

Project:

DesAlps

D.T2.2.2

Feedback and lessons learnt brochure

WP n°:	T2
Task n°:	T2.2.2
Author(s):	Bwcon GmbH
Contributors:	ALL PPS
Type:	Report
Dissemination level:	Public
Revision:	T2i
Due Date:	30.09.2017
Date of submission:	30.06.2018

Executive Summary

Capturing lessons learnt is an important part of every training and serves several purposes. The purpose of this lessons learnt document for the Design Thinking (DT) trainings is to collect the lessons learnt in a formal document for use for future training activities. This document may be used as part of new workshop planning for similar workshops in order to determine what problems occurred and how those problems were handled and may be avoided in the future. Additionally, this document details what went well with the DT trainings and why, so that other DT facilitators may benefit from this information.

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1. Purpose of this document

1.1 Project context

The DesAlps project will define new strategies and tools to improve the framework conditions for innovation in the Alpine Space through Design Thinking diffusion, focus on increasing knowledge and know-how exchanging at a transnational level. Therefore training actions in Design Thinking (DT) are carried out in an international context. To improve the effectiveness and efficiency of the DT trainings feedbacks from the participants and lessons learnt analyses are collected. Through the integration of lessons learnt it is ensured that learning transfers.

1.2 Training actions

During the 2-days DT train the trainer joint session 28 participants from all DesAlps partners were trained in Germany to become DT coaches (WP 2, T2.2). The aim was to start practice DT in person to share and acquire a common level of knowledge in DT. Besides that training actions for DT innovation coaches took place in three different workshops through joint cooperation among partners: in Slovenia, France and Austria. Thereby the existing knowledge of DT was built up, more experiences in the practical doing of the methodology was collected and the competences of facilitating a DT training were improved.

1.3 Objectives

The objective are to collect feedback and lessons learnt from all DT training activities in order to:

- record good practices which can be repeated in future DT workshops in the DT labs to bring similar positive results.
- collect failures to learn from it and guide the DT facilitators in future to avoid such cases.
- improve the performance of the DT workshops.
- decrease the preparation time of a DT workshop by not reinventing the wheel every time for a new workshop.
- create a learning environment.

1.4 Applied approach

The feedback and lessons learnt brochure was created by the input of all PPs. After the DT trainings all participants received an online survey containing questions on the content of the trainings, the facilitator and the overall organisation. These feedbacks were collected and sum up in that brochure. Additionally lessons learnt questions were asked to the DT coaches relevant to good and bad practices and recommended changes for future DT workshops.

1.5 Outlook and sustainability

The feedback and lessons learnt brochure will be used throughout the project duration for future DT labs which will be carried out in all PPs regions. Thereby this brochure will have a sustainable usability. All documents on feedback and lessons learnt are uploaded to DesAlps Dropbox.

2. Train the Trainer DT workshop in Stuttgart

2.1 Context

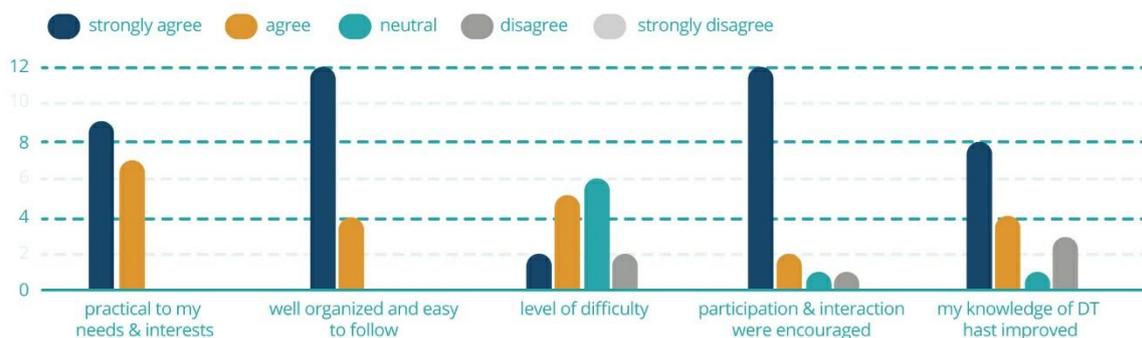
In order to achieve the goal of the DesAlps project to boost the Design Thinking approach on SME services in the Alpine Space, training actions where DT was trained for future internal DT facilitators were carried out. First the focus is on internal capability building, with the aim of developing an internal team of DT innovation actors with expertise in the DT approach in each region. In a next step the DT knowledge can be passed on through the DT facilitators to SMEs.

The first train the trainers action took place for two days in October 2017 in Stuttgart. In the end 28 participants from all DesAlps partners were trained in DT to become future DT facilitators for their region. The train the trainers workshop included theoretical parts about the methodology, the process model behind it, success factors and the role as a DT facilitator. Besides that there was a practical part which allows learning by practical experiences by going through the DT process through different steps. Thereby it was an interplay between theory sharing, discussing and learning from practical experience.

2.2 Feedback from participants

In order to get feedback to the DT train the trainer workshop all participants were asked to fulfil an online survey with questions to the quality of the training. The answers are summarized in the following section. 16 participants answered the survey.

