learning. All types of interaction are influenced by individual and collective emotions (Akgün et al., 2007, p. 503) and also elicit themselves emotion as they often happen in a social environment. With a view to developing a firm's learning capability and consequently achieving efficient and active learning of its employees, interaction is one of the essential factors contributing to these objectives.

Concerning the interaction between the leadership of an organization and its employees, this interaction can be encouraged by involving them in decisions and establishing a strong firm network where knowledge, experiences, and ideas can be exchanged and transmitted. Specifically, through an engaging training environment promoting conversation, collaboration, and feedback, participants will be encouraged to reflect upon and share learning content, hence strengthening their memory retention.

Particularly in digital learning environments, face-to-face interactions are simply not possible, but they are attempted to be recreated, confronting the respective designers of such environments with a challenge (Naish, 2005, p. 15). By implementing interactive tasks such as questions in a quiz format, case problems, videos, or podcasts, a higher level of interaction can be achieved, hence more engagement between the learner and the online system providing this digital experience. As the interaction elicits emotion, it can consequently improve the quality of learning (Burns & Stern, 2016, p. 44–45; Silberman & Auerbach, 2006, p. 11).

Arbaugh et al. have conducted a study, analyzing the importance of the three before-mentioned types of interaction for online learning effectiveness. Deducted from the study, the interactions between the learner and the system, and the learner and the instructor were the most efficient types of interaction for learning. Participants who were more engaged with the system tended to be more satisfied with the medium and reported higher learning perceptions. When the instructor was more engaged in the training, the participants reacted similarly and experienced a higher learning effect. These results show the importance of the system which delivers online training, the attitude of the participants regarding the technology, and the impact an engaging trainer can have on the learning group.

Contrary to the study's expectations, learner-learner interaction did not show a considerable effect on learning. *Arbaugh et al.* assume that the participants from the study took away more socio-emotional support from having communicated with their conspecifics, than learning advantages. Consequently, they might have developed their virtual team skills and improved their online learning skills, but a better understanding of the learning materials could not be found (Arbaugh & Benbunan-Fich, 2007, pp. 862–864).

3.3 Emotional Training

Developing an emotional capability as an organization is crucial when wanting to continuously improve collective learning and fostering innovation in the workplace. Additionally, especially today in an everchanging, multicultural and dynamic organization context, the emotional dynamics of employees frequently change as the permanent staff of a firm is less stable and more diverse. In this context of continuous change and flexibility of a firm, developing emotional competencies and creating a positive emotional working climate, impacts its learning efficiency, performance and the well-being of its staff (Goleman, 1995; Arfara et al., 2018, pp. 242–243).

To give a strong lead into developing emotional competencies, the leadership of an organization has to be trained in understanding and strengthening emotions in order to transmit them to its employees. When being confronted with a group of employees to train, instructors act as emotional leaders by transmitting emotions and training them on emotional intelligence.

To do so, the leadership can start helping a group to raise their self-consciousness, by setting their emotional tone and helping the group to recognize collective emotions and being attentive to the needs and wishes of the other group members. As soon as a group member begins to empathize, the group overall starts to become receptive to others' emotions as well, will consequently improve communication between workgroups and will be able to manage external relations more efficiently (Goleman et al., 2002, 222, 228-229).

Concerning the emotional training of employees in general, *Goleman* developed several points on which a trainer should focus first when wanting to achieve the learners' development in emotional competency. He emphasized the importance of evaluation, identifying the receptiveness of each learner, and motivating them by explaining the benefits which come with the training. Evaluating the learners' knowledge and competencies before and after the training is crucial to determine their current and future training needs and to then adapt the learning content appropriately. When informing them of their evaluation, it should be done with tact, using emotional intelligence (Goleman, 1998a, pp. 296–299).

In general, emotional intelligence, and emotional training enhance a firm's learning capability, by primarily communicating the importance of openly expressing emotions and stimulating them, contributing to the personal improvement and development of employees. Emotional intelligence consequently influences the way the organization's members interact with each other, exchange, and develop knowledge together in groups. The emotionally transparent and authentic company environment enables a flexible and direct information flow, facilitating learning processes within the firm (Arfara et al., 2018, 247-248, 252-253).

The presented theoretical framework, and the three above mentioned factors will form the analysis groundwork of this thesis in view to its three hypotheses which will be detailed in the following chapters.

Part II: Empirical Study at Gaggenau

- Context and Methodology -

II: Empirical Study at Gaggenau: Context and Methodology

Chapter 1: Context – The role of an emotional brand and product learning experience for the luxury home appliances brand Gaggenau

Figure 3: Current Gaggenau logo since the 1960s
Source: https://www.bsh-group.com/fr/marques/gaggenau

Figure 2: Gaggenau ironworks
Source: https://www.gaggenau.com/press/company-pro-file

Gaggenau was found in 1683, over 330 years ago, as "Gaggenau ironworks" (Fig. 3) in a small German town in the black forest, called *Gaggenau*. The company started as a pioneer in metalworking and is representative of "Made in Germany" qualitative household appliances. Since the 1990s, it is a subsidiary of "Bosch Siemens Household appliances" (BSH) and counts around 550 employees.

Gaggenau positions itself in the luxury segment for mainly handcrafted kitchen appliances, inspired by the professional chef's kitchen, and designed for home chefs. Their product range is going from ovens and cooktops to wine cabinets and refrigerators. Most of the products are produced in *Lipsheim* (France), further production plants are situated in Germany, Spain, and Turkey. Gaggenau is internationally present in Europe, North America, Asia, Oceania, and the Middle East. The company was rated as one of the top German luxury brands, reaching rank 6 out of 30 in 2018 (Biesalski & Spannagl, 2018).

As most products are created by hand, Gaggenau stands for qualitative craftsmanship. The functionality of the product is at the core of its design. Therefore, Gaggenau's core belief is "form follows function", inspired by the pure and simple objectivity of the Bauhaus art school style. The current logo was inspired by it (Fig. 2).

Gaggenau's experience in terms of innovation, quality, and skill over the past 330 years has contributed to its essential heritage. From the beginning of the 20th century, Gaggenau assumed a pioneering role by specializing in coal and gas-fired stoves. In the 1950s, Gaggenau was among the first brands on the worldwide market for built-in appliances.

Gaggenau also emphasizes the importance of perfected performance for their products:

> "We do things a certain way, not to impress or differentiate, but because that is what is required to achieve perfection." (Sven Baacke, Head of Design, Gaggenau)

As their product creations are founded on professional kitchens, Gaggenau's ambition is to set high standards on the market by developing appliances of the highest quality, relying less on quantity (Gaggenau, 2020).

1.1 Creating an emotional learning experience for end customers

As Gaggenau represents a luxury brand, not only the quality of the product, but also the conscious and unconscious emotions of the beholder going with it, are at the heart of this brand. Gaggenau has the ultimate objective to embody authenticity by staying consistent and true to its roots. Especially nowadays in a globalized world with a variety of products and brands worldwide, authenticity helps to create a unique and non-replaceable brand (Schnee, 2012, 215-216, 228).

In view of keeping its brand promise to the customer and satisfying their conscious and unconscious needs, Gaggenau provides them with emotional product experiences (Giboreau & Body, 2012, p. 195). The main objective of these experiences is not to make them buy the most products, but to build up trust with the customer and consequently developing a brand loyalty by creating an emotional connection between the customer and the product.

Creating this connection is achieved by stimulating their senses and evoking emotions. Consequently, these emotions are used to educate the customer on the products, thereby creating a product learning experience to reinforce the understanding of the brand's values and benefits which are represented by the product.

These experiences are taking place in physical showrooms, representing the only channel for the customer to buy the products as opposed to a direct sale via their website which would raise fewer emotions The worldwide distributed showrooms are designed to adapt to its local customer in terms of lifestyle, culture or cooking habits, and to create the most individually customized and interactive emotional experience. Regarding Gaggenau's key products which are the ovens and cooktops, the senses of taste and smell are of utmost importance when wanting to design a stimulating and interactive experience for the customer. In addition to the physical showrooms, online showrooms have been created to provide the potential customer with a first visual 3D experience of the "Gaggenau world", no travel costs or appointment constraints involved, and available at any time (Schnee, 2012, pp. 220–222).

1.2 Creating an emotional learning experience for internal managers at the International Product Training "Train-the-Trainer"

The kitchen dealers in the before mentioned showrooms represent a strategic touchpoint for providing the end customer with emotional product experiences. In order to optimize these experiences, Gaggenau aspires to continuously train the kitchen dealers on their brand characteristics (Fig. 4), and the way to address the customer's emotions.

Among its brand characteristics, it is noteworthy to mention Gaggenau as continuously striving for creating extraordinary and progressive products, providing the consumer with emotional experiences through its passion for new culinary creation.

Figure 4: Gaggenau's Brand characteristics
Source: Internal

When it comes to managing these sales trainings for the kitchen dealers, the specific international product training "Train-the-trainer" (TTT), taking place twice a year, plays an influential role.

The TTT is divided into two main training phases, a face-to-face and a virtual one, conceived and implemented by Gaggenau's Product Management, Marketing, and Training teams.

1.2.1   <u>Face-to-face learning experience</u>

The "Train-the-trainer" comprises between 40 and 60 participants, generally representing the worldwide regions where Gaggenau is present, namely Europe, North America, Asia, Oceania, and the Middle East. The participants are mainly product or marketing managers, or trainers, e.g. sales trainers. Following the TTT, particularly the sales trainers will use the acquired brand and product knowledge to train the kitchen dealers which will then directly address the end consumer.

The first phase of the training is between 3- and 4-days-long and takes place face-to-face. It is held in the Gaggenau Brand Center, situated on the main production site in *Lipsheim* in France. Its objective is to create a pleasant and educative brand and product learning experience for the participants by designing an active training. The TTT serves as product training for new or future trainers, and other managers. The majority of the provided training content is not self-selectable by the participants, except the attendance on the cooking workshop which is optional.

When presenting Gaggenau's brand characteristics, transmitting the importance of emotion for this luxury brand and increasing the product learning effect through emotions are at the forefront of the brand experience. Concerning the product experience, newly launched products, and their necessary product know-how are presented and trained by an active product training. The live product demonstrations enable the participants to be actively involved by interacting, testing, touching, and even smelling the products.

While the first days are essentially based on acquiring brand and product competencies, an emotional cooking workshop is implemented nearer to the end of the training, consolidating the emotional connection between the participants and the products.

The main benefits this face-to-face and active training bring, are the social context and the full multi-sensory experience of the brand and its products. The face-to-face interaction as a training group enables not only networking and direct exchange with experts, but also a full multi-sensory experience to reinforce the emotional connection between the learner and the global brand Gaggenau.

By way of illustration, the most recent TTT held in November 2019, implemented 77% of active, and 23% of passive learning parts within 2 training days or a total of 11.5 hours (Internal source). The cooking workshop, along with a group task to sensitize the participants on the importance of stimulating the 5 senses in training, formed the active emotional part of the face-to-face TTT experience.

1.2.2   Digital learning experience

The TTT consists of two digital experiences, one which is sent out before the first phase of the TTT, and one afterward. As the first one consists of one small quiz on the upcoming TTT learning content, the more extensive e-learning experience after the TTT constitutes a significant part of the TTT and will, therefore, be the exclusive one to analyze in the present thesis.

The above-mentioned digital learning experience following the face-to-face training part has been designed to give the participants the possibility to recapitulate and reinforce previously learned brand and product content interactively. It is developed as an independent digital training that the participants can absolve at the time and date they wish, accessible via an online tool for several months after the TTT. It consists of several interactive tasks such as product installation case problems or quizzes which repeat the previously learned content, therefore providing the learners solely with an interaction to the e-learning system as opposed to a learner-learner or learner-instructor interaction.

Stimulating the e-learner's emotions is tried to be achieved through this interaction with the system by the tasks which are enabling an interaction with the products. With regards to creating a multi-sensory learning environment, only the sight and the hearing are currently addressed during this online learning experience.

The main purpose of this e-learning experience is to counteract the forgetting curve in order to extend the participants' information retention period. However, this digital learning phase of the TTT cannot be entirely qualified as an e-learning experience as it does not consist of new content the learners could choose out of, depending on their learning needs. This experience is merely used to conclude the TTT.

1.2.3   Blended learning experience

Overall, the TTT uses face-to-face and digital learning approaches, hence supporting blended learning. Especially in a product training such as the international "Train-the-trainer", this approach becomes relevant. The face-to-face experience serves as a tactile and hands-on training to get to know the products and use them, e.g. in the integrated cooking workshop.

The additional e-learning is particularly significant to extend the learning process without extending the face-to-face training. As the participants travel from geographically dispersed regions worldwide, a longer face-to-face training would involve higher costs and more time away from the workplace. An independent digital learning experience was specifically chosen because of the different time zones the participants are located in. Group-based e-learning as opposed to independent learning would have demanded a more thorough preparation from the TTT organizing team.

Chapter 2: Methodology

2.1 Quantitative and qualitative research: Questionnaire to "Train-the-Trainer" participants and interview with International Gaggenau training manager

2.1.1 *Objectives of the research and hypotheses*

The following research was conducted in the specific learning environment of the product training "Train-the-Trainer", held in November 2019. It aims to contribute to the continuous strategic improvement of the future TTTs in terms of connecting emotional training with product training. The following research constitutes a quantitative research to a bigger extent but is also complemented with qualitative research.

As the main objectives of the TTT concept are to achieve an active and emotional product training, those two main targets should be in the focus when continuously questioning and improving the TTT's training concept. However, the Product Management, Marketing, and Training department of Gaggenau has currently been focusing predominantly on collecting feedback from the participants on having implemented active learning in the TTT, specifically asking one question only about their active involvement in the training (Annex 11). For now, feedback on the emotional importance and its implementation during the TTT has not been directly asked. This is where the present thesis follows.

The main objectives of the research in this thesis are:
- to determine if and how emotional learning was successfully achieved during the face-to-face and virtual training part of the TTT
- to identify potential areas to improve
- to give recommendations for future TTTs in terms of combined emotional and product training

Specifically, the two phases which form blended learning phases will be examined for their compatibility of generating and transmitting emotion. By aspiring to do that through a multi-sensory and interactive environment, and personal emotional competencies such as emotional

intelligence, the organizers of the TTT aim to consequently improve the participants' learning in the TTT.

By the means of a questionnaire as a quantitative (and partially qualitative) method, and a qualitative interview, the participants' view concerning the final implementation and the trainer's view regarding the training's planning and final implementation will be found out. Following hypotheses, reflecting the multi-sensory and interactive blended learning structure (H_1 and H_2), and the trainer's emotional competency (H_3) of the TTT, will serve as an orientation to guide through the quantitative and qualitative analysis:

$\underline{H_1}$

In view of the research focus being the international product training "TTT", evoking emotions and making use of them to create an engaging face-to-face brand and product learning experience for the participants, is crucial for them to establish a strong emotional connection with the brand Gaggenau and to successfully transmit it to customers.

Applied from the research emotions have on individuals' learning, evoking emotion in an organizational context brings considerable advantages for a firm and its employees.

Evoking emotion and creating a positive and emotional working climate as a firm can lead to action and motivation for the employees, as positive emotion can make them approach a learning environment positively and consequently create a pleasant learning environment (Hascher, 2010, p. 15; Schwarz, 1990, p. 541). Being emotionally aroused also indicates relevance for an organism and thereby facilitates information processing and recall (Ramsøy, 2015, p. 70).

Therefore, the firm's learning efficiency, its performance and the well-being of its staff is positively impacted by giving emotion a central place in a work environment (Goleman, 1995; Arfara et al., 2018, pp. 242–243).

When aiming to evoke emotions, the TTT mainly revolves around creating a multi-sensory environment to stimulate the participants. This is achieved by implementing sensory marketing methods in this product training to increase the brand and product learning process. Similar to a multi-sensory customer experience, the participants look for a pleasant and educative

experience when entering the TTT's training environment. Especially in a face-to-face learning experience, the full potential of stimulating the five senses can be developed, hence enabling a full interaction with the products, and improving its learning effect.

As sensory information is closely linked to memory, remembering information when the five senses have been stimulated therefore gets easier. Thus, retention of a brand and product can be particularly improved through a multi-sensory environment, potentially leading to brand association and brand loyalty for the employee and subsequently for the customer.

Having determined the importance of an emotional, specifically a multi-sensory environment, for efficient learning depending largely on good information retention, following hypothesis has been deducted and will be analyzed in the context of the TTT through quantitative and qualitative research:

H_1: Face-to-face learning is most efficient in an active multi-sensory environment.

$\underline{H_2}$

Referring to the second and virtual learning phase of the TTT, the same objectives as for the previous phase are aspired to achieve: creating an emotional and educative learning experience. Not only is the TTT aiming to create a multi-sensory learning environment online but also an overall interactive environment for the participants to independently learn in after the face-to-face learning phase. The present thesis will principally focus on the integration of interactivity. Through integrating different types of interaction, emotion can be evoked and consequently improve the quality of learning (Burns & Stern, 2016, p. 44–45; Silberman & Auerbach, 2006, p. 11).

When integrating specifically learner-learner and learner-instructor interaction, it adds the social aspect to e-learning which is normally missing in a virtual learning experience as opposed to face-to-face learning. Through creating an engaging learning environment where feedback and exchanging ideas are welcome, the participants get encouraged to reflect on the learning content. Therefore, it can strengthen memory retention and improve the learning efficiency of the online learners. From there, following second hypothesis can be deducted:

H$_2$: Digital learning is most efficient in an emotional environment when a virtual learner-learner and learner-instructor interaction takes place.

<u>H$_3$</u>

When addressing the emotional product training "Train-the-Trainer" as a whole, the role of the trainer is crucial to represent the values of Gaggenau and transmitting them to the TTT participants. When carrying out any kind of emotional training, the instructor's emotional intelligence and their leadership competencies when it comes to managing emotions of a learning group, are influencing the aspired emotional learning environment and the group's learning efficiency.

Being able to primarily regulate and control one's own and others' emotions characterizes being emotionally intelligent and is forming the basis for developing a personal emotional capability and transmitting it to others. Representing a leading position goes hand in hand with acting as an emotional guide, transmitting emotions, and forming the group's emotional competencies to increase their brand and product learning during the face-to-face and virtual TTT experience.

When managing collective emotions and guiding them in the desirable direction, the trainer must analyze and understand the group's emotions first. The emphasis lies in evaluating the group's knowledge, identifying their receptiveness towards the training content, and explaining "the Why" or the benefits of the training to them (Goleman, 1998a, pp. 296–299, 370/371 Interview Sinek, Sinek, Simon Website).

As the second step, the instructor generates and stimulates the participants' emotions by authentically showing emotions, thereby facilitating their transmission to the group (Goleman et al., 2002, 21, 27-28). Consequently, an emotionally transparent and authentic work environment is created which underlines the importance of emotion for Gaggenau's product learning and impacts its employees' learning efficiency, performance and their well-being, hence impacting Gaggenau's capability in providing training for its staff (Goleman, 1995; (Arfara et al., 2018, pp. 242–243). Therefore, following third hypothesis has been deducted:

H_3: An emotionally intelligent trainer generates and transmits emotions more efficiently to the learners.