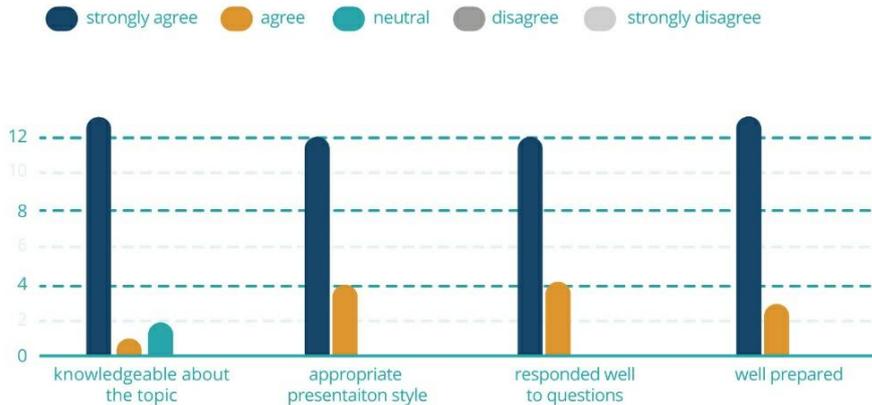
2.2.1 Content



First the participants were asked to rate different aspects of the content concerning the DT training. Regarding the part if the training was practical to their needs and interests, all respondents agreed on it. In addition, all respondents confirmed that the workshop was well organised and easy to follow. The results for the level of difficulty variate more. An internal discussion afterwards showed that this question was not clear enough and could be interpreted differently. Two third of the attendees strongly concurred that participation & interaction were encouraged. The results for the last question in the content related questions are mixed. Twelve

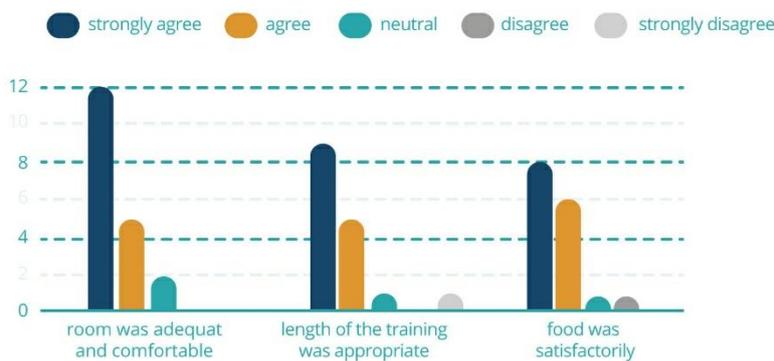
of the attendees strongly agreed / agreed on the fact that their knowledge in DT has improved. One is neutral and three disagreed on it.

2.2.2 Facilitating



The feedback in the category facilitating is very good. In every question concerning different aspects of facilitating at least two third or more of the respondents strongly agreed with it. That means the attendees were satisfied with the facilitators being knowledgeable about the topic, well prepared, having an appropriate presentation style and responded well to questions.

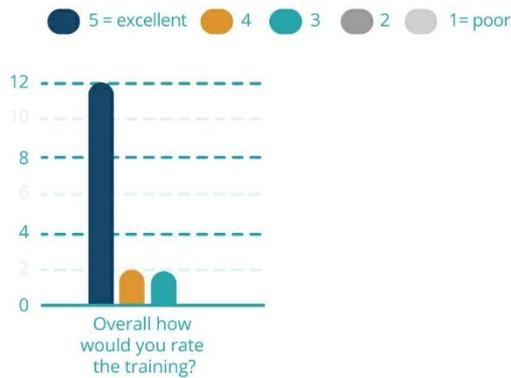
2.2.3 Organisation



Considering the organisation in general, the results are mostly positive. For question one: “room was adequate and comfortable” nearly all respondents strongly agreed. A bit more than half of the participants strongly agreed with an appropriate length of the training. We discussed this question later on in our steering committee and saw the advantage of having more trainings in DT soon in our transnational DT trainings. If it comes to food exactly, the half of the attendees

strongly agreed, and another six agreed that food was satisfactory for them. One was neutral and one disagreed.

2.2.4 General rating



To sum up the general rating for the event in Stuttgart, two thirds of the respondents answered that the training was excellent for them. Two gave the event a four and two were neutral.

2.3 Lessons learnt from Stuttgart

In the following sector we will go into detail of the Design Thinking methodology and present good and bad practices from the DT train the trainer workshop. Listing this cases should help to provide future Design Thinking facilitators with information that can improve their overall performance and build on the experience that has been earned by each DT workshop.

2.3.1 Good practices

The subsequent good practices might be used in future DT workshops in the DT labs in order to bring similar positive results.

Issue	Success	Impact	Recommendation
Workshop preparation	Giving advice and tips in details how to build a DT workshop	The participants feel being good prepared for their own future workshops	Spend a lot of time on it, also be open for questions
Prototyping	Devil's advocate: this exercise was fundamental to test the value of new ideas from an external point of view	Feedback from outside helps to improve the idea by looking at it from different perspectives.	If there is no external devil's advocate, involve the other team members.
Ideation	Italien Matrix: a tool to discuss, organize and select the best ideas within the team	Easy to use and good to get an overview on the ideas	Maybe good to explain that the ideas are not gone with this tool, even ideas which were not selected for further prototyping might be interesting in the future
Prototyping with Lego	Makes the ideas tangible and clear	By thinking with the hands topics might be expressed which are normally not said. Also within the group creativity is stimulated and mostly everybody loves Lego.	Give background information on lego so that the method is not associated with kindergarden.
Reflection	By taking a meta perspective the participants learn to understand why and when to use which tools.	Through the reflection part the participants may take a closer look at the method and deepen their understanding.	Ideally after every new tool having a stop for reflecting and learning.
Energizer	After lunch the group is often a little bit sleepy and tired, so energizer help to wake them up.	Energizer help set a "safe space" for participants to learn and share. Or simply just to increase energy in a group.	It helps being transparent and open with the group about why using an energizer, or telling that it's an experiment with s.th.

2.3.2 Lessons learnt

Lessons learnt were collected to learn from it and guide the DT facilitators in future to avoid such cases.

Issue	Problem	Impact	Recommendation
Focus on training	Sometimes the idea got more important than the process	The focus was no more on learning the methodology but on finding solutions for a problem.	facilitator should bring the attention back to the process more than on the ideas, if it is a train the trainer setting
Facilitating	Some teams lost group cooperation	Long discussions instead of fruitful doing	More involvement and advice through the DT facilitator during the team work. This is also necessary to understand the transversal skills that a DT trainer must have.
DT knowledge level	The DT knowledge level was very diverse between knowing nothing about DT and having some years of experiences in that approach.	With too many different levels in the group, the training lost its efficacy and could not transfer the necessary competences to develop future activities.	Possible to divide the group according to their knowledge level, so that in each group is one person who experienced DT already and one person who did not know much about DT – mixed knowledge level in each group.
Explanation of the tools	Some did not know the Persona that well.	Learning by doing does not always help – especially when working with specific tools	Take more time for explanation. It also helps people who might know the tool, because often there is a different understanding about how to use it.

3 DT Transnational training in Salzburg

3.1 Context

As a continuation of the DT train the trainers workshop in Stuttgart three more DT trainings took place in Ljubljana, Marseille and Salzburg. Those were organized through joint cooperation among the DesAlps partners. The aim of the DT trainings is to continue the process of internal capability building in the DT approach by deepen the understanding of DT and getting more familiar with its application. Besides the DT innovation actors, some companies were invited as well as AB members and other stakeholders in order to receive immediate feedbacks.

The DT transnational training in Salzburg was a one-day workshop in February 2018. It was organized in collaboration by three DesAlps partners: Biz-up Austria, ITG Salzburg and bwcon. All in all 13 DT coaches from the partners were trained in DT to become future DT facilitators for the DT labs in their region. The transnational training took place in the Startup Salzburg Studio.

The main targets of the workshop were:

- Extension of DT method competence
- Concrete preparation for the implementation and follow-up of the upcoming DT formats within the framework of the project

3.2 Feedback from participants

The participants filled out the same online questionnaire that we had prepared for the DT train the trainer session with the aim of having comparable answers in the end. The answers are summarized in the following section. Eleven participants answered the survey.

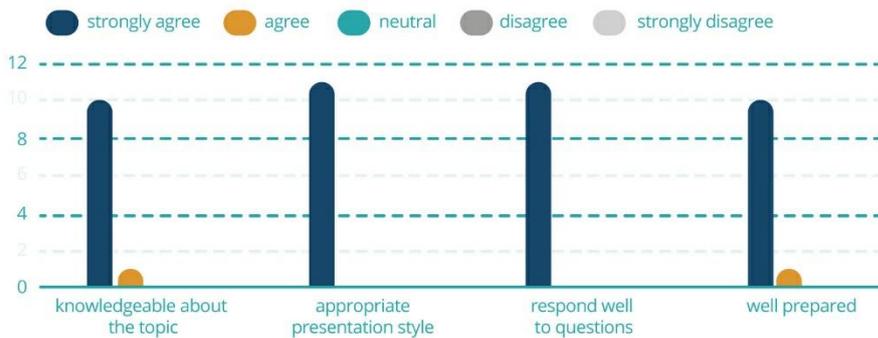
3.2.1 Content



The results of the survey in Salzburg concerning the content of the DT training are very good. Nine of eleven strongly agreed that the training was “practical to my needs & interests”. All attendees strongly agreed that the event was “well organised and easy to follow”. For the “level

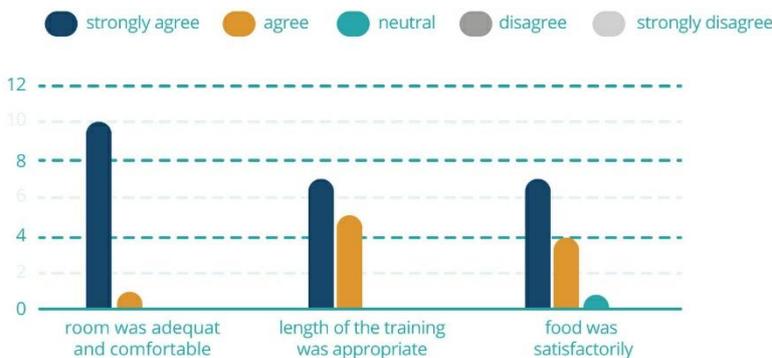
of difficulty” the answers variate a bit more. Again: it might be a misleading question. A bit more than 90 percent strongly agreed that “participation & interaction were encouraged”. For the last topic all attendees strongly agreed / agreed that their knowledge of DT has improved.