In conclusion, the following research consists of analyzing the role of emotions for efficient face-to-face and online learning in the specific context of the TTT. The following research model can be established:
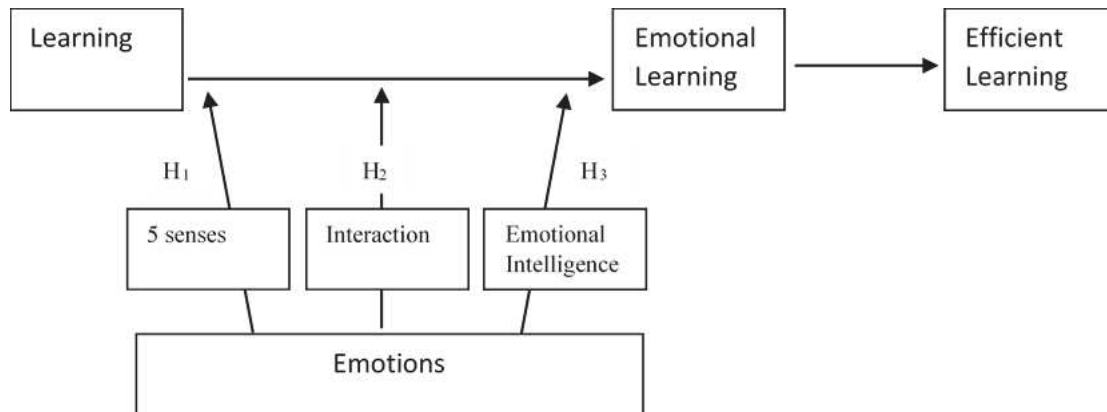
Figure 5:Research model for this thesis (simplified)
Source: Own illustration

2.1.2   *Implementation of the questionnaire and interview*

The present research consists of quantitative research to a bigger extent, an online questionnaire, but is also complemented with qualitative research, an interview.

Quantitative and qualitative questionnaire

The questionnaire was created using *Netigate*, an online survey software, allowing to construct a structured employee questionnaire and customizing it to align with the Gaggenau branding and colors. The software provided an automatic analysis of the participant shares in percentage.

The questionnaire and its results can be found in annex 1 of the present thesis.

The link to the questionnaire was sent out to the 50 participants of the TTT held in November 2019, and 29 of them completed all of it, 31 only partially. It contained 11 mandatory questions, two of them were open-ended questions, and nine were closed-ended questions. While the questions 1 and 2 regards the TTT trainer's emotional intelligence and the way to develop an emotional training, 3 to 6 refer to the face-to-face learning experience of the TTT, and the questions 7 to 11 concern the digital learning afterward. All questions were chosen in accordance with the three main hypotheses of the present thesis. Therefore, the following three issues are being tackled through this questionnaire:

For H_1: Determine whether the aspired active multi-sensory environment during the face-to-face TTT transmitted emotions and increased the participants' learning efficiency as planned.

For H_2: Determine whether the emotional and digital learning experience of the TTT requires social interaction to increase the participants' learning efficiency.

For H_3: Determine whether the TTT trainer generated and transmitted emotions to the participants at the face-to-face and digital TTT using emotional intelligence.

In general, the quantitative approach characterizes itself by collecting data and using standardized methods to draw new findings from a greater sample size (Magerhans, 2016). In view of the considerable number of TTT participants, this approach was found to be the most appropriate one. This justified the creation of a questionnaire to collect feedback from the 50 participants in a less time-consuming and more standardized way compared to a qualitative approach with interviews.

However, in addition to the quantitative results, this quantitative approach would bring, detailed feedback and improvement ideas from the participants wanted to be collected as well. Therefore, 2 out of 11 questions were designed as open questions to give the participants the chance to raise any concerns or give constructive improvement ideas. Concerning the closed-ended questions, the *Likert* scale was chosen to capture the intensity of the participants' feelings regarding each question (Fig. 6).

Figure 6: The five-tier Likert scale
Source: Own illustration (Q1)

After 11 mandatory questions, a last, non-mandatory question was integrated, asking the participants to specify their main work area, with the covert goal to get an overview of the participants' different perspectives given their various work domains.

Consequently, the final questionnaire is providing quantitative and qualitative results. It aims to gain knowledge about the participants' attitudes and perceptions towards the emotional components of the two TTT phases and if and how they influenced their learning.

Qualitative expert discussion

The second research method used was a qualitative interview with the TTT's trainer, and responsible for Gaggenau product trainings worldwide. The directive interview lasted 40 minutes and covered 11 open questions, and occasionally subordinated questions. The shortest answer from the interviewee was approximately one minute, the longest lasted six minutes.

The interview questions and the transcript[1] of the recorded interview can be found in annex 2 of the present thesis.

The open questions were asked in a pre-defined order, accordingly to the chronological TTT phases. The objective behind choosing open questions, as opposed to closed questions, was to give the interviewee the possibility to openly express himself. As the present thesis, in a nutshell, aims to analyze how emotions can influence learning, this very much subjective topic requires an emotionally transparent and honest research environment which explains the choice of open questions.

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[1] The transcript was compiled with *amberscript*, an automatic transcription online software.

In general, the qualitative research aims to comprehend past or present behavior, perspectives, and logic of action of actors in their environment. Particularly attitudes and motives in the context of individual cases are examined in this qualitative approach (Magerhans, 2016; Weis & Steinmetz, 2008). From these individual cases, results will be deducted and generalized. The specific method of an expert discussion was found to be most appropriate in this thesis, therefore the TTT's main actor, responsible for its organization and conducting, was chosen to be interviewed.

While questions 1, 2, 4, 5, and 9 refer to H_3, the questions 7, 8, and 11 concern H_2, and question 3 focuses on H_1. Regarding these three hypotheses, the interview addresses the following issues, focusing mainly on the third hypothesis, nevertheless briefly taking up the other hypotheses as well.

For H_3: Determine whether the TTT trainer is or aspires to be emotionally intelligent, and how, overall, emotions are generated and transmitted to the participants with the objective of improving learning. Concerning the generation and transmission of emotion, parallels to the importance of a multi-sensory and interactive learning environment (H_1 and H_2) are drawn.

Consequently, the interview is providing qualitative results and focuses on gaining insights into the TTT's trainer's attitudes and perceptions towards the emotional components of the two TTT phases and how it can influence the participants' learning. It also aims to understand the trainer's leadership role.

Overall, combining quantitative with qualitative approaches enables a broader analysis of two different perceptions which are highly relevant for collecting feedback to continuously improve future TTTs: the participants' and the trainer's one.

Part III: Results, Discussion, and Recommendations for Gaggenau

III: Results, Discussion, and Recommendations for Gaggenau

Chapter 1: Hypotheses Tests - first results aggregation

The hypotheses were tested by analyzing and comparing the data obtained from the questionnaire and the expert discussion.

Concerning the questionnaire, the participation shares in percentages and mean values were calculated to derive the participants' tendencies and preferences and to draw a clear picture of their perception of the TTT. Specifically, questions with *Likert* scale were analyzed by grouping the answers "Strongly Agree" with "Agree", and "Strongly Disagree" with "Disagree", hence forming 3 answer categories: "Agree", "Disagree", and "Neutral". To calculate the mean of the questions 4, 5, 7, and 8, each answer on the *Likert* scale was allocated a number (Strongly Agree to Strongly Disagree: 1-5, Fig. 7).

Strongly Agree	1	2	3	4	5	Strongly Disagree

Figure 7:Numbered Likert Scale
Source: Own illustration

The questionnaire results and all analysis documents can be found in the annexes 1-6.

Concerning the interview, the interviewee's answers were assigned to the hypotheses, and key ideas were identified, which will be presented in the following.

The interview questions, along with its transcript, consent form and the analysis table can be found in the annexes 7-10.

1.1 Results aggregation – Questionnaire

The questionnaire distributed to the participants can be found in annex 1, along with the results in the annexes 2-6, and analysis documents, e.g. the Excel sheet used for the calculation of the mean.

In the interests of simplification, the following answer shares in percentage are rounded, please find the exact amounts in the annexes 2-6.

The following results are based on nine questions answered by 29 participants, and two answered by 31 and 30 participants, respectively. Out of these participants, 22 indicated their main working field. Half of them were in Product Marketing and Management, 7 in Training, 2 in Brand Marketing, 2 in other categories, e.g. one from the application lab in the R&D department.

1.1.1 H_1: Face-to-face learning is most efficient in an active multi-sensory environment.

H_1 is related to the multi-sensory learning environment of the TTT's first face-to-face training part. Accordingly, questions on the stimulation of the five senses and their impact on the participants' learning were asked in the questionnaire, alongside with an open question for the participants to provide suggestions which senses to stimulate more in future face-to-face TTTs.

One of the first questions for the participants was to rank the five senses accordingly to their stimulation at the face-to-face TTT experience, 1 being the most frequent, 5 the less frequent. Sight (54%) and touch (41%) proved to be most used according to the participants (Fig.8). Taste is positioned in the middle of the ranking on rank 3. However, participants were indecisive and ranked taste also on positions 2 and 4. Sound and smell were ranked low, hence not enough stimulated during the first TTT training part. While all other senses reached a minimum of 10% participants share (going up to 54% for sight) for rank 1, sound was voted from 3 people out of 29 on rank 1 and 2, scoring the lowest participants' share for these first two positions.

1	Smell
2	Sound
3	Sight
4	Taste
5	Touch
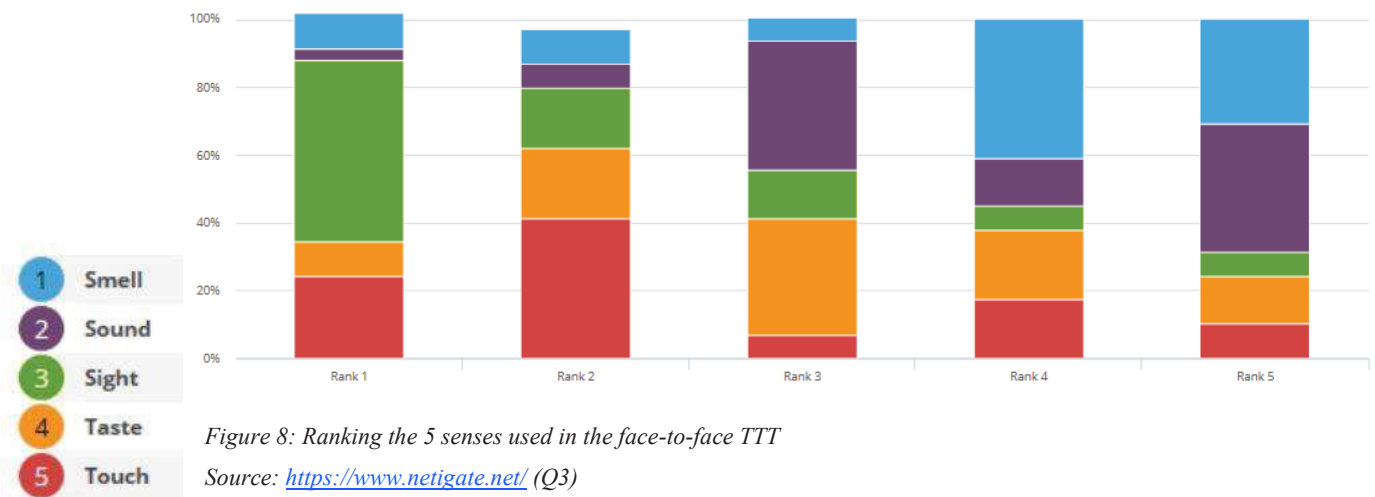
Figure 8: Ranking the 5 senses used in the face-to-face TTT

Source: https://www.netigate.net/ (Q3)

The presented ranking results represent the current state of the multi-sensory learning environment at the face-to-face TTT held in November 2019. Based on the participants' perception, sight and touch were the most stimulated senses.

The results of questions 4 and 5 indicate that the participants very clearly agree on the stimulation of the five senses during the face-to-face TTT having improved their learning efficiency. Specifically improving their quick understanding and retention of the learning content, as shown through the combined mean value of M=1.72 (1 standing for Strongly Agree, 2 standing for Agree). The results represent the current state of how the creation of a multi-sensory environment at the face-to-face TTT positively improves the participants' learning.

When asked which sense(s) should have been addressed more during this face-to-face TTT, 17 participants out of 29 contributed improvement suggestions, and 6 stated that the balance between the 5 senses was already ideal. According to the participants, the following senses should have been more addressed: Touch and Sound were the most voted, followed by smell and taste, and lastly sight. In this open question, the participants could also explain their choice. In sum, the following answers were given concerning touch, sound, smell, and taste:

- Touching the appliances enables to do qualitative comparisons in regard to competitors
- Touching and trying it out, allows to experience the product

- By learning how to install it and use it through tactile interaction, its product features can be retained more easily
- Touching the Gaggenau appliances enables to touch the materials and understand its conception and production in terms of chosen materials more easily
- Stimulating touch develops the participants' ability to understand the product instinctively, touching a product enables to develop an intuitive sense

As for sound, the participants expressed it should have been addressed more. However, the only explanation given was regarding a technical issue, specifically, the poor sound during the presentation for the people at the back row in the Brand Center.

Regarding smell and taste, the results indicate that these senses were less used as touch and sound, but especially stimulated during the live cooking workshop of the TTT. It enables the participants to see the successful cooking results themselves, this being essential to increase the trust in the products' competencies. Overall, according to the participants, smell and taste are important to complete the emotional experience and to understand the features of the products through cooking (Q6).

The results represent future improvement suggestions for stimulating the five senses more and to exploit the whole potential of the face-to-face TTT, creating a full multi-sensory experience and thereby improving the participants' learning at the TTT.

1.1.2 $\underline{H_2}$: Digital learning is most efficient in an emotional environment when a virtual learner-learner and learner-instructor interaction takes place.

H_2 is related to the second and virtual learning experience of the TTT and states the importance of integrating social interactions, namely learner-learner and learner-instructor interactions, into virtual learning to create an engaging and emotional learning environment. Therefore, the participants were asked if their emotions were elicited during the digital learning and if they helped their online learning efficiency. An open question was added to collect feedback on the interaction the participants would have liked to experience during this virtual learning recapitulation.

The results from question 7 and 8 show that the majority of participants agreed on having felt emotionally affected during the digital learning TTT and that these emotions helped their learning efficiency, as demonstrated by the mean value M = 2.24 (1 standing for Strongly Agree, 2 standing for Agree, 3 representing Neither/Nor Agree). However, on both questions, the share of undecisive answers was the highest within the questionnaire (28%).

When being asked about the effect of interactive tasks on the online learning effectiveness, 86% of the participants agreed on the importance of interaction during their virtual TTT experience (Q10).

The presented findings represent the current state of the online learning recap of the TTT. Based on the participants' perception, the online learning environment elicits emotion and its integrated interactive tasks improve the learning recapitulation and retention.

When going more into detail on the interactivity of the virtual learning environment at the TTT, the participants showed a less clear agreement. The majority of participants (76%) considered social interaction (learner-learner, learner-instructor) important for their learning efficiency, although this question demonstrated 14% of disagreement.

The answers to the open question on the participants' preferred interaction type during the online learning have concluded a preference of a learner-instructor interaction (38%), a learner-learner, and learner-system interaction having scored 17% of answer share. According to the participants', the learner-instructor interaction was preferred because of the following reasons, presented from two different point of views:

- Having the possibility to ask questions to the instructor (From a participant's point of view)
- Through a learner-instructor interaction, the instructor can guide the direction and the progress of the training (From a participant who is a trainer's point of view)

Out of the 17% (5 participants out of 29), a learner-system interaction was preferred, one further explanation stating that it helped to be "more focused and to recap the content" (Annex Q9,11).

The presented results of questions 9 and 11 represent future suggestions from the participants, mainly expressing an interest in absolving their online learning with a learner-instructor interaction integrated.

1.1.3 H₃: An emotionally intelligent trainer generates and transmits emotions more efficiently to the learners.

H_3 focuses on the importance of including emotions into training and transmitting them by an emotionally intelligent trainer, in view of improving learning.

The very first question focused on whether the participants felt that the importance of emotions was explained to them transparently during the face-to-face TTT. Most participants (84%) agreed to that. The results of the second question indicate an even higher agreement concerning the transmission of emotions by the trainer, specifically, 90% agreed to that question.

Overall, the TTT with its face-to-face and virtual part has been depicted as an emotional training, through a multi-sensory and interactive learning environment, as shown by the participants' feedback in the questionnaire. However, slight distortions of the overall findings must be noted, resulting from the divergent number of participants. More specifically, question 1 was answered by 31, question 2 by 30, and the rest of the questions by 29 participants.

1.2   Results aggregation - Interview

The following findings are based on the expert interview with the TTT's implementer and trainer. It lasted 40 min and included 11 questions which were answered in up to 6 min.

H_3

The interview started with asking the interviewee, international training manager at Gaggenau and TTT's trainer[2], to explain the importance of emotions for the TTT participants' learning at the face-to-phase training. There was identified that emotions are essential for creating a connection with the Gaggenau products, believing in their features give you trust in them, and consequently improves future sales discussions with customers by transmitting these emotions.

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[2] Occasionally referred to as: "the manager" in the following

As the TTT addresses not only sales trainers, but also marketing and product managers, the TTT is not only an emotional sales training how selling emotion is learned, it is also a training where the instructor trains the participants to generally talk emotionally about the brand Gaggenau and its products in their work-related social environment. Overall, question 1 was answered within 6 minutes, being amongst the questions with the longest answers. This reinforces the importance of emotions for Gaggenau, as shown by the need for the trainer to communicate this in detail (I1).

When talking more specifically of the trainer's leadership role during the first TTT training part face-to-face, the objective is to connect and emotionally bind two sides to the Gaggenau products: the presenters (the central product management and marketing experts from Gaggenau's headquarter) and the TTT participants (product and marketing managers representing different regions or countries). The main challenge for the instructor here is to teach those two sides on how to emotionally present the products (I2).

Transmitting emotion

Transmitting emotion at the face-to-face TTT, two ways of doing so are underlined: through connecting with people, as Gaggenau represents a "family" (Annex 9, I1) and the TTT serves as a "team-building program" (Annex 9, I1) to develop an emotional connection between the present people. The second way to transmit emotions is through establishing an emotional connection with the Gaggenau products.

To create this connection, *the manager* refers to H_1 by emphasizing the importance of stimulating all five senses in a multi-sensory learning environment which should be the TTT. Specifically, the feelings evoked through the five senses create an emotional connection with the products for the participants. Designing the multi-sensory TTT is at the same time creating an active training where the participants actively interact with the product through the five senses, consequently, keep focused more easily, and maintain a high attention level. For the TTT trainer, taste and smell are important to stimulate during the TTT, as the most central Gaggenau products are ovens and cooktops. When tasting the food prepared with these products, the participants thereby get to taste the results of a well-working product. Touch is also mentioned as crucial, as Gaggenau uses specific materials for their products.

Also, *the manager* explains how important it is to end the TTT, and trainings in general, with an emotional element, like a cooking workshop or a factory tour which emotionally connects the participants more to the brand and its products (I3).