3.2.2 Facilitating



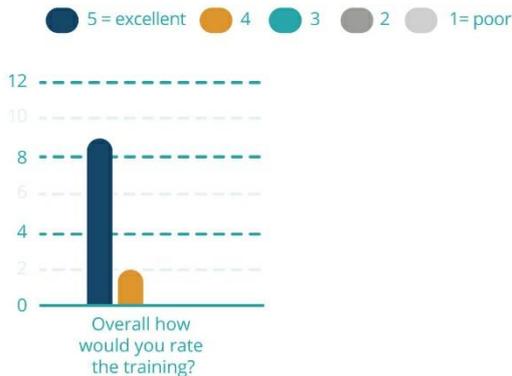
For the category facilitating the feedback is excellent. In almost all questions all respondents strongly agreed. All participants think that the presentation style was appropriate and the DT coach responded well to the questions. Moreover all respondents evaluated the coach as having been well prepared for the training.

3.2.3 Organisation



Most respondents were satisfied with the organisation in general. They rated the workshop room as being adequate and comfortable. All attendees agreed with an appropriate length of the training. Besides that, they were happy with the food.

3.2.4 General rating



The overall rating is very good nine of the participants think the event was “excellent” and two gave the event four of five points. No poor rating is reported.

2.3 Lessons learnt from Salzburg

In the following sector we will go into detail of the Design Thinking methodology and present good and bad practices from the DT transnational trainer workshop. Listing this cases should help to provide future Design Thinking facilitators with information that can improve their overall performance and build on the experience that has been earned by each DT workshop.

2.3.1 Good practices

The subsequent good practices might be used in future DT workshops in the DT labs in order to bring similar positive results.

Issue	Success	Impact	Recommendation
Social setting	Warm-up/Getting to know each other	Create a favourable social setting at the beginning in order to be able to achieve a good DT-Process	Spend time on it: It creates the basis for further cooperation between the teams.
Critical reflection of DT	Critical reflection of design thinking: when it is useful to use it and when not.	Avoid too high and possible disappointment.	Openness about what value DT can offer

Group dynamics	Thinking about why to use which tool. If necessary adjust the agenda to fit the group dynamics.	The methodology should suit the goal.	Strong focus on group dynamic processes
Best practices	Best practices from working with DT	Make successes with DT visible	Share best practices from working with DT
Energizer: Rock-paper-scissors	Rock Paper Scissors is a fun, quick energizer activity that can be used to get everyone moving and laughing. Many people are familiar with the classic hand game, rock-paper-scissors.	The participants are open to new ideas and to think out of the box.	Use special energizers that fit to the DT phase, e.g. provide an open creative atmosphere for ideation phase.
Storytelling	Stories convey our understanding of what already exists and then they open the door to envisioning the future. Storytelling is used throughout the Design Thinking activities.	Stories are the foundation of the process for examining a customer need and how they are behaving. Stories provide us a context for brainstorming and developing new insights. Building a narrative is how we communicate the customer problem to others on the product team.	Use storytelling in the DT process

2.3.2 Lessons learnt

Lessons learnt were collected to learn from it and guide the DT facilitators in future to avoid such cases.

Issue	Problem	Impact	Recommendation
Collection of methodology	At the end it got a little bit hasty with collecting different methods	Wish for deepen at least one method per phase (ideation, prototyping)	Do not present too many methods, so that people are overwhelmed

4 DT Transnational training in Marseille

4.1 Context

The DT transnational training in Marseille was a one-day workshop in February 2018. The training has been held in a co-working space supplied with all the tools and furnishings necessary to allow both moments of theoretical concepts explanation and the practical activities carried on by many different and small-sized working groups. The participants came from many French and Italian realities and they were representatives of different categories: project partners, observers, stakeholders and external experts. The workshop has been entirely run by a Design Thinking expert.

The morning program has seen a first moment of very brief “classroom-taught” explanation, focused on the main aspects of the Design Thinking (DT) concept, soon followed by the first activity for the whole rest of the morning. This has been carried on in distinct two-people groups, and has been composed by many different small steps, each of them referred to a specific aspect of the DT approach and presented by the expert one by one.

The second activity has been held in the afternoon. Again, it has seen the creation of working-groups, a little bigger than the morning ones, and the application of the DT approach main aspects. In both the morning and the afternoon activities, the implementation of the approach has consisted in trying to relate to a situation where a concrete problem had to be solved. At the end of the day the outcomes of each working-group have been presented to the others.