When transmitting emotion during the virtual learning experience of the TTT, the trainer transmits them indirectly, as active personal emotional tasks such as cooking or touching a product are not possible. Therefore, active learning tasks such as quizzes or podcasts enable transmitting emotions, as the participants go through them and start reflecting and questioning the content. Consequently, it enables a connection between the learner and his or her emotions from past training and the product (I9).

When wanting to teach how to transmit emotions face-to-face, trainers have to show emotions themselves to transmit them. When being asked if the interviewee was an emotionally intelligent trainer or aspired to be, the answer was very direct and determined. If any person could not be authentic "natural", "true" and "passionate" (Annex 9, I4) about what they do, they could never be emotionally intelligent and transmit emotions to others. Therefore, trainers must show their own emotions through speech and body language, in order to reach others. In the case of the interviewee as the TTT trainer, already a very strong and personal connection with the Gaggenau products was present and therefore facilitated transmitting them at the workplace. The manager also underlined that transmitting emotions consequently affects the participants learning by improving their attention level (I4).

When being asked if the interviewee actively observed the reaction of the group after having transmitted emotions, the TTT instructor stated that he focuses less on that but more on the participants' attention during the face-to-face TTT. Whether or not emotions were transmitted can be understood by looking at the way the participants interact and exchange, according to *the manager*.

Furthermore, a feedback form handed out at the end of the first TTT training serves this purpose, for now having mainly solicited positive feedback about the cooking, and the group work. However, the TTT trainer mentions external factors such as work-related messages on phones and laptops being a learning disturbance for the TTT (I5).

Concerning the TTT trainer's leadership role during the digital learning part, the interviewee underlined the objective of the recap: Optimizing learning retention and working against the "forgetting curve" after the face-to-face TTT, where the learning level of the participants goes down. Instead of only one face-to-face training, the digital learning part complements the first one by helping recapitulate the previously learned content and focus on topics less talked about during the face-to-face TTT (I7).

As for integrating a learner-learner and/or a learner-instructor interaction in the digital recap, *the manager* sees a benefit for the participants in having a direct communication channel between learners or between learners and instructor. Nevertheless, regarding the learner-instructor interaction, the participants would expect immediate responses in such a similar social network channel which would cause delays in replying as the TTT trainer and his team would not be 24 hours available. In the case of a learner-learner interaction, there has to be taken into account that the learners would not all be available at the same time, due to the different time zones they are in.

Regarding the current situation, the only interaction the learner has, is with the online system through which the tasks are published, representing a way of indirect involvement and interaction for the trainer preparing these tasks, with the learners.

Nonetheless the concerns on further developing the interaction during the digital TTT, there is a continuous improvement of the online learning system from the side of *the manager*'s team, closely collaborating with the provider of this tool to improve the learner-system interaction for the TTT participants.

Referring to creating a more multi-sensory online learning environment, the interviewee wishes to integrate an application where the learner could touch the control panel of an oven, thereby creating the same interaction and tactile sensation as standing in front of an oven (I8, I10, I11).

Overall, the perception of the TTT's concept presented by its implementer and trainer aligns with the participants' perception, in terms of multi-sensory and interactive environment which improves the participants' brand and product learning at the TTT.

Chapter 2: Evaluation and Discussion of Results

2.1   Validation or rejection of hypotheses

2.1.1 H$_1$: Face-to-face learning is most efficient in an active multi-sensory environment.

The presented results strongly confirm the following:

1. The face-to-face "Train-the-trainer" takes place in an active multi-sensory environment.

There can be observed that the different percentages for each rank of the associated senses are quite evenly dispersed, which indicates that the participants were not always in agreement on the most used to the less used senses during the TTT. Consequently, we can deduct that the frequency of stimulation of all five senses at the TTT was perceived differently from the participants, confirming that the TTT is perceived as a multi-sensory environment (Q3).

Furthermore, as the participants accord a considerable importance to smell and taste due to the cooking workshop at the TTT, these results confirm that the participants value not only the stimulation of the different senses during product learning, but especially multi-sensory learning with integrated active training tasks such as a hands-on cooking experience (Q6).

When comparing the ranking of the five senses used at the face-to-face TTT with the senses the participants suggested to address more, the results are slightly contradicting. While the participants voted sight and touch on rank 1 and 2, they suggested to address touch and sound more (Q3,6).

The TTT trainer's perception of the TTT complements the one from the participants. One way to transmit emotions at the face-to-face TTT is through designing it as an active training as opposed to a traditional passive training in a classroom. An active TTT should enable the participants to actively work on the products, touch, smell, and taste them and see the results after having used them (I3).

2. The active multi-sensory environment was efficient for the participants' face-to-face learning at the TTT.

The conception of an active training enables to keep the learning attention level of the participants high through creating an engaging and emotional connection with the product (I3). The participants' feedback through the questionnaire revealed a quicker understanding and a better retention of the learning material through stimulating their senses (Q4,5).

In conclusion, the aligned participants' and trainer's perceptions validate H_1.

2.1.2 H_2: Digital learning is most efficient in an emotional environment when a virtual learner-learner and learner-instructor interaction takes place.

The presented findings confirm the following:

1. The digital TTT training part presents an emotional and efficient online learning environment for the learners.

As the questionnaire results indicate, the participants' emotions were elicited during the online learning experience and they helped recapitulate and retain the previously learned content from the face-to-face TTT, hence the digital training provided an emotional and efficient learning environment for the learners (Q7,8).

From a trainer's point of view, the digital learning part of the TTT was designed to recapitulate the face-to-face TTT content and to counteract the forgetting effect after its end, with the objective of maximizing retention (I7).

2. This emotional online learning environment is most efficient with an integrated learner-learner, and learner-instructor interaction.

The participants perceived the interactive tasks in the digital training as very useful for reviewing and retaining content, as shown by the 0% of disagreeing participants concerning the positive impact, interaction has on their learning (Q10). When narrowing it down to social interaction, namely learner-learner, and learner-instructor interaction, the participants agreed that

both would help their learning efficiency, but when asked to state a preference, learner-instructor interaction was seen as more relevant for learning (Q9, 11).

From a trainer's perspective, the learner-instructor interaction during the digital training would also represent a benefit for the participants' learning. However, feasibility concerns are raised as it would not be possible to maintain a 24-hour connection to rapidly reply to the questions from the participants all over the world at the moment when they absolve their tasks and raise questions (I11).

Despite the agreement on the improvement of online learning effectiveness through social interaction between the learners and the instructor, its implementation is currently not feasible for the "Train-the-Trainer", therefore only partially validating H_2.

2.1.3 H_3: An emotionally intelligent trainer generates and transmits emotions more efficiently to the learners.

The results strongly confirm the following:

1. Emotions were generated and transmitted to the participants during the whole TTT.

As the results from the questionnaire indicate, both the face-to-face and digital TTT part elicited emotions in the participants. While the trainer transmitted emotions to them at the face-to-face TTT, overall going through the independent digital training provoked emotions, hence the whole TTT provided an emotional learning environment for the learners (Q2,7).

2. An emotionally intelligent TTT trainer generates and transmits more efficiently emotions to a learning group.

The very first question of the questionnaire confirmed the TTT trainer having explained the importance of emotion in training directly and transparently to the participants during the face-to-face part, hence being emotionally intelligent (Q1). When directly asking the TTT trainer in the expert interview about being emotionally intelligent or aspiring to be, he clearly stated that

he easily transmits emotion due to a personal connection with the brand for a long time, as his hobby is cooking (I4).

After having developed this emotional understanding, and emotional intelligence, the TTT trainer generates and transmits emotion, intending to train the participants' groups to present the Gaggenau products in the most emotional way when selling them to customers, or simply talking about the Gaggenau products in the workplace (I1,2).

After the transmission, the trainer determines the group's reaction towards it by observing it. He observes if they (the participants' as a group) "are talking, are opened with each other, and exchanging ideas" (Annex 9, I5) during the group work and the cooking experience, hence observing if emotions were transmitted efficiently and an emotional connection with the people and the product created. To get a return from the participants whether the transmission of emotions was successful, there is also the possibility to ask them for feedback. As for the TTT, a feedback form after the face-to-face TTT is distributed (I5).

After the transmission of emotion at the face-to-face TTT, the e-learning afterward elicited emotions in the learners as well, as found regarding H_2. From a trainer's point of view, transmitting emotions was done through the interactive tasks which make the learners reflect upon and question past learning content from the face-to-face TTT (I9).

In conclusion, an emotionally intelligent trainer who generates and transmits emotions to the learners enables the learner to build an emotional connection with other learners and with the product, consequently improving their learning efficiency. Therefore, we can deduct a strong validity of H_3.

2.2 Discussion: Overview results and limitations

The importance of the undertaken research lies in the two different perceptions which were examined to provide an overview of the "Train-the-Trainer" and its use of emotions with a view to improve brand and product learning efficiency. While the participants' view represented the final implementation of the TTT, the trainer's view additionally gave insights into the training's planning and the aspired objectives to create an efficient learning experience for the participants.

In this empirical case study, we collected feedback from the participants of the TTT held in November 2019 on the emotional parts of the said training and their effect on the participants' learning. There was found that emotions positively impact individual and collective learning during the face-to-face and online TTT. However, the participants raised a few improvement ideas concerning the stimulation of all five senses during the face-to-face TTT, and the transmission of emotion at the digital recapitulation of the TTT.

Specifically, the hypothesis tests revealed that an efficient learning environment enabling quick understanding and retention of content should have the following three characteristics, as also supported by literature:

1) Multi-sensory

Stimulating the five senses of learners during training improves their learning, as sensory information is processed in the brain regions related to emotional response and memory. Hence, a multi-sensory environment has a strong impact on our emotions. The sensory information is then saved in sensory memory and can positively affect brand and product learning (Ramsøy, 2015, p. 78).

2) Interactive

Integrating interactive elements creates an engaging and active learning environment which encourages the learners to reflect and question the training content. Especially social interaction positively improves learning retention, as discussions and idea exchanges can take place. Regarding online learning effectiveness, integrating learner-instructor, and learner-system (online

learning system) interactions proved to be most valuable for the users' learning (Arbaugh & Benbunan-Fich, 2007, p. 863).

3) Emotionally intelligent

Being self-conscious of one's own emotions and transmitting them authentically to a collective body creates an emotionally intelligent and productive learning environment, encouraging creativity, innovation, and higher performance (Arfara et al., 2018, p. 253).

Overall, the results indicate very positive feedback from the participants concerning the transmission of emotions at the face-to-face and online TTT, and their considerable impact on learning. This can be confirmed by the mean values of 1.72 (Q4,5) (1 being "Strongly Agree", 2 representing "Agree") for the face-to-face training especially stimulating the five senses, and 2.24 (Q7,8) for the digital recapitulation.

When simply looking at the successful transmission of emotion face-to-face and online, a considerable divergence can be found, as shown by the 90% agreeing during the face-to-face, as opposed to 66% during the digital training.

H_1

More specifically regarding the three hypotheses, H_1 was validated by this research. As the participants agreed that the five senses improved their learning (Q4) and that emotions were transmitted, and the trainer confirmed the TTT conception as an active multi-sensory training, the two perceptions therefore match.

The transmitted emotions through an active multi-sensory environment improve the product training as an emotional connection to the product is created. By using the five senses to experience and interact with a product, its features can be more easily remembered (Q6).

These results verify the existing literature on sensory marketing techniques used by companies to improve product learning experiences for employees and customers (Giboreau & Body, 2012, p. 195). Especially a luxury brand such as Gaggenau characterizes itself by connecting its brand and product image with emotions (Schnee, 2012, p. 215). By conceiving the TTT as an active training through live product demonstrations and a cooking workshop, the participants get actively involved and can test the learning content. Consequently, an active training

maximizes understanding and retention of the learning content (Silberman & Auerbach, 2006, p. 13).

Despite the validation of H_1, the contradicting results concerning the ranking of the five senses used at the face-to-face TTT and the senses the participants suggested to address more, must be considered (Q3,6). This contradiction might be explained by a gap between the understanding of the open questions' formulation from the participants', and from the questionnaire creator's view. Specifically, the participants might not have understood this question as a way to give feedback on the senses which were not addressed enough at the TTT, but eventually on the senses which have to be addressed in general when talking about the Gaggenau products.

$\underline{H_2}$

The presented findings validated H_2, as the participants agreed that the interactive tasks online had improved their learning efficiency. They specifically expressed the need for a learner-instructor interaction to reach a greater learning efficiency. The trainer also agreed as to this social interaction being a benefit in online learning, although raising concerns as to the feasibility of a 24-hour communication channel to quickly answer the participants' questions. Therefore, the two perceptions partially match (Q11, I11).

Concerning the benefit of a learner-system interaction in online learning, the participants and the trainer indirectly agreed (Q10, I8,10,11). Participants confirmed that the interactive tasks which are absolved via the system, improved their learning (Q10). As for the trainer, he raised concerns referring to both social interactions (I11). Therefore, we can presume from the exclusionary principle, that the focus lies on the learner-system interaction as it is the only interaction currently feasible. The trainer also emphasized that the TTT organizing team strives to continuously improve the interaction with the system by closely cooperating with its provider (I8,10).

The results partially verify the current literature on the importance of integrating different types of interaction to improve online learning effectiveness. *Arbaugh* and *Benbunan-Fich* have found only learner-instructor and learner-system interaction being relevant for e-learning, as an engaging instructor and system would transmit this engagement to the learners and consequently improve their understanding of the training material. Concerning the interaction between learners, a better understanding of the learning materials could not be found (Arbaugh &

Benbunan-Fich, 2007, pp. 862–864). Overall, interaction elicits emotion and is therefore crucial to integrate in e-learning when wanting to create an emotional learning environment (Akgün et al., 2007, p. 503).

H₃

H₃ was validated by the undertaken research. It underlines the importance of emotional competencies such as emotional intelligence for creating an emotional awareness and using emotions to improve learning. As the participants confirmed the generation and transmission of emotion by the trainer during the face-to-face and digital TTT, the aspired objective from the trainer's point of view matches with the participants' perception (Q2, I1,3,9). Furthermore, the participants confirmed that the trainer transparently explained the importance of emotions in training for the brand Gaggenau, indicating a characteristic to the trainer's emotional intelligence (Q1). From the trainer's point of view, being emotionally intelligent was clearly confirmed. He emphasized that his personal connection to the brand makes it easy for him to authentically transmit emotions at his workplace, namely the TTT (I4).

Therefore, the existing literature is validated, as the trainer of the TTT acts as an emotional role model. He directs the learners' emotions in the right direction and transmits emotions easily through his authentic emotional connection with the brand (Goleman et al., 2002, 21, 27-28).

When planning an emotional training and wanting to achieve the learners' development in emotional competency, *Goleman* emphasizes the importance of the following three points. Evaluating the participants' knowledge before and after the training to adapt the training content appropriately, identifying the receptiveness of each learner during the training and explaining the benefits of it to the participants (Goleman et al., 2002, pp. 296–299). The TTT trainer indeed follows these three points when conceiving each TTT with its face-to-face and digital elements, hence verifying the existing literature.

Evaluating the participants' knowledge before is done through a quiz for them to test their skills on the upcoming training content, afterwards, it is tested through the digital recapitulation of the TTT. Regarding the receptiveness, the results from the interview show that the trainer's focus is on observing the attention level of the participants and to adapt transmitting emotions accordingly (I5).

Motivating the participants by explaining to them the objectives and benefits of the TTT, and thereby improving learning, can also be confirmed by the results. On the one hand, the trainer presents the TTT training to the participants as a team-building program where they can connect with others from the "Gaggenau family". On the other hand, they can connect with the brand through its product demonstrations at the face-to-face TTT. During the face-to-face TTT, he also tries to explain to the learners that emotional connections with the product give trust for selling them to the customer later (I1).

In conclusion, the TTT trainer clearly is emotionally intelligent and authentically transmits emotions to the learning group. By explaining "the Why", the purpose of Gaggenau's work and the TTT's, to the learners, he took an important step toward becoming an inspiring leader and passing that on to other collaborators and customers *(Halpern, Lily (2015, p.370-371).*

The trainer's leadership role consists of acting as an emotional guide, managing a group's emotions, and training the group to acquire emotional competencies such as emotional intelligence. As a result, a constructive emotional learning environment is created which positively influences the learner's performance (Arfara et al., 2018, p. 253).

Overall, the presented results enabled to meet the objectives of the research. The collected feedback on the emotional training parts of the TTT and their impact on learning represented the first active and detailed feedback on emotions. Additionally, written feedback was only asked after the face-to-face TTT up to now. Consequently, this research also represents the first written feedback possibility regarding the digital recapitulation of the TTT, besides the possibility to give feedback individually to the trainer via email or calls.

Even though emotional feedback was not asked in detail yet, the Gaggenau training department has now changed the general feedback form, applicable to all upcoming trainings, and handed out after the face-to-face training, including the TTT. In this new feedback form, the questions to the participants are more directly addressed to them, more precise, and more personal, e.g. if the training motivated them to continuously learn afterward (Annex 12).

<u>Limitations</u>

Despite the successful implementation and analysis of the research, some limitations to this study are worth mentioning.

The presented research focused solely on the "Train-the-Trainer" held in November 2019, as it took place during the time of my apprentice work contract at Gaggenau and therefore facilitated the research and contact with participants. However, a comparison of previous TTTs could have been established, hence providing a broader insight into the perceptions of the participants and the trainer over time.

The research was centered around three main concepts, creating an emotional learning environment, namely by multi-sensory stimulation, interaction, and emotional training.

The results predominantly aimed to capture an overall view of the collective perceptions of the participant group. The focus was on illustrating the impact emotions can have on collective learning at the workplace, and the trainer's leadership role during the face-to-face TTT. The focus was also chosen based on the existing literature which states that measuring emotional intelligence solely at an individual level leads to misinformation when referring to the whole of an organization (Goleman, 1998b).

However, the role of emotions for individual learning at the independent online recapitulation of the TTT also had a considerable impact on this research. Nevertheless, there must be considered that the first, and on-site part of the TTT takes full advantage of transmitting emotions, therefore slightly at the forefront of Gaggenau's implementation of emotional training, hence the thesis' focus.

Nonetheless, this thesis could have placed an equal focus on emotions and their impact on individual learning of each participant, given their different cultural backgrounds. Collecting cultural data from them to analyze possible discrepancies due to their culture represents an interesting future research topic.

All in all, the emotional learning experience, and the learning efficiency of the participants were examined. Even though the chosen focus, the trainer's perception of the implemented TTT and the attention level of the participants, gave interesting insights into the trainer's experience of brand and product learning for the participants during the TTT. However, an interesting approach could have been to inverse the roles of instructor and learner by analyzing the emotional learning experience the trainer had during the TTT.

Chapter 3: Implications and Recommendations for Improvement

From the presented research and its results, we can deduct several implications for the TTT's organizing team and its trainer, and for the brand Gaggenau itself. From there, recommendations are made for the organization and implementation of future TTTs, the positioning of the brand Gaggenau in general, and the BSH group Gaggenau is associated with.

3.1 For "Train-the-Trainer"

Overall, the results indicated a positive feedback on the role of emotional learning within the face-to-face and digital "Train-the-Trainer" held in November 2019. Nonetheless, constructive feedback from the participants has also been given, hence raising the expectations from their side to see the suggestions get implemented by the organization team in future TTTs. From the qualitative interview results, we can also deduct suggestions which will be presented in the following.

Multi-sensory "Train-the-Trainer"

The questionnaire results confirmed the effectiveness of a multi-sensory environment for efficient product learning at the TTT. The creation of this environment for the TTT participants follows **sensory marketing techniques** used to create multi-sensory experiences in Gaggenau showrooms for the end customer.

The open question about senses to address more at the face-to-face TTT, revealed touch and sound to be of most significance for the participants. In terms of feasibility, touch and sound can be fully stimulated in a face-to-face training where the appliances are on site. To increase tactility and sound, the participation at the cooking workshop at the end of the TTT could be made compulsory, as it gives the participants the chance to use the appliances in a real-life experience, touching and hearing them in the cooking process. Thereby, the participants can develop an even more profound product knowledge and share their personal experience and emotional connection with customers.

Another possibility to stimulate touch and sound more can be to fully use the advantage of this face-to-face training and to actively show the participants what it means to perceive a product with all five senses, e.g. comparing the perception of an appliance with different senses and interconnecting senses. As neuroscience research found, visual and haptic systems are interacting. Consequently, touching an object triggers visual representation. When seeing an object, a similar effect on the haptic system could happen (Amedi et al., 2001). Transmitting deeper knowledge on the five senses and their similarities and differences could, therefore, be useful for giving the participants a broader insight into the multi-sensory perception of a Gaggenau product.

From the trainer's side, a suggestion was made concerning the implementation of additional senses in the digital multi-sensory learning environment of the TTT, besides sight and sound. Consequently, integrating more emotion into online environments will be addressed in the following.

Interactive "Train-the-Trainer"

Creating an interactive environment that elicits emotions in an online way is one of the objectives of the TTT, also validated by the research in the present thesis. Regarding the decrease of transmitted emotions during the virtual recapitulation of the TTT, compared to the face-to-face training, integrating more emotion online becomes apparent. As the results confirmed, interactive elements helped the review and retention of the participants by eliciting emotions. Especially social interaction, namely with the instructor seemed relevant, as the existing literature partially also validates the importance of integrating a social aspect in e-learning (Arbaugh & Benbunan-Fich, 2007, pp. 862–864).

However, from the TTT trainer's point of view, and the before-mentioned literature, a higher feasibility of improving the existing learner-system interaction by integrating more emotion, appears. One suggestion the TTT trainer mentioned was to reconstruct tactility of the products via an application on the smartphone or tablet, where the learner could touch the control panel of an oven, thereby creating the same tactile interaction as standing in front of it. Consequently, the users would be more actively involved in the e-learning, through the stimulation of additional senses.

When creating a virtual product experience (VPE) for the learner, the existing literature adopts the following position towards the subject: When aiming to evaluate a product online, it is difficult to acquire sufficient sensory input. In this case, haptic imagery could simulate a "real" haptic product experience in the learners' minds, by activating past tactile experiences with the product, in this case, at the face-to-face TTT. To achieve such a VPE, and elicit haptic imagery, gesture-based interaction like touchscreen gesture was proven to be efficient (Liu et al., 2019, pp. 828–829). Tactile feedback like vibration or lighting could also be a way to increase tactile stimulation and, hence, integrate more emotion in e-learning (Brown, 2015, p. 68). Consequently, existing literature verifies the TTT trainer's above-mentioned suggestion and could be applied during the online training of the TTT to reconstruct tactility.

For now, the digital recap is an independent online training which has the main purpose to recapitulate the previously learned content of the face-to-face TTT. However, the participants and trainer's suggestions indicate the importance of further developing this e-learning in a more sensory, interactive, and emotional online training. Therefore, there is the potential for this digital "recap" of the TTT, to be designed as a VPE, including new self-learning product contents instead of only a recapitulation.

Emotional "Train-the-Trainer"

The results of the presented research validated the importance of building an emotional awareness and creating an emotional environment by being an emotional role model as a trainer. Through the TTT trainer and leader, the values, and emotions of the brand Gaggenau are represented. The emotional environment consequently enables to improve the TTT participants' learning.

Despite the positive results on the transmission of emotions during the face-to-face TTT, the TTT trainer mentioned external factors like phone calls and emails checked during the training, disturbing this transmission of emotions. To increase the learners' attention and prevent such disturbances to occur again, the following recommendations are made.

By lowering the presentation proportion, and increasing active hands-on tasks during the face-to-face TTT, the participants could get more actively involved in the training, although the already considerable active training part in comparison with the passive training part (77% vs. 23%). A clear communication to the managers of the TTT participants could decrease the work pressure during the training days, and therefore increase the learners' attentional level.

In the long-term, the creation of an emotional learning environment at the TTT has to happen step-by-step. Starting with raising the emotional consciousness of a training group through emotional intelligence, transmitting emotions to them, and helping the group to develop an emotional capability at the workplace. The participants can then act emotionally intelligent themselves and transmit emotions.

After having examined the results of the present thesis, we can say with certainty that this quantitative and qualitative research was successful and rewarding, as it provided useful emotional feedback from participants' and trainer's perceptions. Integrating similar questions on emotional feedback in the newly released feedback form for the TTTs as of June 2020 and other trainings, could be considered. That way, collecting further feedback from the participants would enable tracking the progress made in integrating their suggestions in the conception and implementation of the TTT.

Although the newly introduced feedback form consists of more precise questions concerning motivation and continuous learning, as compared to the previous one which was used at the TTT held in November 2019, question 5 of the new form, namely "Did the training style work for you?" remains vague (Annex 12). To collect feedback on the role of emotions for the participants' learning, the before-mentioned question 5 could be substituted by the following: "Did the elicited emotions in the training improve your learning?" (Annex 13).

For now, a feedback form was only handed out after the face-to-face training and not after the digital "recap", as it represents a much more intensive and long training. However, the collected feedback shows several improvements to be made, hence justifying the need for a separate feedback form which will concentrate on the different types of online interaction.

Overall, efficiently providing an engaging and emotional face-to-face and online TTT to the participants, has clearly a positive impact on individual and collective learning of the participants, and on the Gaggenau brand itself as its values are transmitted through the TTT. Therefore, providing such an emotional learning experience deserves to be at a considerable strategic, and operational focus of Gaggenau's training department.

3.2 For Gaggenau and BSH

The presented results of this thesis demonstrate the impact emotion can have on brand and product learning. They should be used to improve brand and product learning within Gaggenau and the other brands of BSH.

As a result of the feedback collected from the TTT participants' and its trainer, the implications for Gaggenau and BSH are of utmost importance, because BSH and Gaggenau as an employer play a considerable role in leading change in the group's and company's culture.

In this thesis, the role of emotions in individual and collective learning became apparent. Nevertheless, an essential objective of the BSH group remains continuous learning and development to create growth. As the only luxury brand of the group, Gaggenau not only focuses on learning, but predominantly on emotion to reach customers and create growth. Therefore, Gaggenau is a suitable brand to start implementing emotional learning, with a view to transmit this concept to the whole BSH.

Multi-sensory culture

The thesis emphasized the importance of multi-sensory marketing for attracting employees and customers to the brand Gaggenau and its products. As some of the TTT participants have contact with customers afterward, they will share their personal and emotional experience with the products and thereby gain their trust, potentially increasing the customer's likeability of the brand. By stimulating different senses, brand memory can subsequently be enhanced and increase the customer's brand association, and loyalty.

In view of offering multi-sensory training to employees and to show them how to perceive Gaggenau products with all five senses, the Gaggenau leading managers have a considerable impact on the perception of the products. They define the appliances' design and functionalities from a customer's point of view to be attractive in the current market. Designing this product experience in terms of objective quality, and subjective or perceived quality when conceiving the product, is therefore crucial for all following product trainings, like the TTT.

As the multi-sensory concept proved its effectiveness on customers in showrooms, and now on Gaggenau employees at the "Train-the-Trainer", the important key finding that should be of interest to any company is to "treat employees like customers".

Interactive culture

In a more and more digital world, online interactions with the brand Gaggenau and its products become a predominant position. For several product ranges, Gaggenau has established a "Home Connect" connection which links all Gaggenau appliances in a household to an app. Therefore, it enables an easy-to-use product interaction via app, applied to the literature used in the present thesis this would be a "learner-system" interaction. A recommendation could be for Gaggenau to use this app as a virtual product learning experience to develop product know-how and evaluate products.

The challenge here is to integrate emotions through actively stimulating the five senses or through interactive tasks that engage the user. Reconstructing touch like mentioned before for the digital recapitulation of the TTT would clearly represent a benefit for creating a positive product experience for the users, also working in favor of Gaggenau's brand image.

Emotional culture

As presented in the results of this thesis, the TTT trainer represented a leading emotional role model to the group, impacting its learning. In general, we can deduct that the Gaggenau and BSH managers have a crucial leading position in front of their collaborators and customers. Especially when integrating emotions into the group's and company's culture, the leadership acts as a role model, and shoulders a lot of responsibility.

To establish an emotional culture, the employees have to be trained in emotional competencies, including emotional intelligence. In the existing literature, emotional intelligence is defined as "a set of learned skills that may translate directly into success in […] the workplace". One of these skills is developing empathy, helping a salesperson to be more successful by being able to "read" the customer's emotional reactions to a certain product (Zeidner et al., 2009, p. 11).

Overall, emotional intelligence enables the development of a firm's emotional capability. The positive emotional working climate resulting therefrom, consequently improves collective learning and fosters innovation. Therefore, the emotional training of collaborators is essential to increase the overall performance, the well-being of the staff and their creativity (Goleman, 1995; Arfara et al., 2018, 242-243, 253).

At the moment, Gaggenau offers predominantly emotional trainings for leading managers, as they are communicating and transmitting their learned knowledge to lower hierarchies. However, as training on emotional competencies is a rather subjective and personal topic, emotional consciousness starts with everyone's personal behavior. So why not encourage a bottom-up communication approach instead of a traditional top-down approach? By starting to offer more training on emotional competencies for employees from all work areas, emotional culture change within Gaggenau will be facilitated.

Concerning the cultural change towards more emotions within BSH, considerable progress has been made to develop emotional capabilities within the group, by creating a "MOVE" team. Its objectives are to focus on the future, take initiatives, be open and trustworthy, and diverse.

Conclusion

Conclusion

In the present thesis, we examined the role of emotions for the participants' learning efficiency in the specific brand and product experience of the "Train-the-Trainer" for the luxury brand Gaggenau. As the main objectives of the TTT are to achieve an active and emotional product training for its participants, analyzing the role of emotion along with its effects on the participants' product learning was essential to identify possible areas to improve, with the objective of developing more efficient training concepts for the learners and thereby strengthening future TTTs.

To meet the research's objective, a literature review was firstly provided, stating the importance of developing emotional competencies to subsequently build a learning capability, for individuals as well as for organizations. The important concept of active learning and its optimum implementation by using blended learning methods was also emphasized. Additionally, sensory marketing techniques were described as the key to design engaging product learning experiences.

Secondly, the context was explained in which the present thesis was completed, namely the international luxury brand Gaggenau, representing an authentic and unique brand. Through connecting emotionally with the client, Gaggenau aims to build up trust and satisfying their conscious and unconscious needs. Furthermore, the chosen methodological approach of a quantitative and qualitative empiric study was described, aiming to collect two different perceptions, from the participants and the TTT trainer.

Finally, core findings were discussed, and implications and recommendations were identified.

Concerning H_1, the multi-sensory and face-to-face learning environment of the TTT achieved its purpose, namely, to create an emotional connection between learner and the Gaggenau brand and its products, consequently improving their learning efficiency. Regarding H_2, the online learning environment of the TTT "recap" transmitted slightly less emotions than the one in H_1, although the interaction with the system still improved the users' learning efficiency. Nevertheless, the participants suggested integrating a learner-instructor interaction in future TTTs. Concerning H_3, the emotionally intelligent trainer transmitted emotions authentically and thereby created a productive emotional learning environment for the learners.

Regarding the conception and implementation of the TTT, the collected data from the conducted research reveals suggestions from the participants and the trainer, which are nearly all feasible to integrate in future TTTs.

During the face-to-face TTT, the participants would have wished touch and sound to be addressed more. By making the cooking workshop at the end of the TTT compulsory, each participant would be finally interacting with the products in a personal culinary experience.

As for the online recapitulation of the TTT, the results especially indicate the need for the participants to integrate social interaction in their online learning. However, from the trainer's point of view integrating emotion through improving the learner-system interaction seems feasible, given the different time zones, the participants are in which would make it difficult for the instructor to answer questions promptly. Instead, he proposes to increase the emotional and multi-sensory online experience by reconstructing the senses which are hardly stimulable in e-learning, e.g. touching a product.

Concerning the overall emotional environment and the trainer's emotional intelligence, a satisfactory learning experience was produced.

However, given the fact that the questionnaire developed in this thesis asked for the first time the TTT participants for detailed emotional feedback, the current feedback form from Gaggenau could be adjusted by integrating questions referring to the role of emotions on learning.

In the present thesis, the participants' learning efficiency was defined by the relationship between learning speed rate and subsequent retention. Even though its validity in the existing literature, the definition may not be one hundred percent accurate when measuring the learning efficiency of a heterogeneous collective. Especially the TTT participants embody such a collective, mainly consisting of different cultural and generational backgrounds which are all approaching to learning differently.

Therefore, it may be relevant for the TTT organization team to adapt each TTT individually to the culture of the participants and the specific product features of the respective countries.

Given the occurrence of the TTT, namely twice a year, this recommendation would therefore not come with considerably more effort.

In the context of future anticipation, the digital part of the TTT may gain importance, as the e-learning industry is constantly growing.

The whole TTT concept could be affected by this change, as the participants may follow the trend. Additionally, e-learning has considerable benefits, such as cost-saving and reducing travel time. Also, advanced technologies such as augmented or virtual reality are enabling more and more to reconstruct a full multi-sensory online environment. Furthermore, due to the outbreak of the COVID-19 virus, e-learning hugely increased the past months and new innovative solutions were found in these times of crisis.

Therefore, there is a high probability that the face-to-face TTT will not be necessary anymore. However, integrating emotions into learning will still increase the learning efficiency. Only the learning environment and its conception will evolve.

To summarize, the present thesis contributed to the improvement process of future TTTs by analyzing the current state of emotional importance for the learning efficiency, identifying areas to improve, and making recommendations for the TTT, the brand Gaggenau, and the overall group BSH. However, to continuously ensure efficient emotional learning, feedback from participants and trainers, in general, has to be collected regularly. Furthermore, the advancements of technology in terms of online learning will make it necessary for Gaggenau and BSH to continuously adapt and find the appropriate learning solution to provide efficient learning environments for learners in the future.

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Sources Figures

Fig.1	Hultén et al. (2009)
Fig.2	https://www.gaggenau.com/press/company-profile
Fig.3	https://www.bsh-group.com/fr/marques/gaggenau
Fig.4	Internal
Fig.5	own illustration
Fig.6	own illustration
Fig.7	own illustration
Fig.8	https://www.netigate.net/

List of Abbreviations

VPE	Virtual Product Experience
BSH	"Bosch Siemens Hausgeräte"
TTT	Train-the-Trainer
H_1, H_2, H_3	Hypotheses 1, 2, 3
M	Mean value
Q	Question from Questionnaire
I	Question from Interview

Table of Figures

Annexes

Annex 1: Questionnaire

Annex 2: Questionnaire total results

Annex 3: Questionnaire quantitative results

Annex 4: Questionnaire Mean calculation

Annex 5: Questionnaire qualitative results analysis (Q6)

Annex 6: Questionnaire qualitative results analysis (Q11)

Annex 7: Interview consent form

Annex 8: Interview questions

Annex 9: Interview transcript

Annex 10: Interview analysis

Annex 11: Feedback form TTT November 2019

Annex 12: Feedback form for Gaggenau trainings 2020

Annex 13: Feedback form new proposition

Annex 1

Welcome!

This questionnaire contains 11 questions.

Approx. process time in total: 7 min

Purpose of this questionnaire: In the context of my Master's thesis, the following questions aim to analyse the relationship between emotions and efficient learning in the context of the face-to-face "Train-the-Trainer" (TTT) held from 18th to 21st November 2019 and the 5 digital impulses send afterwards. **Your feedback** is really appreciated and is helping continously improving future "Train-the-Trainer" trainings.

Key words:

* Five senses: Smell / Sound / Sight / Taste / Touch

** Learner-system interaction: "system" is referring to the digital learning app where the impulses are treated

Instructions: Please click on the box next to the answer of your choice or write in the space provided.

Let's get started!

1. Question (1) During the TTT, the importance of emotion in training was explained to me directly and transparently.
Please click in the box next to the answer of your choice or write in the space provided.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

2. Question (2) During the TTT, the trainer transmitted emotions to me.
Please click in the box next to the answer of your choice or write in the space provided.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

3. Question (3) Please rank the 5 senses* addressed at the TTT from the most frequent (Rank 1) to the less frequent (Rank 5) use.
Please select one answer per rank.

	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Smell	☐	☐	☐	☐	☐
Sound	☐	☐	☐	☐	☐
Sight	☐	☐	☐	☐	☐
Taste	☐	☐	☐	☐	☐
Touch	☐	☐	☐	☐	☐

4. Question (4) My 5 senses* being addressed in the TTT helped me quicker understand the learning content.
Please click in the box next to the answer of your choice or write in the space provided.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

5. Question (5) My 5 senses* being addressed in the TTT helped me retain the training content.
Please click in the box next to the answer of your choice or write in the space provided.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

6. Question (6) According to you, which sense(s)* should have been addressed more at the TTT and why?
Please click in the box next to the answer of your choice or write in the space provided.

_____
_____
_____
_____
_____

7. Question (7) Going through the 5 digital impulses elicited emotions in me.
Please click in the box next to the answer of your choice or write in the space provided.
- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

8. Question (8) The emotions addressed during the 5 digital impulses helped me recapitulate and retain the training content.

Please click in the box next to the answer of your choice or write in the space provided.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

9. Question (9) Interacting with the other training participants and the trainer during the digital impulses would have been useful for the recapitulation and the retention of the training content.

Please click in the box next to the answer of your choice or write in the space provided.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

10. Question (10) The interactive tasks in each digital impulse were useful for the recapitulation and the retention of the training content.

Please click in the box next to the answer of your choice or write in the space provided.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neither/Nor Agree
- ☐ Disagree
- ☐ Strongly Disagree

11. Question (11) Which of the following interaction(s) would have been most important for you when working through the digital impulses, and why?

- Learner-learner interaction
- Learner-instructor interaction
- Learner-system interaction**

Please click in the box next to the answer of your choice or write in the space provided.

_____
_____
_____
_____
_____

Please enter your main working area within GAGGENAU. (*Multiple answers are possible.*)

- ☐ Brand Communication
- ☐ Brand Marketing
- ☐ Product Marketing and Management
- ☐ Sales
- ☐ Training
- ☐ None of the previous mentioned: _____

Thank you for your participation!

Your feedback is really appreciated and is helping continously improving future "Train-the-Trainer" trainings.