4.2 Feedback from participants

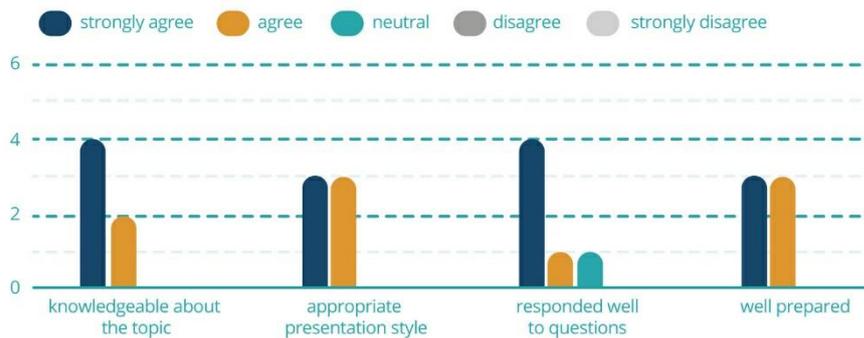
For getting feedback from the participants they were asked to fill out the standard online questionnaire we used for all DT trainings. The answers are summarized in the following section. Six participants answered the survey.

4.2.1 Content



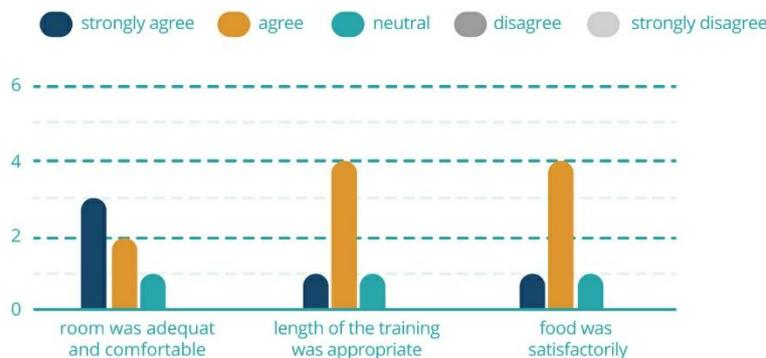
Regarding whether the content of the training was practical to the needs & interests of the participants, all respondents strongly agreed with that. Most agreed that the workshop was well organised and easy to follow. The level of difficulty got a mixed rating. One half is neutral about that and the other half agreed. Five of six attendees strongly think that “participation & interaction were encouraged”. Almost all of the respondents agreed to the fact that they improved their knowledge of DT, only one person was neutral about it.

4.2.2 Facilitating



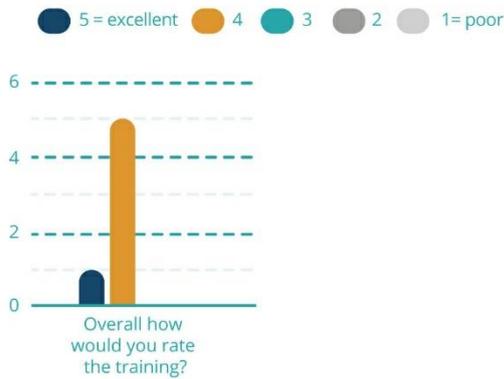
The feedback in the category facilitating is very good. All agreed on the point that the facilitators were “knowledgeable about the topic”. Half of the respondents strongly agreed that the presentation style was appropriate while the other half agreed. Most of the attendees reported that their questions were responded well. All in all the respondents agreed that the training was well prepared.

4.2.3 Organisation



Overall the respondents were satisfied with the organisation of the training. Most participants agreed that the room was adequate and comfortable. Regarding the question if the length of the training was appropriate for them most agreed. Similar results for the food: everybody was satisfied with it, only one person was neutral in answering this question.

4.2.4 General rating



The overall rating in Marseille was good. One said the event was excellent, all the others rated it with four from five points.

4.3 Lessons learnt from Marseille

In the following sector we will go into detail of the Design Thinking methodology and present good and bad practices from the DT transnational training. Listing this cases should help to provide future Design Thinking facilitators with information that can improve their overall performance and build on the experience that has been earned by each DT workshop.

4.3.1 Good practices and ideas

The subsequent good practices might be used in future DT workshops in the DT labs in order to bring similar positive results.

Issue	Success	Impact	Recommendation
Use of playing cards	An interesting way to realise activities aimed to show the application of the DT approach could be the use of playing cards, with which for example fictional situations can be created.	Playful and creative approach.	Use of playing cards for fictional situations

Topic	The participants feel more involved	The attractiveness of the topic increases whether the participants could identify themselves with it	Focus on a single "case-study situation". Ask the participants which one they would prefer and are more interested to focus on.
User-role	The participants coming from SMEs will have to apply the DT approach in first person and if necessary they will have the support of the designers (who are then the facilitators in the several groups)	Makes the ideas tangible and clear.	Let the designers in each working-group play "the user" role.

4.3.2 Lessons learnt

Lessons learnt were collected to learn from it and guide the DT facilitators in future to avoid such cases.

Issue	Problem	Impact	Recommendation
Introduction of each participant	The group is not so welded together.	To ease interactions and also the development of the following activities. Easier to identify designers that could help the other people in the groups, having a deeper knowledge of the topic.	At the beginning: ask participants for names, where they are coming from and why they are taking part to the workshop.
Facilitating	Some of the participants did not know how to apply the DT approach and then would not have been able to accomplish the activities tasks without the help of the designers.	Designers managed autonomously to spread in the different groups.	Identify facilitators in every working-group

Content	The morning activity and the afternoon one have been both interesting but also seen as a bit redundant in the subject because they have been basically two applications of the same concept.	Increase the attractiveness of the training.	Organise the day in order to focus on different aspects.
Specific roles of the participants	The activities required the participants to identify themselves with a specific role, but the several roles have not been properly and completely illustrated at the beginning of the activity, so it was not clear to everybody what was required them to do.	In order to obtain more perspectives regarding a specific topic the different participants were asked to identify themselves with a specific role	Clarity about the tasks for the participants
Understand DT	Participants start immediately trying to find a solution of the problem presented, instead of understanding the DT approach first.	The aim was to understand how the DT approach has to be applied, the outcomes it can help to achieve and then to try to implement it.	Make clear, before the beginning of the activities what the aim is.