Annex 2

B/S/H/

Test_Emotions and Learning at the TTT II 2019 and the 5 digital impulses
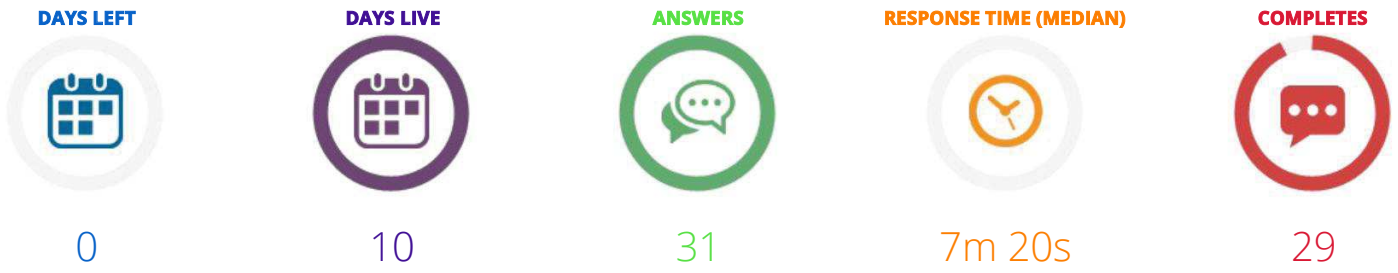
DAYS LEFT	DAYS LIVE	ANSWERS	RESPONSE TIME (MEDIAN)	COMPLETES
0	10	31	7m 20s	29

Question (1) During the TTT, the importance of emotion in training was explained to me directly and transparently.

Please click in the box next to the answer of your choice or write in the space provided.
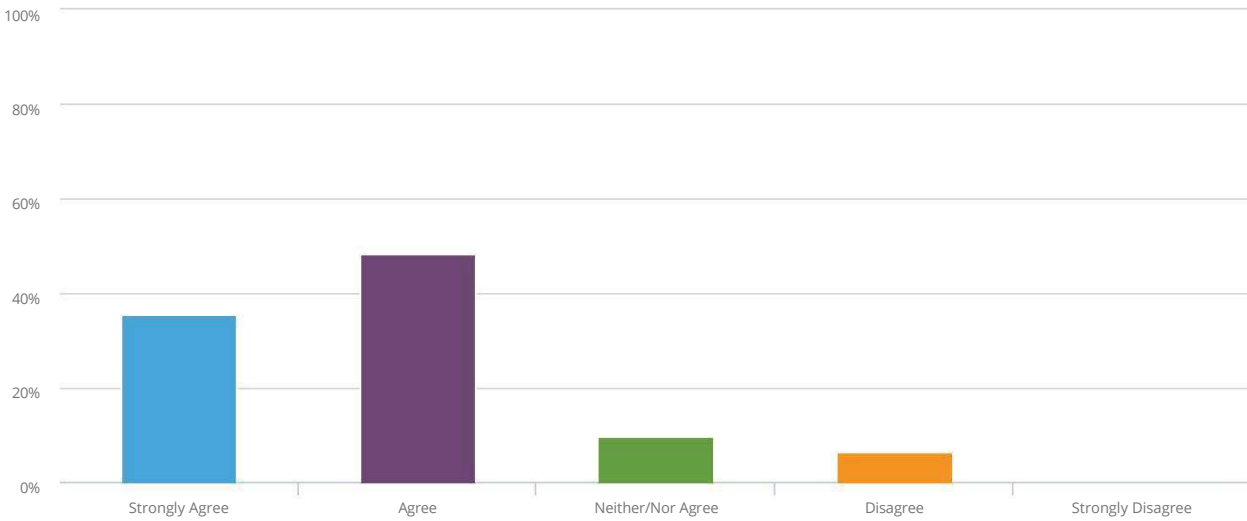
1	Strongly Agree	11 (35.48 %)
2	Agree	**15 (48.39 %)**
3	Neither/Nor Agree	3 (9.68 %)
4	Disagree	2 (6.45 %)
5	Strongly Disagree	0 (0 %)
	Responses	*31*

Question (2) During the TTT, the trainer transmitted emotions to me.
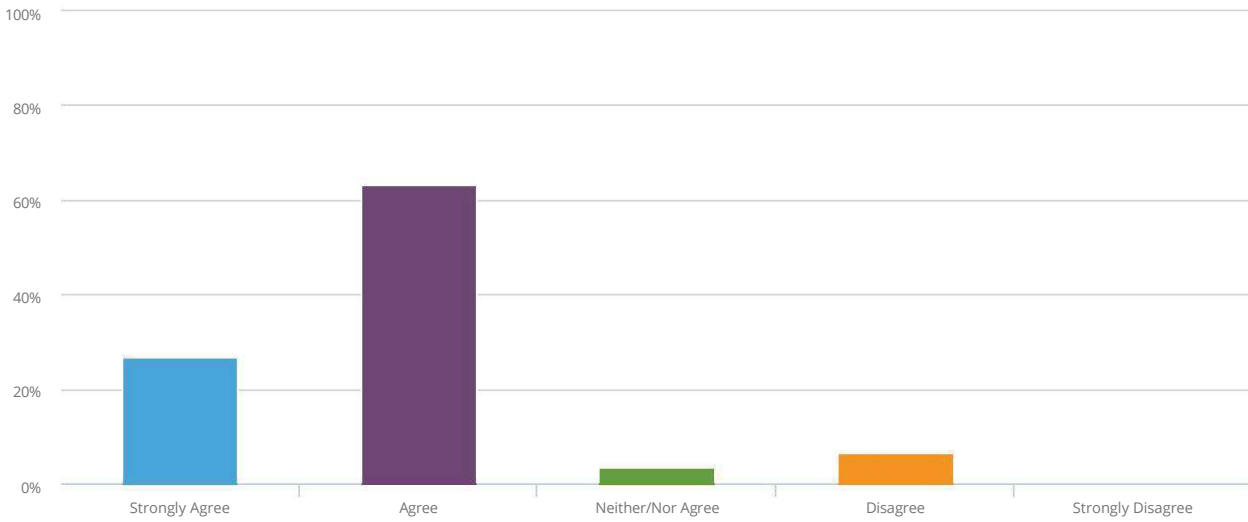
1	**Strongly Agree**	8 (26.67 %)
2	**Agree**	**19 (63.33 %)**
3	**Neither/Nor Agree**	1 (3.33 %)
4	**Disagree**	2 (6.67 %)
5	**Strongly Disagree**	0 (0 %)
	Responses	*30*

Question (3) Please rank the 5 senses* addressed at the TTT from the most frequent (Rank 1) to the less frequent (Rank 5) use.
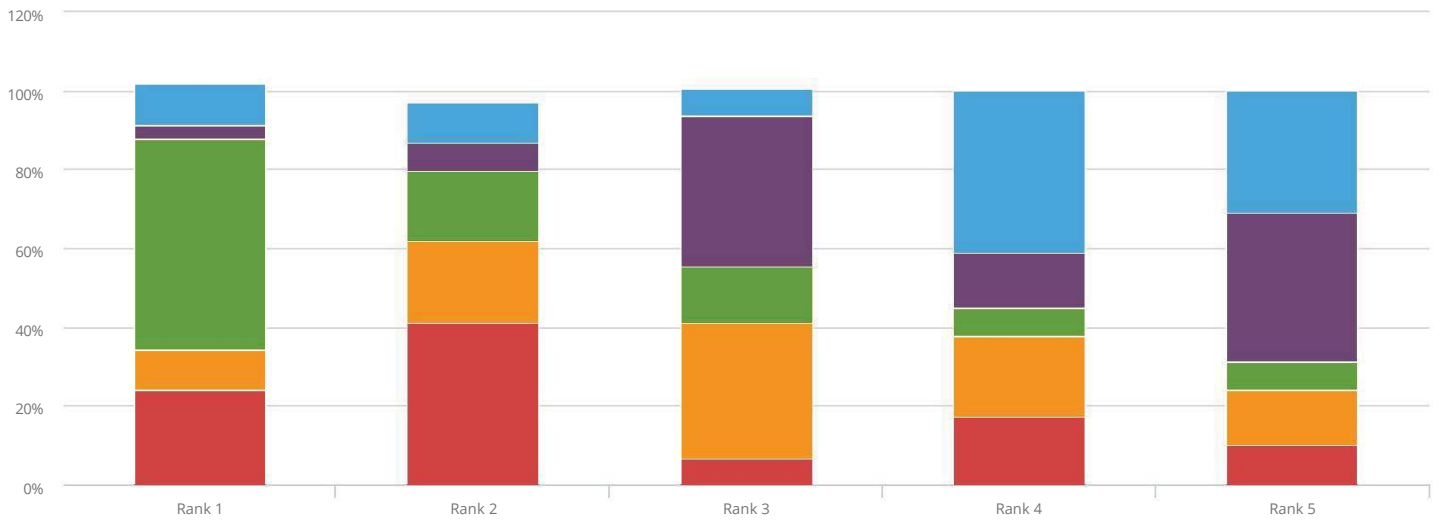
		Rank 1	Rank 2	Rank 3	Rank 4	Rank 5	Responses
1	**Smell**	3 (10.34 %)	3 (10.34 %)	2 (6.9 %)	**12 (41.38 %)**	9 (31.03 %)	*29*
2	**Sound**	1 (3.45 %)	2 (6.9 %)	**11 (37.93 %)**	4 (13.79 %)	**11 (37.93 %)**	*29*
3	**Sight**	**15 (53.57 %)**	5 (17.86 %)	4 (14.29 %)	2 (7.14 %)	2 (7.14 %)	*28*
4	**Taste**	3 (10.34 %)	6 (20.69 %)	**10 (34.48 %)**	6 (20.69 %)	4 (13.79 %)	*29*
5	**Touch**	7 (24.14 %)	**12 (41.38 %)**	2 (6.9 %)	5 (17.24 %)	3 (10.34 %)	*29*

Question (4) My 5 senses* being addressed in the TTT helped me quicker understand the learning content.
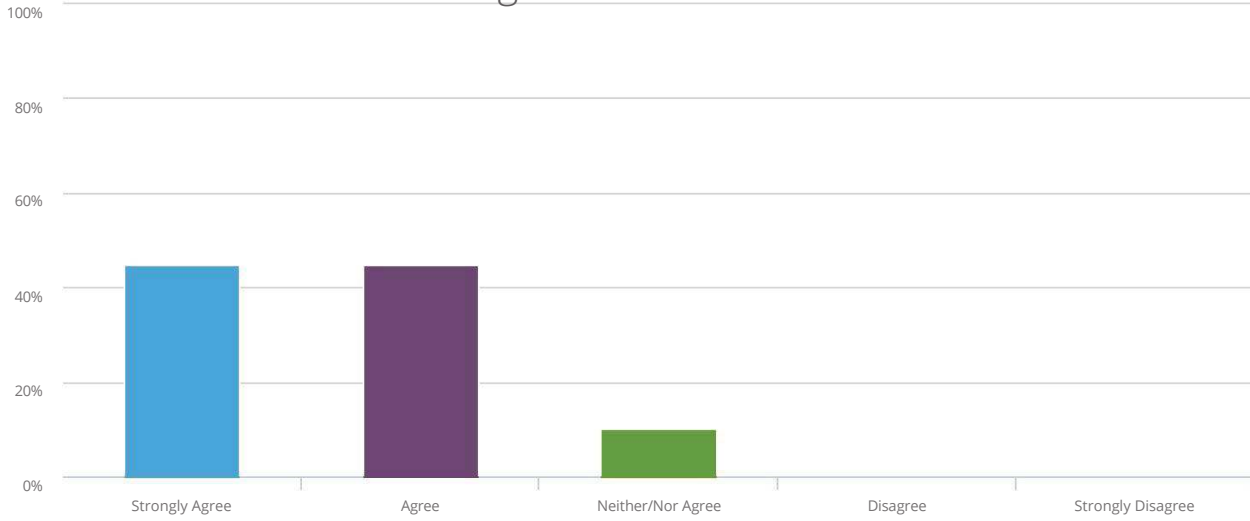
1	Strongly Agree	13 (44.83 %)
2	Agree	13 (44.83 %)
3	Neither/Nor Agree	3 (10.34 %)
4	Disagree	0 (0 %)
5	Strongly Disagree	0 (0 %)
	Responses	*29*

Question (5) My 5 senses* being addressed in the TTT helped me retain the training content
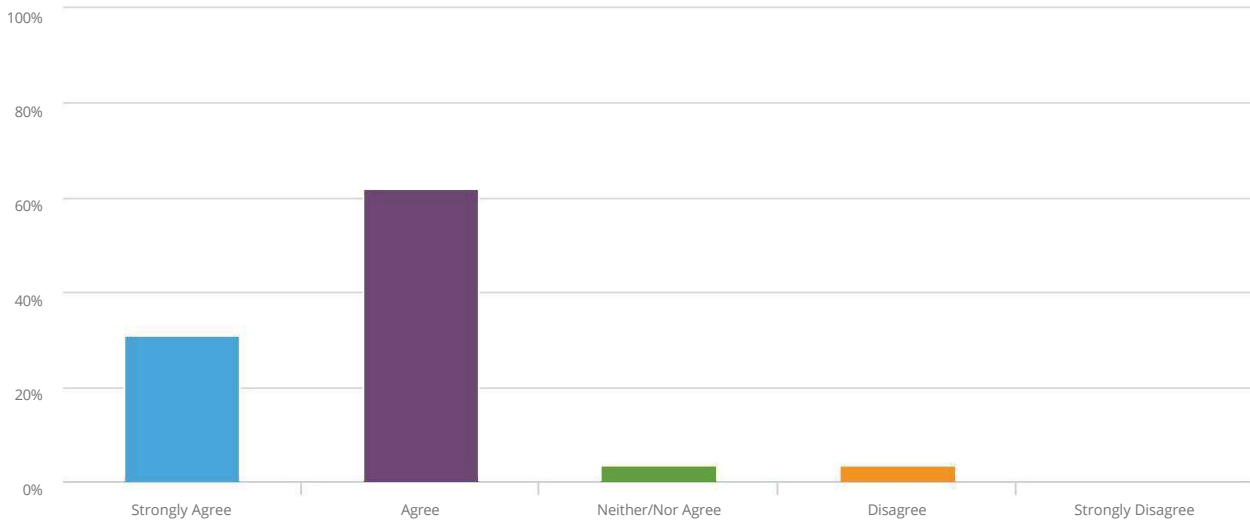
1	Strongly Agree	9 (31.03 %)
2	Agree	18 (62.07 %)
3	Neither/Nor Agree	1 (3.45 %)
4	Disagree	1 (3.45 %)
5	Strongly Disagree	0 (0 %)
	Responses	*29*

6. Question (6) According to you, which sense(s)* should have been addressed more at the TTT and why?

emotion
Anonymous

Touch
Anonymous

The Sound during the TTT which produces from the participants must be more controlled and the sitting plan in the main training saloon can be better. For example, if you sit in the back rows you cannot easily see and hear the main presentation.
Anonymous

Touch, to be able to see and touch many of the new appliances, in different aspects, in use, in comparison with competitors etc.
Anonymous

/
Anonymous

touch should have more experience to work with products
Anonymous

Maybe the hearing, but I didn't participate to the all TTT, so maybe I missed some aspects.
Anonymous

touch and smell
Anonymous

Touch and taste should be addressed more because TTTs make it possible for all Gaggenau colleagues to gather, see the product for the first time (sight), experience the product and share their opinions. It is an advantage for the participants to touch and try the product. Hands-on tasks play an important role here. In addition, by cooking with the new products participants can experience the successful cooking results themselves (taste) which is very important to increase the trust.
Anonymous

Touch
Anonymous

It has been a good mix.
Anonymous

Experiences of all senses were quite evenly distributed.
Anonymous

it's a good balance but if you ask for "more" than considered my previous answers it should be smell.
Anonymous

balance was right
Anonymous

The mixture was ok.
Anonymous

Touch
Anonymous

Sound, I didn't really remember any Training part for this sense
Anonymous

For me, its now a good balance between the 5 senses.

Anonymous

Das Fühlen (Materialität)[1]

Anonymous

I think all senses were addressed in the right level. Sight and feel are the main senses related to Gaggenau appliances, smell, and taste mostly relevant to cooking appliances and addressed during the live cooking experience. Sound related to ventilation was suitably addressed although always difficult when in a false environment.

Anonymous

Answering more of the 'why'. Why what it created, why was it essential to develop, the unique stories of development.

Anonymous

Sorry, I understand question 3 not….

Anonymous

Sound

Anonymous

Taste, to complete the emotion and to understand the features of the products through cooking

Anonymous

Taste and smell.