5 DT Transnational training in Ljubljana

5.1 Context

The DT transnational training in Ljubljana was a one-day workshop in December 2017 in Ljubljana. The training was organized in cooperation of the three partners: CCIS, MRS and CCIAA PD with support by t2i. About 30 people from Italy and Slovenia participated in the workshop. Mostly with limited previous knowledge of Design Thinking but hold experience in managing innovation projects with companies.

Aim of the workshop:

- o The workshop was a teaser of the Design Thinking approach. The aim was to let participants assimilate the approach and to stimulate them to deepen their understanding and their familiarity with its application, making them aware also of the possible implications inside companies.

The training consisted of many different parts like presentations about Design Thinking to bring everybody on the same page, practical exercises, plenary session of debriefing and a follow-up session with questions like: What did we learn today? What is that we “bring at home” in short, medium and long term”?

5.2 Feedback from participants

In order to get feedback to the DT transnational training all participants were asked to fulfil an online survey with questions to the quality of the training. The answers are summarized in the following section. 17 participants answered the survey.

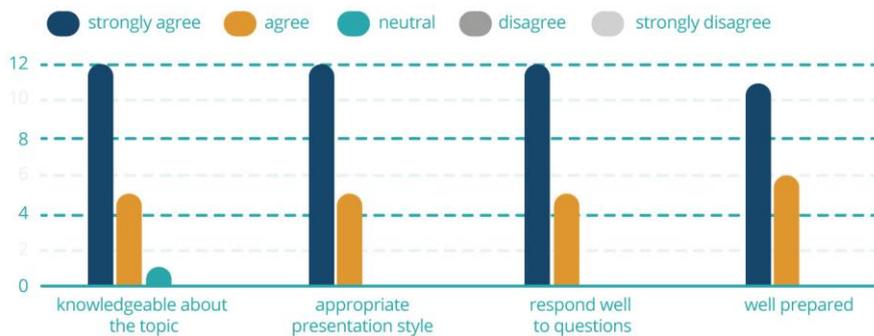
5.2.1 Content



Most of the participants agreed that the training was practical to their needs and interests and also well organized and easy to follow. Regarding their rating for the level of difficulty again there is a mixed picture. The answers were very united in the point that participation and interaction

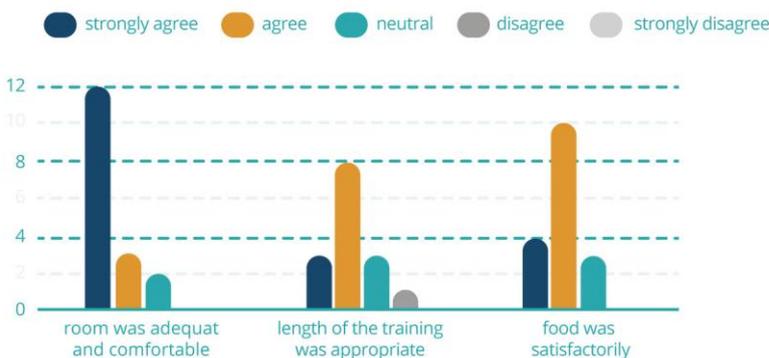
were encouraged in the training. Almost all confirmed that their knowledge of DT has improved through this training. Only two persons were neutral about this point.

5.2.2 Facilitating



The overall results about the facilitators` performance are positive. Almost all participants said that the facilitators were knowledgeable about the topic, have an appropriate presentation style, responded well to questions and were well prepared.

5.2.3 Organisation



The organisation around the training concerning the room was rated from most participants as being adequate and comfortable. Concerning the length of the training for 13 respondents it was appropriate, 4 of them were neutral or disagreed with that point. Food was satisfactory for nearly all the participants.

5.2.4 General rating



Overall all 17 participants were satisfied with the training and rated it with the four or five points as being excellent.

5.3 Lessons learnt Ljubljana

In the following sector we will go into detail of the Design Thinking methodology and present good and bad practices from the DT transnational training. Listing this cases should help to provide future Design Thinking facilitators with information that can improve their overall performance and build on the experience that has been earned by each DT workshop.

5.3.1 Good practices

The subsequent good practices might be used in future DT workshops in the DT labs in order to bring similar positive results.