Anonymous

/

Anonymous

to feel emotion

Anonymous

The sense "Touch" is important because we remember better the features when we have installed or used the product

Anonymous

Touch -GGN means better material selection and sense of operation, "Touch" give audience much more intuitive sense

Anonymous

[1] Translated from German: The touch (the materiality)

Question (7) Going through the 5 digital impulses elicited emotions in me.
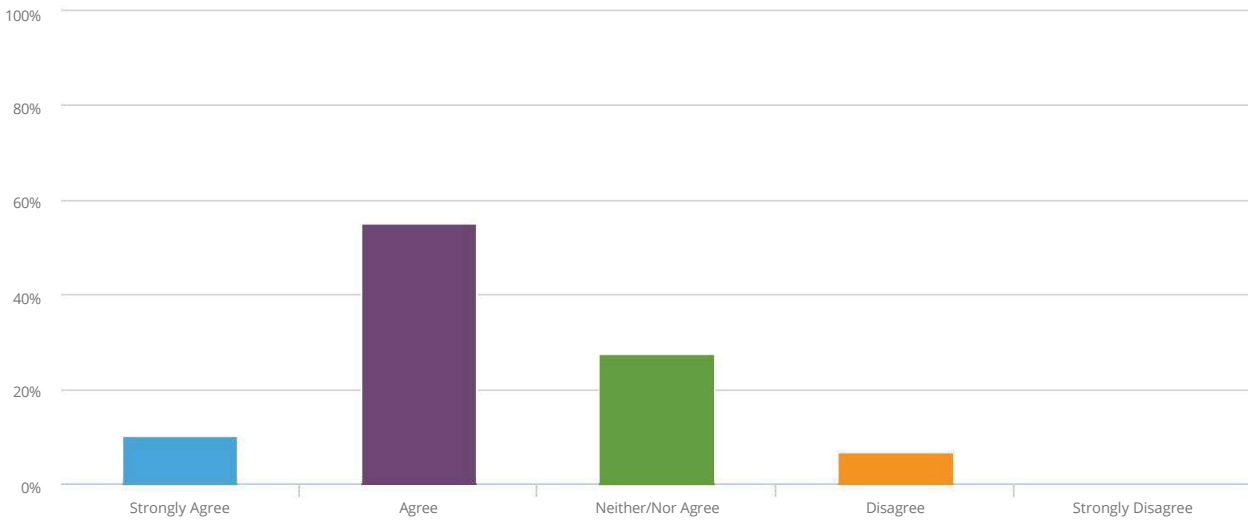
1	**Strongly Agree**	3 (10.34 %)
2	**Agree**	**16 (55.17 %)**
3	**Neither/Nor Agree**	8 (27.59 %)
4	**Disagree**	2 (6.9 %)
5	**Strongly Disagree**	0 (0 %)
	Responses	*29*

Question (8) The emotions addressed during the 5 digital impulses helped me recapitulate and retain the training content.
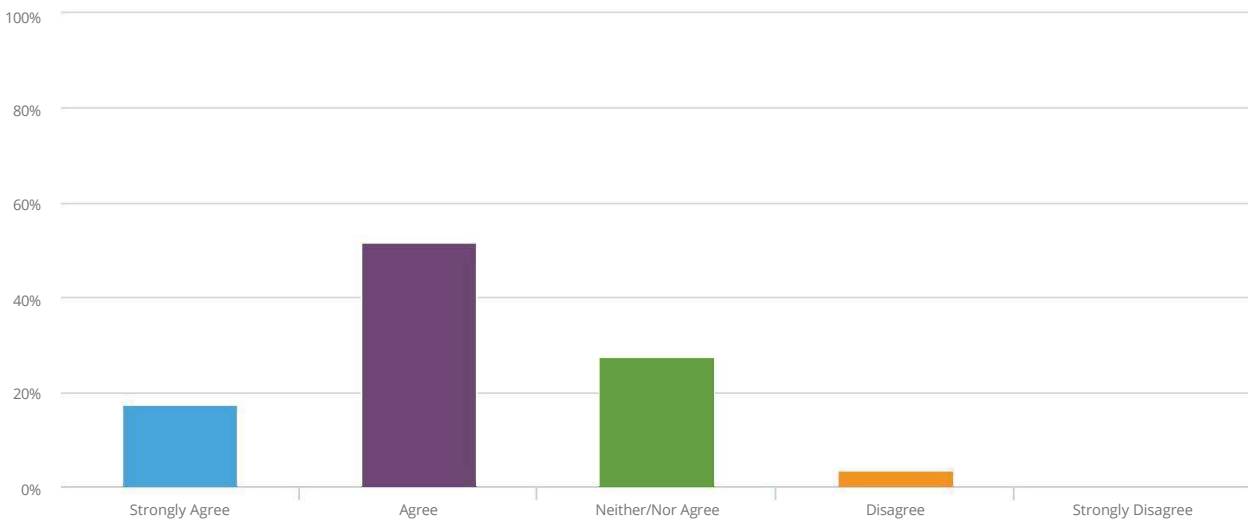
1	**Strongly Agree**	5 (17.24 %)
2	**Agree**	**15 (51.72 %)**
3	**Neither/Nor Agree**	8 (27.59 %)
4	**Disagree**	1 (3.45 %)
5	**Strongly Disagree**	0 (0 %)
	Responses	*29*

Question (9) Interacting with the other training participants and the trainer during the digital impulses would have been useful for the recapitulation and the retention of the training content.

1	Strongly Agree	7 (24.14 %)
2	Agree	15 (51.72 %)
3	Neither/Nor Agree	3 (10.34 %)
4	Disagree	4 (13.79 %)
5	Strongly Disagree	0 (0 %)
	Responses	29

Question (10) The interactive tasks in each digital impulse were useful for the recapitulation and the retention of the training content.

1	Strongly Agree	10 (34.48 %)
2	Agree	15 (51.72 %)
3	Neither/Nor Agree	4 (13.79 %)
4	Disagree	0 (0 %)
5	Strongly Disagree	0 (0 %)
	Responses	29
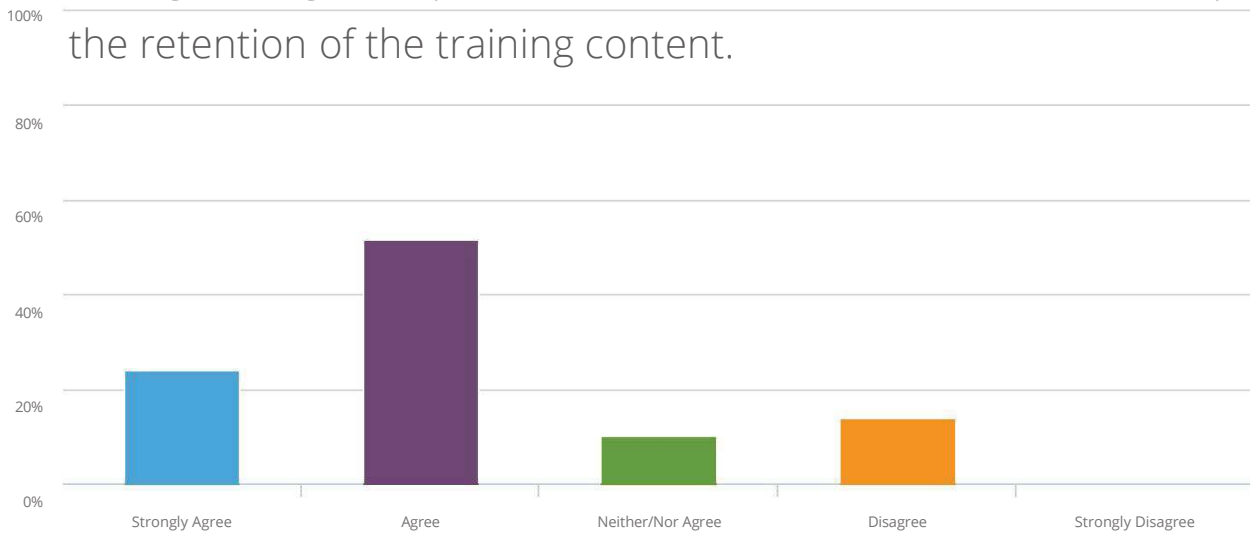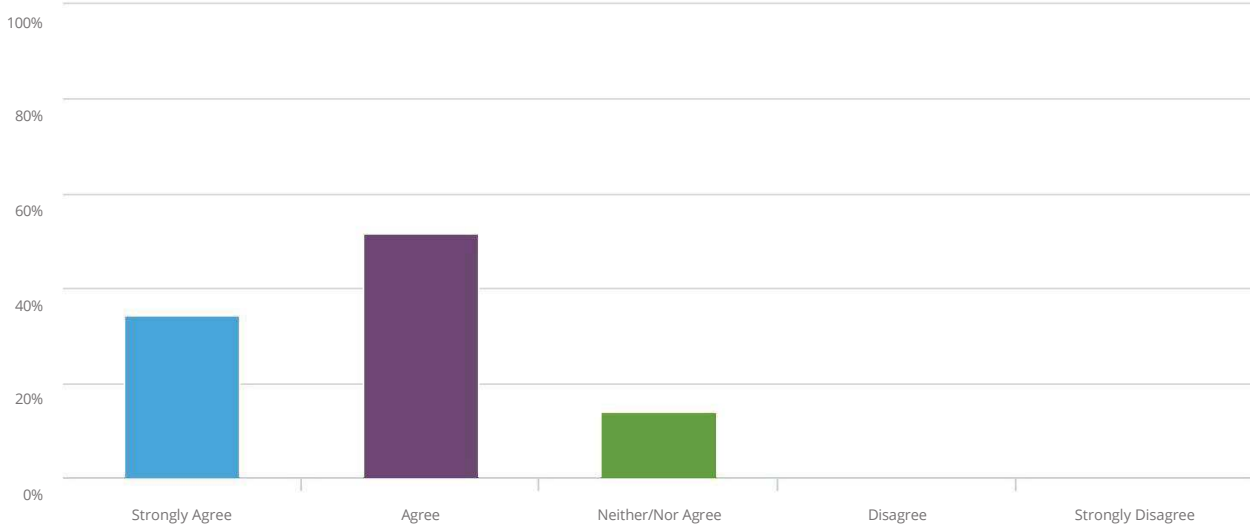
11. Question (11) Which of the following interaction(s) would have been most important for you when working through the digital impulses, and why?

- Learner-learner interaction
- Learner-instructor interaction
- Learner-system interaction**

learner-learner interaction
Anonymous

Learner-instructor interaction
Anonymous

Learner-learner interaction
Anonymous

Learner-system interaction
Anonymous

/
Anonymous

Learner-learner interaction
Anonymous

Learner-Instructor interaction
Anonymous

the details were most important to me
Anonymous

Learner-instructor interaction so that we can ask the instructor in case we have any questions.
Anonymous

Learner-instructor interaction
Anonymous

Question / Answers not clear.
Anonymous

Learner-system interaction
Anonymous

Learner-system interaction**
Anonymous

learner-instructor interaction
Anonymous

learner-learner interaction - then you can participate in each other's experiences
Anonymous

learner-instructor
Anonymous

Learner System interaction: It helps me to be more focused and to recap the content
Anonymous

.

Anonymous

Learner-instructor interaction
Anonymous

Not quite understanding the question - I thought the digital impulses were tasks to work through yourself to help remember and retain the information given at TTT?
Anonymous

I think the digital impulses would be better served for RNA if the information contained was relevant for our market. Much has to be adapted for our market. I also think video could be a strong component in the future of the digital impulses to infuse more emotion into the trainings.
Anonymous

learner-leaner-interaction
Anonymous

Learner-instructor interaction
Anonymous

both 'learner-instruction' and 'learner-learner' interactions are important for me to complete my learning.
Anonymous

*
Anonymous

- Learner-system interaction
Anonymous

- Learner-instructor interaction
Anonymous

Learner-instructor interaction
Anonymous

Learner-instructor interaction I am a trainer, so in my opinion, Learner-instructor interaction is most important, because trainer need guide the direction and progress of the whole training
Anonymous

Please enter your main working area within GAGGENAU. (*Multiple answers are possible.*)
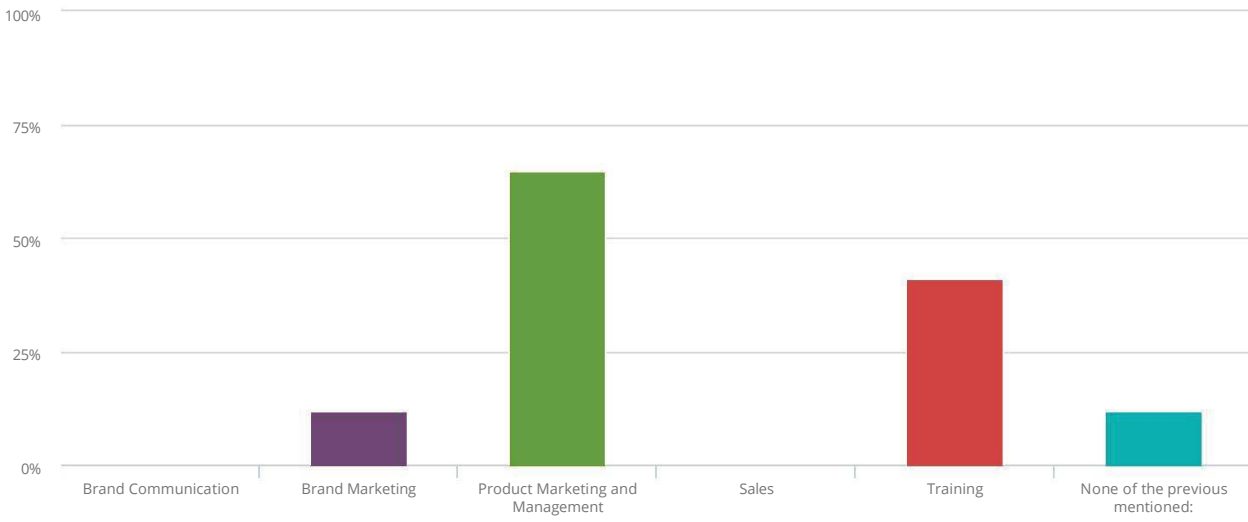
1	**Brand Communication**	0 (0 %)
2	**Brand Marketing**	2 (11.76 %)
3	**Product Marketing and Management**	**11 (64.71 %)**
4	**Sales**	0 (0 %)
5	**Training**	7 (41.18 %)
6	**None of the previous mentioned:**	2 (11.76 %)
	Responses	22

department
application
lab

Annex 3

1. Question (1) During the TTT, the importance of emotion in training was explained to me directly and transparently.
Please click in the box next to the answer of your choice or write in the space provided.

Scales to calculate the mean
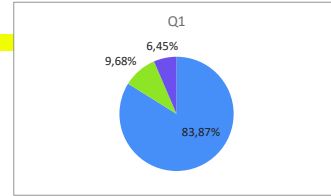
Strongly Agree	35,48%		1
Agree	48,39%	83,87%	2
Neither/Nor Agree	9,68%	9,68%	3
Disagree	6,45%		4
Strongly Disagree	0,00%	6,45%	5

Q1

2. Question (2) During the TTT, the trainer transmitted emotions to me.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	26,67%		1
Agree	63,33%	90,00%	2
Neither/Nor Agree	3,33%	3,33%	3
Disagree	6,67%		4
Strongly Disagree	0,00%	6,67%	5
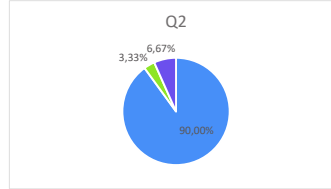
Q2

3. Question (3) Please rank the 5 senses* addressed at the TTT from the most frequent (Rank 1) to the less frequent (Rank 5) use.
Please select one answer per rank.

Smell — Series 1
Rank 1	10,34%
Rank 2	10,34%
Rank 3	6,90%
Rank 4	41,38%
Rank 5	31,03%

Sound — Series 1
Rank 1	3,45%
Rank 2	6,90%
Rank 3	37,93%
Rank 4	13,79%
Rank 5	37,93%

Sight — Series 1
Rank 1	53,57%
Rank 2	17,86%
Rank 3	14,29%
Rank 4	7,14%
Rank 5	7,14%

Taste — Series 1
Rank 1	10,34%
Rank 2	20,69%
Rank 3	34,48%
Rank 4	20,69%
Rank 5	13,79%

Touch — Series 1
Rank 1	24,14%
Rank 2	41,38%
Rank 3	6,90%
Rank 4	17,24%
Rank 5	10,34%

4. Question (4) My 5 senses* being addressed in the TTT helped me quicker understand the learning content.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	44,83%		1
Agree	44,83%	89,66%	2
Neither/Nor Agree	10,34%	10,34%	3
Disagree	0,00%		4
Strongly Disagree	0,00%	0,00%	5
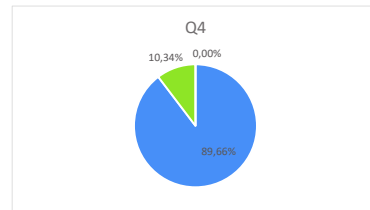
Q4

5. Question (5) My 5 senses* being addressed in the TTT helped me retain the training content.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	31,03%		1
Agree	62,07%	93,10%	2
Neither/Nor Agree	3,45%	3,45%	3
Disagree	3,45%		4
Strongly Disagree	0,00%	3,45%	5

Q5

6. Question (6) According to you, which sense(s)* should have been addressed more at the TTT and why?
Please click in the box next to the answer of your choice or write in the space provided.

Series 1

7. Question (7) Going through the 5 digital impulses elicited emotions in me.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	10,34%		1
Agree	55,17%	65,52%	2
Neither/Nor Agree	27,59%	27,59%	3
Disagree	6,90%		4
Strongly Disagree	0,00%	6,90%	5

Q7

8. Question (8) The emotions addressed during the 5 digital impulses helped me recapitulate and retain the training content.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	17,24%		1
Agree	51,72%	68,97%	2
Neither/Nor Agree	27,59%	27,59%	3
Disagree	3,45%		4
Strongly Disagree	0,00%	3,45%	5
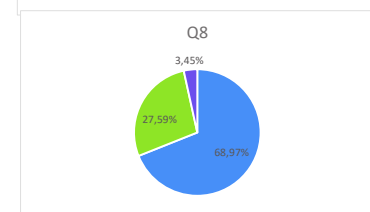
Q8

9. Question (9) Interacting with the other training participants and the trainer during the digital impulses would have been useful for the recapitulation and the retention of the training content.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	24,14%		1
Agree	51,72%	75,86%	2
Neither/Nor Agree	10,34%	10,34%	3
Disagree	13,79%		4
Strongly Disagree	0,00%	13,79%	5
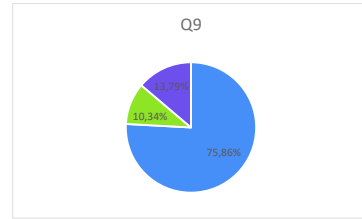
10. Question (10) The interactive tasks in each digital impulse were useful for the recapitulation and the retention of the training content.
Please click in the box next to the answer of your choice or write in the space provided.

Strongly Agree	34,48%		1
Agree	51,72%	86,21%	2
Neither/Nor Agree	13,79%	13,79%	3
Disagree	0,00%		4
Strongly Disagree	0,00%	0,00%	5
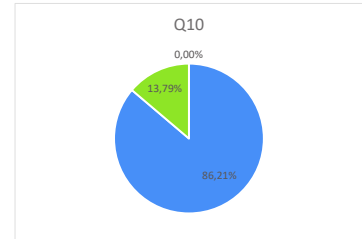
11. Question (11) Which of the following interaction(s) would have been most important for you when working through the digital impulses, and why?
- Learner-learner interaction
- Learner-instructor interaction
- Learner-system interaction**
Please click in the box next to the answer of your choice or write in the space provided.

	Series 1
Please enter your main working area within GAGGENAU. (Multiple answers are possible.)	
Brand Communication	0,00%
Brand Marketing	11,76%
Product Marketing and Management	64,71%
Sales	0,00%
Training	41,18%
None of the previous mentioned:	11,76%

Q9

Q10

Questionnaire **GAGGENAU**
Train the Trainers Workshop II - 2019
19th and 20th November

	Filled the form	29
Nr. of participants	50 Not filled the form	21

4. My 5 senses being addressed in the TTT helped me quicker understand the learning content

Strongly Agree	1	2	3	4	5	Strongly Disagree		
	13	13	3	0	0		1,66	1,72

5. My 5 senses being addressed in the TTT helped me retain the training content.

Strongly Agree	1	2	3	4	5	Strongly Disagree	
	9	18	1	1	0		1,79

7. Going through the 5 digital impulses elicited emotions in me.

Strongly Agree	1	2	3	4	5	Strongly Disagree		
	3	16	8	2	0		2,31	2,24

8. The emotions addressed during the 5 digital impulses helped me recapitulate and retain the training content.

Strongly Agree	1	2	3	4	5	Strongly Disagree	
	5	15	8	1	0		2,17

Annex 5

6. Question (6) According to you, which sense(s)* should have been addressed more at the TTT and why?

Please click in the box next to the answer of your choice or write in the space provided.

Responses: 29

1. Smell
2. Sound
3. Sight
4. Taste
5. Touch

25 gave useful answer

86,21%	
58,62%	
20,69%	
6,90%	
6,90%	
0,03%	
0,03%	

Touch

emotion — EMOTION

The Sound during the TTT wich produces from the participants must be more controlled and the sitting plan in the main training saloon can be better. For example if you sit in the back rows you can not easily see and hear the main presentation.

Touch, to be able to see and touch many of the new appliances, in different aspects, in use, in comparison with competitors etc.