Issue	Success	Impact	Recommendation
Case studies	Case studies were used to demonstrate the DT process	Case studies make it easier for the participants to understand the whole process	Share case studies
Handouts	Structured handouts were spent to all participants	Possibility to read or write something for a better understanding of the methodology	Prepare structured handouts for the participants

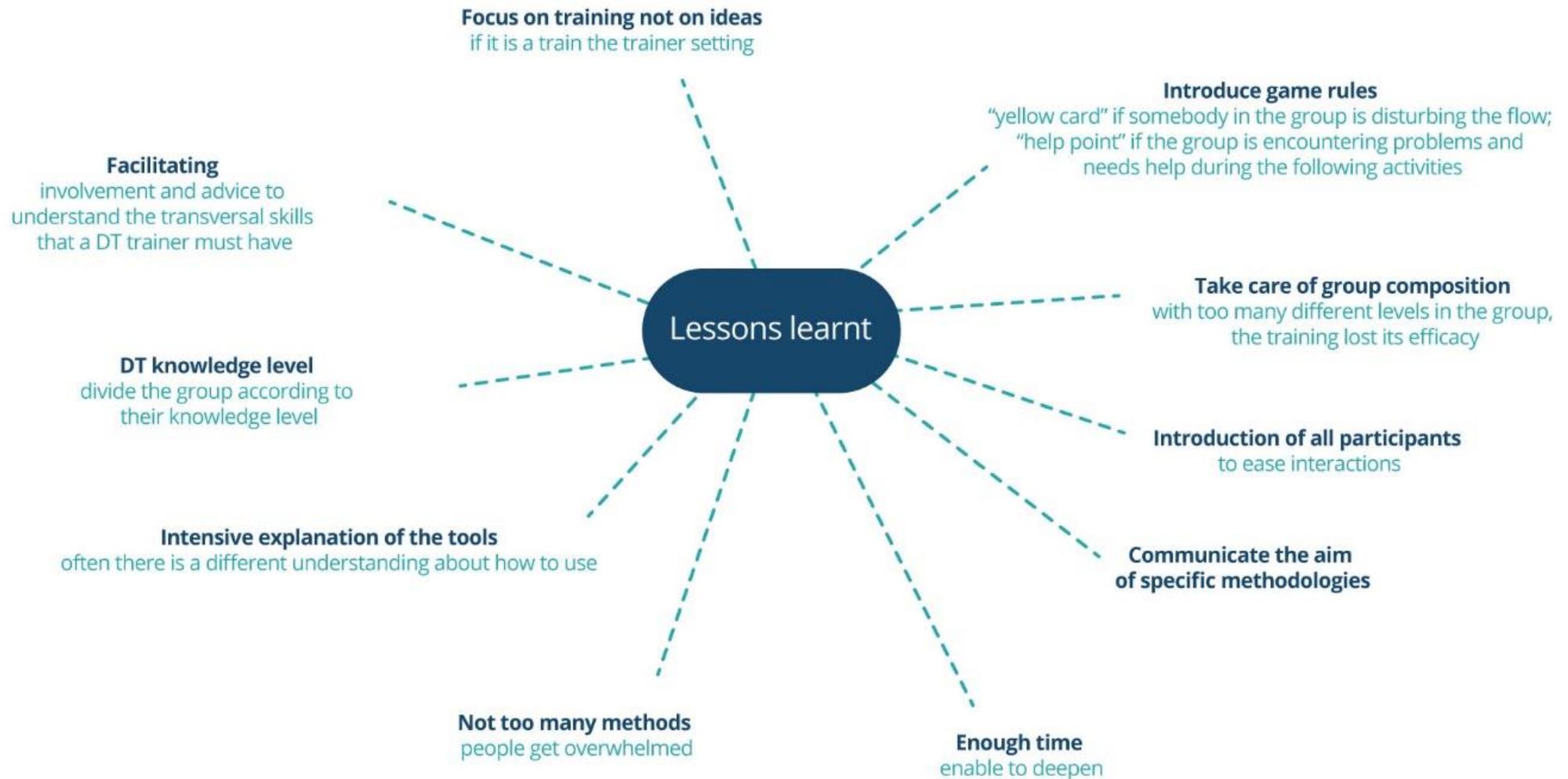
Practical work	Doing lots of practical work within teams	Learning by doing	Practical work
Debriefing	Plenary sessions of debrief about what we did during the practical exercise, what the facilitator did to come up with the given material, concrete examples of application, tips & tricks and concrete examples of bad applications.	Through the debriefing session the participants may take a closer look at the method, deepen their understanding and ask questions.	Make many breaks by debriefing sessions.
Group composition	Participants were divided into groups: Somebody who experienced the WS in Stuttgart / Somebody who already had previous relevant experiences applying DT / Somebody who still didn't have previous relevant experiences applying DT	To improve the "bad experience" we had in Stuttgart with too many different levels in the group, the training lost its efficacy	Take care of the group composition
Games rules	"yellow card" if somebody in the group is disturbing the flow / "help point" if the group is encountering problems and needs help during the following activities	A learning from the last training in Stuttgart to react on the fact that sometimes some teams loose group cooperation	Introduce game rules for the workshop

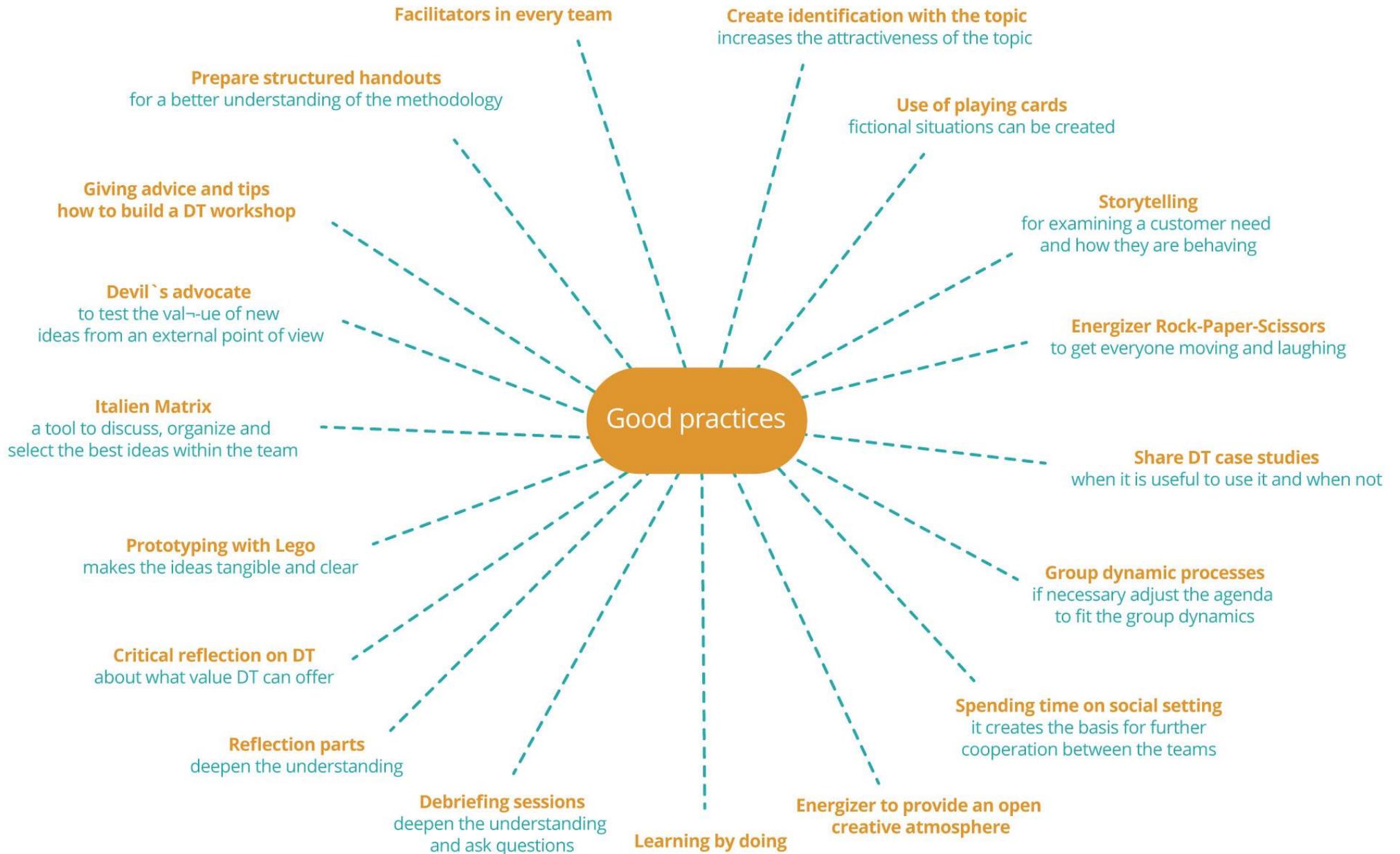
5.3.2 Lessons learnt

Lessons learnt were collected to learn from it and guide the DT facilitators in future to avoid such cases.

Issue	Problem	Impact	Recommendation
Time	More time for training, in order to do all the steps of DT calmly and clearly.	Enable to deepen and add some more aspects and tools	More time if possible
Participants	Maybe divide this workshop into several shorter ones and include more entrepreneurs who are using it.	Connectedness the participants with the topic	Include case studies from different environments

6 Summary





7 Appendix

Learnings: How to design a DT workshop

GENERAL PROFILES OF PARTICIPANTS

The backgrounds of the participants were very widely scattered: some were already experienced innovation trainers, some with knowledge in engineering, knowledge in design methodology, some work in business support organizations, some in the fields of project- and key-account-manager, innovation and start-up manager, senior advisor and with the role of a multiplier.

Thanks to the feedback of the participants, the following section sum up what we have to consider in organizing a Design Thinking workshop.

CONTENT

Important hints concerning the content:

- **starting point** is essential to have a good entry of orientation and room to arrive
- workshop must privilege **practical aspects** according to their needs and interests
- workshop must be **very easy to follow**, so that the process is more important than the single steps
- workshop must encourage the **participation & interaction**, because the DT approach must be experienced in learning by doing
- **de-briefing and reflections** help participants to deepen their understanding and knowledge of DT

FACILITATING

Understand which transversal skills a DT trainer must have:

- **oversee the process**
- step in when necessary to help a **smooth development of ideas**
- **solve conflicts** in the groups
- create an **innovation-friendly** setting
- implement **co-creation**

ORGANISATION

These organizational aspects are crucial:

- a **room** with free space to move, exchange places, to foster collaboration, ideally the participants should have the freedom to shape the space, move furniture and whiteboards, and use existing materials flexibly
- **timing** is very important to correctly develop the workshop structure
- scheduling **breaks** helps to absorb and reflect the information
- support the participants with **brain food** for a high energy level