/ — either: good, or: no answer

touch

should have more experience to work with products

Maybe the earing, but I didn't participate to the all TTT, so maybe I missed some aspects.

touch an smell

Touch

Touch and taste should be adressed more because TTTs make it possible for all Gaggenau colleagues to gather, see the product for the first time (sight), experience the product and share their opinions. It is an advantage for the participants to touch and try the product. Hands-on tasks play an important role here. In addition, by cooking with the new products participants can experience the successful cooking results themselves (taste) which is very important to increase the trust.

It has been a good mix. — GOOD

Experiences of all sensen were quite evenly distributed. — GOOD

it's a good balance but if you ask for "more"than considered my previous answers it should be smell.

balance was right — GOOD

The mixture was ok. — GOOD

Touch

Sound, I didn't really remember any Training part for this sense

For me its now a good balance between the 5 senses. — GOOD

Das Fühlen (Materialität)

I think all senses were addressed in the right level. Sight and feel are the main senses related to Gaggenau appliances, smell and taste mostly relevant to cooking appliances and addressed during the live cooking experience. Sound related to ventilation was suitably addressed although always difficult when in a false enviroment. Answering more of the 'why'. Why what it created, why was it essential to develop, the unique stories of development. — GOOD

Sorry, I understand question 3 not.... — Unable to categorize / NO UNDERSTANDING

Sound

Taste, to complete the emotion and to understand the features of the products through cooking

Taste and smell.

/ — either: good, or: no answer

to feel emotion — EMOTION

The sense "Touch" is important because we remember better the features when we have installed or used the product

Touch

-GGN means better material selection and sense of operation, "Touch" give audience much more intuitive sense

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17 improvement anwers
6 positive, no change required
2 abstentions
2 emotion
1 didn't understand question
1 Unable to categorize

8 Touch

1 Touch + Taste
1 Touch + Smell
3 Sound
1 Sound + Sight
1 Smell
1 Taste

1 Taste + Smell

	Smell	Sound	Sight	Taste	Touch
Smell			1		1
Sound		3			
Sight			1		
Taste				1	1
Touch					8

11. Question (11) Which of the following interaction(s) would have been most important for you when working through the digital impulses, and why?
- Learner-learner interaction (LL)
- Learner-instructor interaction (LI)
- Learner-system interaction (LS)**
Please click in the box next to the answer of your choice or write in the space provided.

Responses: 29

				Sum	
	21 gave useful answer	17,24%	5 LL		72,41%
		37,93%	11 LI		
Learner-instructor interaction	LI	17,24%	5 LS		
learner-learner interaction	LL	3,45%	1 LL + LI		
Learner-learner interaction	LL	10,34%	3 Abstentions		
Learner-system interaction	LS	3,45%	1 Unable to categorize, answer incomprehensible		
/		6,90%	2 Didn't understand question		
Learner-learner interaction	LL	3,45%	1 Other non-related improvement suggestion		
Learner-Instructor interaction	LI				
the details was most impotant to me	Unable to categorize				
Learner-instructor interaction	LI				
have any questions.	LI				
Question / Answers not clear.	Not understanding				
Learner-system interaction	LS				
Learner-system interaction**	LS				
learner-instructor interaction	LI				
learner-learner interaction -					
then you can participate in each other's experiences	LL				
learner-instructor	LI				
Learner System interaction: It helps me to be more focused and to recap the content	LS				
.					
Learner-instructor interaction	LI				
I think the digital impulses would be better served for RNA if the information contained was relevant for our market. Much has to be adapted for our market. I also think video could be a strong component in the future of the digital impulses to infuse more emotion into the trainings.	Other, improvement idea: video & emotion for digital training				
Not quite understanding the question - I thought the digital impulses were tasks to work through yourself to help remember and retain the information given at TTT?	Didn't understand question				
learner-leaner-interaction	LL				
Learner-instructor interaction	LI				
both 'learner-instruction' and 'learner-learner' interactions are important for me to complete my learning.	LI + LL				
*					
- Learner-system interaction	LS				
- Learner-instructor interaction	LI				
Learner-instructor interaction	LI				
	LI				

Consent form for the interview on 29th May
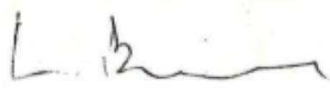
- I voluntarily agree to take part in this interview.

- I understand that even if I agree to take part now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

- I understand that I can withdraw permission to use data from my interview, in which case the material will be removed.

- I have had the purpose and nature of the interview explained to me and I have had the opportunity to ask questions about it.

- I agree to my interview being audio-recorded. The interview transcript will be put at my disposal if requested.

- I understand that all information I provide for this interview will be treated confidentially.

15/06/2020

Signature of interviewee   Date

29/5/20

Signature of interviewer   Date

Interview - List of questions

Interview partner: R. Ramalho, International Training Manager for Gaggenau

Date, time: 29th May 2020, 12:00 – 12:45 CET

Duration of recorded interview: 40 minutes

1. Why are emotions for the participants' learning experience during the TTT[1] important? What do you want to achieve in terms of emotional input? **(00:00:04 – 00:05:56[2])**

2. How do you see your leadership role during the TTT? Which responsibilities do you have? **(00:05:56 – 00:09:07)**

3. How do you transmit emotions as a trainer during the TTT?
   (00:09:07 – 00:09:22, Break, 00:11:14 – 00:17:10)

   3.1. So how often do you feel the five senses were stimulated during the TTT? Or does it depend on the day of the TTT? And what is the most important sense you wanted to stimulate for the Gaggenau products?

4. Do you see yourself as emotionally intelligent trainer or do you aspire to be?
   (00:17:10 – 00:22:26)

   4.1. Would you see yourself as self-conscious of your own emotions and self-managing them and then consequently developing a consciousness and an empathy for others' emotions of the participants?

5. Could you observe the reaction of the group when you transmitted emotions?
   (00:22:26 – 00:26:30)

   5.1. Did you sense that they understood the importance of emotions for their learning?

6. Would you consider Gaggenau as an emotionally intelligent firm? Would you say that Gaggenau is supporting and encouraging employees in this emotional aspect?
   (00:26:30 – 00:27:32)

7. How do you see your leadership role during the impulses[3]? Which responsibilities do you have during the rollout phase of these impulses? **(00:27:32 – 00:30:51)**

8. According to you, would a learner-system interaction be the most important or would you or could you see the possibility for integrating a learner-learner or learner-instructor interaction, where you as an instructor would be more involved and get feedback from the learners? **(00:30:51 – 00:33:10)**

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[1] When referring to the TTT, the face-to-face part of this product training is meant.
[2] The time durations are all referring to the interview transcript
[3] The digital impulses send out via an online learning platform form the digital learning experience of the TTT.

9. How do you transmit emotions as a trainer in the digital impulses? **(00:33:10 – 00:34:44)**

10. Do you see any problems with this virtual product experience and how would you want to solve them? **(00:34:44 – 00:37:20)**

11. Would you see a benefit for the learners to communicate between them or with you directly on this platform? **(00:37:20 – 00:39:50)**

Annex 9

Speaker 1:

1. **So my first question to you would be, why are emotions, according to you, important for the participants learning experiences during the TTT, during the face to face TTT? What do you want to achieve in terms of emotional input?**

00:00:26

Speaker 2: The emotion basically creates a connection between the people and the product, that is a physical thing, not emotional. And these emotions that we try to create with the products mainly from Gaggenau. It's important because ...

00:01:01

Speaker 2: ... like that the people will start or will believe on the product they are selling or training or creating marketing campaigns, PR events and so on. So, the first thing that they have to do it is to believe in what they are selling. Even if it's for marketing campaigns, you are selling something. So that is the main thing and creating these emotions, it's very important because it gives you trust. And to sell this product because, you know, when you go to buy a car, to buy whatever and you feel this guy, that is really the sales man and you don't feel confident he is trying to give you all the arguments, but you feel that he's not believing in them. It's a little bit selling. The one thing that is really hard for you to buy. In the other way, if you find a person that is not really selling to you, but they are creating emotional arguments and you feel that this guy really believes in what he's saying. It's much easier for you to understand it, to understand it and to want to buy. Because he's selling the emotion that he has when he's working with this product, whatever it is. Even on the products you see on the advertisement and on TV's and so on, little things like a shampoo and so on. What they're selling, it's the emotion of the features of this shampoo. It's what they want to show you. So these trainings and mainly the TTT, we try to give these emotions to the people, In two ways. One, because we are creating a connection as Gaggenau family. That is important for us worldwide. And it's also a team building program in one way. And also with this emotion we create the connection with the products. So that's why it's really, really important for us to have these emotions. Also, another thing is that if you have a Gaggenau product and another product from

another company, a premium brand, and if you check only on the paper, I used to say this a lot: nobody will buy Gaggenau. So why? What do we have to create for the people to buy Gaggenau? No, it's these emotions. And that's why we focus very, very much on the emotional side on the training.

00:04:38

Speaker 1: Thank you. So the emotional side is impacting the selling at the very end, but at the beginning it's impacting the learning experience of the product for the person who is in touch with it. It has repercussions on the selling arguments and on the brand and products of Gaggenau.

00:05:04

Speaker 2: Yes, sure. It's really like that because, you know me already and you heard me talking about Gaggenau and so on, but even when I'm with my friends, I'm not selling anything. But when I talk about Gaggenau, the people feel like, OK, I want to buy Gaggenau, because this is really something different. Really amazing. And that is what we want to achieve also with this TTT. It's that we have people that even when they are not doing direct sales, but when they are talking with people, they transmit this willing of buying Gaggenau products.

00:05:56

Speaker 1:

2. **Thank you. So you as a trainer, how do you see your leadership role in all of this? Which responsibilities do you have, like more in detail? How do you want to influence the participants? What do you want to influence exactly?**

00:06:20

Speaker 2: So I think in the previous one, it's a little bit explained what I meant or what you want that I reply here, but I can go a little bit more deeply.

00:06:34

Speaker 2: Mainly what responsibilities I have, it's really to coordinate all the people, the product managers, the product marketing managers and so on. For them to have a presentation or for them to teach the benefits of their baby that is the product.

00:07:15

Speaker 2: The problem that they have worked for many times, for two, three years, they have developed, they have worked on the launch things and so on. So it's like a baby. And what I'm coordinating, it's that these people are showing to the world their new creation at the end. And this creates a very big emotional part.

00:07:49

Speaker 2: Like that, my responsibility is to create the environment of the TTT in a way that between participants and the people that are on the presenting sides, let's say, that they are showing their babies that this connection, it's as much as possible an emotional connection. So that's my leadership role in this, it's to put together these two sides in a way that they are, at the end, that they are united, let's say.

00:08:39

Speaker 2: And as the product managers and the product marketing managers, they don't have training background or as a trainer. What I'm doing, it's to give them the hints and the ways to do this in an easier way for them, let's say.

00:09:07

Speaker 1:

3. **Thank you. So how do you transmit these emotions during the TTT? How exactly do you tackle that?**

00:09:22

Speaker 2: Basically, I'm doing a very active training. And when you put the people working on the products, and really touching, feeling, and smelling everything that.

[Break]

00:11:14

Speaker 1: You were saying that you are doing an active training that people involved.

00:11:18

Speaker 2: So when you do an active training. And put the people touching the products, working on the products, feeling the products, smelling the products. We have also this good part that we can also taste the products or at least the result out of

our products. So this sinks all together, these feelings all together create an emotional connection with the products.

00:11:56

Speaker 2: And if you, when you are only listening to presentations or in a traditional learning method, like a classroom and things like that; many, many times your focus on what is important, it goes away. So like having a very active training that the people have to present or that the people have to touch and feel the products and mainly at the end that they have to do a presentation of what they have learned about this product, it creates in two ways...

00:12:46

Speaker 2: One way: It's that the level of attention for what they are learning is much higher. And the other thing is that they are creating this emotional connection with the product because they have to sell the product to their colleagues at the end.

00:13:11

Speaker 2: So all this together, the active way we have, of course, traditional learning methods associated, but always with the traditional and active way it creates these emotions. And we can transmit very easily these emotions with the active part.

00:13:36

Speaker 1:

> **3.1. Thank you. So how often do you feel the five senses were stimulated, like in a percentage? Or does it depend on the day of the TTT or what is the most important sense you wanted to stimulate for the Gaggenau products?**

00:13:58

Speaker 2: So the sense that you really have to show for the Gaggenau products, it's the taste and the smell because the product that is coming out of our oven, cooktops, combi steam ovens and so on, you have to taste it. So the other thing, it's the touch, because the materials that we are using are really, really nice to touch and very special.

Speaker 2: So, during one day, I always try to touch all the five senses for our products. So that is important to have this emotional connection. So during a one day training, we tried to put everything there. Sometimes we have to go more for one sense than the other, depending on the days also. It depends a lot on the training. It's not a formula that you can say, OK, these days I focus more on this one, these days more on that one. The important thing, it's always to end the training, even if it's one day training with a very emotional thing. Like, for instance, I give you an example. For the first impressions training maybe it's easier to understand: We start always with the brand. For them to understand the roots of Gaggenau.

00:15:53

Speaker 2: So then we start with the products on the first day. One the first day it's when they have already some small active parts that they have a little bit of every sense on the first day. The second day, they have to continue to work on the product, but they finish the day with the cooking session. So that is a very emotional part in the dinner. That they are they tasting all the results that what is possible in the Gaggenau products. And the last day we have the factory tour and the presentations, that is the final connection for them to feel really 100 percent with the brand. And I have to finish always or we should have to finish always, every training, with a very positive, active and emotional way. So that is the main thing.

00:17:06

Speaker 1: Thank you. That made it pretty clear.

00:17:10

Speaker 1:

4. **So would you see yourself as an emotionally intelligent trainer and I'll explain what I mean by that. So would you see yourself as self-conscious of your own emotions and self-managing them and then consequently developing a consciousness and an empathy for others' emotions of the participants? And then do you feel these emotions help you managing relations to others in this Gaggenau context, in this product learning experience?**

00:17:53

Speaker 2: Let me say one thing. OK? I'm trying to work very much the emotions and the intelligent emotions. But for Gaggenau or for me, working with Gaggenau is very easy because I always had a very strong connection with Gaggenau in terms of product. I like very much the products that we are doing. I like very much to cook. It's one of my hobbies.

00:18:24

Speaker 2: So all this together, it makes it very easy for me to create this connection with without saying no, I have to. You know what I mean? It's really natural. I don't need to do nothing to create this connection. And I used to say that maybe if I go to be a trainer in some other brand...

00:18:54

Speaker 2: ...it will be hard to create this connection because also one of the good things, it's that you have to believe in what you are telling. If you don't believe in that, you never, ever can get the emotional or the intelligent emotional training. Because if you are not true with the people, this emotional goes forever and it's not intelligent. You have to do in this kind of work, you have to do what you like to do, what you love to do. And it should be like a passion. If it's not like a passion, forget it. Sometimes, I have one example, ...

00:19:55

Speaker 2: ... you know, these TED talks that are all over the Internet and so on. Some guys, they are good. You are listening to them, it's more or less half an hour the presentations and talks. And you are listening. And after ten minutes, some of the guys you quit. Some others, only talking without having any presentations, only talking. You are there for 30 minutes. And that is the difference between the two people. One is the guy that, without napped, let's say, he's talking and everybody is looking at him and listening, very attentive because he believes in what he's saying, he loves what he's doing.

00:20:59

Speaker 2: And really transmit this without saying anything. Even when you look at him. The eye expression, the movement, everything you really feel that the people are

totally 100 percent inside this topic. So if what you are saying it's 100 percent inside this topic, you (listener) start to get also 100 percent inside this stuff.

00:21:33

Speaker 2: If you see one person that is more or less talking using many presentations and explaining very well, explain very technical but doesn't show any emotion on these expressions, it's because he is not loving what he's doing. So the people go away from it. So it's a little bit this that that's why or let me say in another words. That's why some people can do training for cars or for many things that, for instance, that I could not do because I don't feel any connection with it. And you need to feel this connection.

00:22:26

Speaker 1:

5. **Thank you. So when your transmitted emotions, could you observe the reaction of the group or of certain participants? Did you sense that they understood the importance of emotions for their learning?**

00:22:51

Speaker 2: That is a funny thing that I don't focus too much on that. I'm always much more focused because I know that I'm already very emotional when I'm talking about Gaggenau or when I'm managing the TTT, and to put the people working in several things. So when I'm performing a training, my focus, mainly focus, it's if they are attentive or not.

00:23:26

Speaker 2: And usually when I'm using my emotions, they are really attentive. And sometimes even when you use emotions, there are always external things like the phones, the laptop, the email from the boss who needs something urgent etc. But I'm more focused on that, because when you are natural in an emotional, natural and intelligent way, you really forget to focus on that if you are being emotional or not, because it's natural for you. So that's why I don't focus so much on this in forcing myself to be emotional. It's my way of being. It's like that when I'm talking about, Gaggenau, but there are other things where I'm like a stone. But regarding this topic, I'm very, very emotional. So I don't look if it's one topic that I don't like and I need to

be emotional. I have to focus on the emotional part and to concentrate myself, to work my brain, to be emotional on that topic.

00:24:57

Speaker 2: But it's always hard, very hard, at least for me.

00:25:05

Speaker 1: So was there any moment where when you saw the participants being emotional as well and where you thought you had done good, you had transmitted emotions and understanding of the group?

00:25:21

Speaker 2: So we always ask for feedback after each TTT and specifically the feedback of the emotional part and if the people have been active, involved in the training. It's always the highest values that we receive. So that is a feedback that I get from the people. But also when we have, like the cooking sessions, the workshops or the discussions for each group to do some work.

00:25:59

Speaker 2: And also, when you do the presentations that you are seeing the people, you see if what you have done it was emotional or sufficient. For them to learn this emotion when they are presenting or when they are cooking or during the dinner after, if the people are talking, are open with each other, exchanging ideas and so on. So this creates an emotional connection between them and that is the really important thing. And I see at that moment that I have transmitted these emotions.

00:26:30

Speaker 1:

6. **So we talked about being emotional intelligent as a trainer and transmitting these emotions. Now let's have a wider outlook. Would you consider Gaggenau as an employer as an emotionally intelligent firm? Would you say that Gaggenau is supporting, encouraging employees in this emotional aspect?**

00:27:06

Speaker 2: Yes, very much, very much. Now, with this new MOVE team, with all the

ideas that we are having, that we are supporting, that we are doing internal trainings and so on. We are getting more and more emotional.

00:27:26

Speaker 2: Inside Gaggenau and inside BSH. Yes.

00:27:32

Speaker 1:

7. **Thank you. So let's move on to the digital impulses which are send out after the face to face TTT. When you plan these digital impulses, how do you see your leadership role when these impulses are finally send out to the participants, which responsibilities do you have during this phase, the rollout, of these impulses?**

00:28:00

Speaker 2: So mainly I have to define what content will be there. So with what we are talking during the TTT, I have to decide what is the important topics that we should recap after the TTT. Because there are things, if we do everything, then the people will not be so much focused on this Recap. So we have to go for the very important things to recap, and sometimes we have to put more in details certain topics that we have not went to so much detail during the TTT. So that is the main thing of these recaps. My role there is to collect all the information from the product managers and product marketing managers, launch teams and so on, to prepare everything with my team that is not so big, but doing the tasks[1] (Digital Impulses), doing the podcasts, doing all of these, and like that, then bring it live in the "Lernkarten"[2] system. So like that, we are giving the possibility for the people after a while that or when they are in this stage that they are forgetting what we have talked about the TTT and that gives them a hint and a tool to remember what we have thought. So like this, it's also good because the people you have these phase, you have the high learn level during a training, then your learning level, it's going down because you are forgetting what you have learned. And after one month, one month and a half, if you do something for them to remember what they have learned one month before. It's a technique of

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[1] The tasks like quizzes and simulations have to be solved by the TTT participants.

[2] "learning cards" system: the online system through which the participants experience the digital learning after the face-to-face TTT, in order to recapitulate the previously learned content

learning that is much easier for them to keep that in mind instead of just having this learning point and then doesn't talk any more about it.

00:30:46

Speaker 2: So that's why we came up with that.

00:30:51

Speaker 1:

8. **So would you say during these impulses, for you, that the learner-system interaction was the most important or would you say or would you wish in the future that you as an instructor would be more involved and get feedback from the learners? Or just the learners would be involved in these impulses? How do you see that?**

00:31:17

Speaker 2: I'm already very involved because sometimes I have to record podcasts and things like that.

00:31:23

Speaker 2: So also when sometimes we have these video presentations that we do and it's done by me or the voice is done by me.

00:31:36

Speaker 2: So I'm very connected with it. And also we try with these impulses to transmit as much as possible the emotions. With the podcast, for instance, when you talk, with the interview, with the people that have been working on the product for two years. And you prepare the questions and specific questions that are very, very emotional to them. Even sometimes some stories that they have passed through during the launch of the product and so on.

00:32:52

Speaker 2: This, when the learner is listening to it, it's transmitting also a big emotional part for them, because they are stories that they can replicate when they are talking about the product.

00:33:10

Speaker 1:

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9. **Yeah, definitely. And do you have other methods during these impulses to transmit emotions besides the audio? How do you do that on an e-learning platform?**

00:33:25

Speaker 2: We have also some tasks like quizzes, like drag and drop solutions for them to do like puzzles and things like that. So in a digital way, it brings for me, it brings this when you fail mainly, when you fail, it brings this this idea to: "*Oh yes, it's true! I have done it like this on the training, why am I doing it now in the wrong way*?"

00:34:05

Speaker 2: So this creates a connection, the emotional connection with the past. So it's also good to have these kind of more passive in terms of emotional, but active because you have to do something, passive emotional tasks that at the same time make you remember what you have lived before during the training. So this creates also a connection between the emotion and the training and the product.

00:34:44

Speaker 1:

10. **Do you see any problems with this virtual product experience? Did you experience problems and how would you want to solve them in the future?**

00:34:55

Speaker 2: So there are some problems because sometimes the interactivity that we want to use, the solutions of the platform or even the budget that you have for the TTT. You cannot do like that with the control panel of the oven, that the people touch and feel and doing like if it was in front of the oven. So there are some limitations that I think the time will solve it because it's an IT solution, let's say.

00:35:45

Speaker 2: At the moment, there are some limitations, of course, but I think with the time goes passing it will be always limitations because also we are developing our products to a better state.

00:36:02

Speaker 2: And also, we are trying to fix it at the moment, but it's hard, it's strange, it will be always some limitations and always be running after it to solve these limitations.

00:36:23

Speaker 2: At the moment, I can say I would love to have the control panel in form of a digital way, an application or something like that, that people can have on their phone, iPad, laptop, whatever. And every time they have a doubt, they can go there and touch it, like if they were in front of the oven and resolve their own doubts. So this is not an impulse, let's say for this learning recap. But anyway, it's a way of learning anyhow.

00:37:03

Speaker 2: We are always trying to improve and also with the provider of the platform. We have to say that they are really cool, that they are changing a lot for us also. So it's good.

00:37:20

Speaker 1:

11. **Thank you. One last question. Coming back to the moment when the learner is doing the impulses at a specific time. Would you see a benefit in opening up the possibility for the learners to communicate between them on this platform or communicate with you directly instead of sending different emails or calling you privately? Would you see a benefit in more interaction or more personal interaction with you as a trainer and the other learners?**

00:38:00

Speaker 2: I see a benefit. The only problem that I see there, we could have a chat.

00:38:08

Speaker 2: I don't know if it's possible, but I think it could be possible to have like a chat when you are doing the impulses, to have a fast connection to me or to some other participants, and so on. A little bit like a social network. The problem of the impulses to do there, it's that the people are not there at the same time. One thing. I

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am not 24 hours available, so the people when you have a channel, a direct channel directing on this application, they expect an immediate reply.

00:38:53

Speaker 2: So and sometimes it's not possible because we don't have people there waiting for 24 hours. So it's complicated. Even now with these e-mails, we have this mailbox box that is a general training mailbox that we should reply in one day, one day and a half, two days maximum.

00:39:20

Speaker 2: And even that, sometimes it's difficult. So if you have a chat channel, a direct channel into application, when you are doing the tasks or when you are listening to the podcast and you have some doubt and you put there one question, you would expect an immediate reply. So that is the main problem to have this kind of things.

00:39:50

Speaker 1: Thank you. Thank you for your time again.

| H1 | H2 | H3 | PERSPECTIVE OF A LEADER / MANAGER = EMOTIONAL GUIDES | | | | | |

Number	Question	Hypothesis	Core	Answer	Key words	Context Hypothesis	Interpretation	Literature
1.	Why are emotions for the participants' learning experience during the TTT important? What do you want to achieve in terms of emotional input?	Background for H3 = for being emotionally intelligent as a trainer	Emotions essential for learning about GG / Awareness importance emotions	_Creates emot. Connection (people & product), normally physical thing, people will believe in the product they are selling or training or when creating MKT campaigns/events through emotional arguments, selling the emotion _creating these emotions gives you trust (for selling products = making people buy GG) _2 ways to transmit emotions during TTT: through connection as a GG family, TTT is a team-building program (connection with people) + through creating emotional connection with the products _selling GG = selling sth different/the difference _objective TTT is not only emotional sales training, but training for participants to talk about GG in an emotional way and to transmit willing of buying these products	Product belief Selling emotion Connection with GG family Connection product	Emot. Sales TR = training to talk emotionally about GG/product	Emotional TR = Emotional Learning / Manage collective emotions / Collective EI	By aligning emotionally with them and being clear about the purpose of the firm's work, leaders become inspiring leaders. Understanding and explaining the "why" by leadership is therefore essential for inspiring and retain collaborators and customers (370/371 Interview Sinek, website).
2.	How do you see your leadership role during the TTT? Which responsibilities do you have?	H3	Emotional TR of PTs, PMs BEFORE & DURING TTT	_coordinate product Managers, Product MKT Managers in Munich (PTs, PMs) _teach PTs and PMs benefits of their baby = product (because they have worked on it for long) so that they can show to the TTT participants their new products in a way to create an emotional training part = Ricardo teaches the PTs and PMs how to train participants on products (as the PTs and PMs don't have trainer background) _Overall: creating TTT environment by managing presenting side (PTs, PMs) & participant side in order to create emotional connection for both sides = connecting both sides	teach emotional presentation of products / connecting presenter and participants emotionally with product	Manage presenters and participants to connect them emotionally with the product	Emotional TR = Emotional Learning / Manage collective emotions / Collective EI	By aligning emotionally with them and being clear about the purpose of the firm's work, leaders become inspiring leaders. Understanding and explaining the "why" by leadership is therefore essential for inspiring and retain collaborators and customers (370/371 Interview Sinek, website).
3.	How do you transmit emotions as a trainer during the TTT?	H1	Multi-sensory training = active training	_by designing active training: participants work on products, touch them, feel them, smell, taste them = see the result of the products (5 senses) _All the feelings evoked through 5 senses create emotional connection with products _Active TR vs. Passive TR (traditional learning with only presentations): learners lose focus on what is important _Active TR achieves: attention level of learning content is higher, creating emotional connection with product which they are selling later on _Active TR: easy way to create = transmit emotions	Multi-sensory training = active training / Method to transmit emotions / Higher attention level of learning content	Multi-sensory training = Active TR transmits emotion (F2F)	Active TR = Active Learning / Multi-sensory	Silberman, Melvin L.; Auerbach, Carol A handbook of techniques, designs, case examples, and tips
3.1.	So how often do you feel the five senses were stimulated during the TTT? Or does it depend on the day of the TTT? And what is the most important sense you wanted to stimulate for the Gaggenau products?	H1	Transmitting emotions through 5 senses	_Taste & Smell because of GG products (ovens, cooktops) _Touch: materials GG using are "nice to touch and very special" _TTT objective: Activate all 5 senses with the product every day to create emotional connection with product _Important to integrate into TTT: end the training with an emotional training part (e.g cooking session because emotional connection product) + factory tour: final connection for them to identify 100% with the brand)	5 senses improve **product learning** (touch: material) emotional product connection = **identification with brand = brand learning**	Multi-sensory improves product learning Emotional connection improves brand learning	Multi-sensory	Ramsøy, Thomas Zoëga Introduction to neuromarketing & consumer neuroscience
4.	Do you see yourself as **emotionally intelligent** trainer or do you aspire to be?	H3	Strong personal emotional connection with GG for Ricardo = easy to transmit	_Ricardo is trying to work on the intelligent emotions, but with GG it is much easier for him as he ALWAYS had a very strong connection with GG products (he likes to cook as a hobby), makes it easy to create this connection (without forcing himself to establish this connection) = natural connection, for another brand it would be more difficult for him to believe in the products _If you don't believe in products = if you are not true with people, you can never get the emotional or intelligent emotional TR, you have to do what you like to do = love to do = should be a passion _Example of TED talks = people who believe in sth, have a passion, love doing it, you as an outsider can listen for 30 minutes & you are fascinated because the presenters believe in what they say, very high attention when you listen to these presenters _not only speech/saying sth can transmit this passion, love, belief, but already the body language (eye expression, movement): that is how you get somebody to be attentive 100% in a topic _Presenter: even if you talk and explain well with all technical details, if you yourself don't show emotion (through body language), you don't love what you are doing = you feel an emotional connection with the products you are talking about, that leads to less attention of the listeners	Personal connection true, authentic, belief, love, passion / high attention / transmit emotions through body language	Authentic, true, passionate trainer = emotionally intelligent **Transmit emotions by showing yourself emotion (speech + body language)**	Confirms literature (personal EI helps transmitting emotions to group) Transmitting EI= creates collective EI	Leaders can be emotional guides and role models of groups, directing negative collective emotions of collaborators into positive ones and their emotional reaction is seen as the "valid" emotional response for the group. If a leader is designated as an aforementioned emotional driver and shows emotion in an authentical way, e.g. through facial expressions, these emotional states easily transmit to the group and will spread (Goleman et al., 2002, 21, 27-28).
4.1.	Would you consider yourself as self-conscious of your own emotions and self-managing them and then consequently developing a consciousness and an empathy for others' emotions of the participants?	H3	EI characteristics	_Yes self-conscious of emotions for GG, because strong personal connection _Yes, empathy for others' emotions because personally, emotions are so important to Ricardo	Personal connection	Personal emotions facilitate transmitting	Understands and experiences others' emotions = empathy	Goleman, Daniel; Boyatzis, Richard E.; McKee, Annie L'intelligence émotionnelle au travail
5.	Could you observe the reaction of the group when you transmitted emotions?	H3	Transmit emotions and get feedback to improve Using emotions = participants attentive	_doesn't focus too much on it _main focus: if participants are attentive or not _Usually when Ricardo uses his emotions, the participants are really attentive _However, even if you use emotions, there are still external disturbances (laptop, phone: work) _when you are natural in an emotional intelligent way, you forget to focus on the fact if you are being emotional or not _A way to get to know if trainer transmitted emotions to group: asking for feedback after the TTT (on the emotional part & if people have been active/involved in TR): always high values, also good feedback regarding the cooking sessions or group discussion _Transmitted emotions? You can see that if you observe the participants. If they talk to each other, are opened with each other, exchange ideas during their presentations/cooking/during dinner, emotions were transmitted and they have an emotional connection between them which is very important	emotions = attention / external factors cannot be influenced / emotion parts: cooking / **Check transmitted emotions?** / See if participants act openly together	Transmitted or not? Look if participants interact, are opened, exchange + feedback form after F2F TTT	generating and transmitting emotions improve collaboration, feedback, exchange in group	More specifically, high emotional intelligence in work-groups helps their members engage in constructive discussions, interactions and exchanges, creating a productive learning environment and climate that leads to creativity, innovation and higher performance (Arfara 253), facilitating the group learning process (Arfara 252-253)
5.1.	Did you sense that they understood the importance of emotions for their learning?	H3		_Yes, because they exchange during cooking / dinner + positive feedback forms	Feedback from participants	Feedback from participants		
6.	Would you consider Gaggenau as an emotionally intelligent firm? Would you say that Gaggenau is supporting and encouraging employees in this emotional aspect?	Chapter 3 Recommendations		_Yes very much (inside GG and BSH), with the new MOVE team & internal trainings	Employer encourages employees: MOVE team	GG employer encourages employees to be emotionnally intelligent		Goleman, Daniel; Boyatzis, Richard E.; McKee, Annie L'intelligence émotionnelle au travail
7.	How do you see your leadership role during the impulses? Which responsibilities do you have during the rollout phase of these impulses?	Background for H2	Focus: learning, retention. Not emotion	_mainly to define what content will be integrated in digital learning recap (important topics to recap after TTT), if we integrate everything the participants will not be enough focused on this recap, that's why just the very important topics, sometimes details on a topic which was not discussed in detail during F2F TTT _manage content = collect all information from PTs and PMs and create tasks, podcasts _Objective digital recap: **against forgetting curve** (forgetting after F2F TTT = learning level is going down) _by having a Digital learning recap you provide the learners with a specific learning technique which is much easier for them to remember learning content (instead of having just one "learning point" (F2F TTT) and then never talk about the learned content anymore)	Against forgetting curve = learning level down	Against forgetting curve = learning level down	maximize retention, minimize forgetting	Ebbinghaus Forgetting curve
8.	According to you, would a learner-system interaction be the most important or would you or could you see the possibility for integrating a learner-learner or learner-instructor interaction, where you as an instructor would be more involved and get feedback from the learners?	Background for H2		_Ricardo is already very involved (creating tasks, podcasts, video presentations) and connected with this digital learning recap(not referring to the interaction and the trainer involvement I meant in question 8)	**Perception Ricardo as an instructor:** involved at recap indirectly through impulses which he creates (No direct involvement of trainer in LXT)	indirect involvement of trainer through digital impulses		
9.	How do you transmit emotions as a trainer in the digital impulses?	H3	Transmit emotions indirectly during digital recap	_through digital impulses, e.g podcast = interview with people having worked with the product for years and the questions you ask are very emotional to them, they tell their story/journey with the product _podcasts: transmitting emotions to learners _tasks (quizzes, drag&drop solutions which are like puzzles): when the learner fails one task, he reflects: "Oh yes, it's true! I have done it like this on the training, why am I doing it now in the wrong way?" = this reflection creates emotional connection with past (what you have lived before during the F2F TTT) = passive emotional task (you don't actively/physically have emotions like when touching / tasting sth) but active learning task (they have to solve a task) _tasks create connection between the learner's emotion from the past + the training + the product	Transmit emotions through tasks because they make learner reflect, questioning connection with past, questioning past connection with past training + product through emotions	Transmit emotions at digital learning recap through reflection with past F2F TTT	Active TR = Active Learning	Arbaugh, J. B.; Benbunan-Fich, Raquel The importance of participant interaction in online environments
10.	Do you see any problems with this virtual product experience and how would you want to solve them?	H2	Virtual Product Experience Suggestions	_interactivity (e.g with control panel of oven that people touch and feel) _solutions of the platform _budget _Solutions: problems will be solved with time, because these are IT problems _Wishes for the future: **new way of learning**: control panel in a digital way (e.g application, every time the people have a doubt about that panel they open app to look at it as if they were in front of the oven = this way they can resolve their doubts) _PMT team/Gaggenau is **always trying to improve**, e.g by exchanging with provider of the LXT platform, giving feedback and change it for us	**Continous Improvement** by exchange with LXT provider		VPE Touch	Brown, John N. A. Once More, With Feeling": Using Haptics to Preserve Tactile Memories Liu, Yang; Jiang, Zhenhui; Chan, Hock Chuan Touching Products Virtually: Facilitating Consumer Mental Imagery with Gesture Control and Visual Presentation
11.	Would you see a benefit for the learners to communicate between them or with you directly on this platform?	H2	Benefit but availability issue L - L L - I	_Yes there is a benefit _We could integrate a chat, to have a fast connection to the trainer or to other participants = like a social network, direct channel means participants expect an immediate reply _only problem: all users are not online at the same time, no 24h availability (time zones participants)	Chat, immediate reply / Availability 24h	Possibility of L-I interaction through chat	Social Interaction	Arbaugh, J. B.; Benbunan-Fich, Raquel The importance of participant interaction in online environments

GAGGENAU

Train the Trainers Workshop II - 2019
19th and 20th November

1. The thematic structure of the training was

Clear	1	2	3	4	5	6	Unclear

2. The presentation of the subjects was

Comprehensible	1	2	3	4	5	6	Incomprehensible

3. Have you been actively involved in the training?

Yes	1	2	3	4	5	6	No

4. The training will help me doing my job

Yes	1	2	3	4	5	6	No

5. Documents, samples, products and materials during the Training

Very good	1	2	3	4	5	6	Not good

6. The organization of the training was

Very good	1	2	3	4	5	6	Not good

7. The duration of the training was

a. Too short
b. Too long
c. Well

8. The training overall was:

Very good	1	2	3	4	5	6	Not good

9. Wishes and suggestions

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Training Name
Date   Nr. of participants   Filled the form
                                                                          Left earlier
1. Was the training an effective use of your time?   Not filled the form

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

2. Did the courses cover enough Products / Material / Topics?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

3. Have you been actively involved in the training?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

4. Did the training address the needs in your role and on our team?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

5. Did the training style work for you?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

6. Did the training motivate you to pursue more continuous learning?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

7. Would you recommend this kind of training to others?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

8. Were you satisfied with the training overall?

Not at all		1	2	3	4	5	6	7	8	9	10	Absolutely

9. Were you satisfied with the overall organization? (Hotel, Shuttles, Restaurants, e

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

GAGGENAU

Training Name

Date   Nr. of participants   Filled the form
                                                                          Left earlier
1. Was the training an effective use of your time?   Not filled the form

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2. Did the courses cover enough Products / Material / Topics?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

3. Have you been actively involved in the training?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

4. Did the training address the needs in your role and on our team?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

5. Did the elicited emotions in the training improve your learning?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

6. Did the training motivate you to pursue more continuous learning?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

7. Would you recommend this kind of training to others?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

8. Were you satisfied with the training overall?

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely

9. Were you satisfied with the overall organization? (Hotel, Shuttles, Restaurants, e

Not at all	1	2	3	4	5	6	7	8	9	10	Absolutely