

D5

How to fail better



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| Goal | The goal of this workshop is to help PhD students understand why accepting failure is an important part of the learning process on the way to entrepreneurship. |
| Format | Workshop backed with stories |
| Recommended duration | 1 session of 2 — 3 hours (depends on number of case studies and willingness to share) |
| Content of the training activity | <p>Topic 1 (20 %):</p> <p>Acknowledgement and understanding of failure</p> <ul style="list-style-type: none">● Acknowledge that one has failed and one's own role this failure● Analyse the objective reasons that caused the fail <p>Topic 2 (20 %):</p> <p>Overcoming the negative emotions and restoring self-confidence</p> <ul style="list-style-type: none">● Acknowledge what person has achieved so far● Acknowledge the fears and obstacles that one has to overcome● Learning the lesson and acknowledging that now one is better prepared than before <p>Topic 3 (20 %):</p> <p>Sharing of the "fail" stories</p> <ul style="list-style-type: none">● Experience from business professional● Experience from research/academic professional● Followed by discussion <p>Own case studies — group work (40 %)</p> |
| Expected learning outcomes | <p>After taking this activity, the PhD student should be able to:</p> <ul style="list-style-type: none">● Gain overview of differences in academic and business understanding of failure● Not be afraid of the failure● Develop strategy for the future self-realization <p>They should understand that if the success is not immediate it is not a failure, but a challenge/possibility to learn from it and focus on what is most important (prioritize). This process includes following steps:</p> <ul style="list-style-type: none">● Judge the systemic errors he/she committed.● Investigate what successes are contained in the failure.● Use the experience to build and work from strengths.● Set a new goal, order the plans, take action, re-evaluate progress and adjust continually. |

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| Link to career opportunities in life-sciences | <p>Failure is part of every career therefore this training will be beneficial for any participant.</p> <p>Students will be:</p> <ul style="list-style-type: none"> ● More resilient and persevere in the face of obstacles ● More flexible and responsive to change ● Able to identify new trends and create new opportunities based on them ● Able to develop convincing and persuasive arguments to defend their work |
| Recommended training prerequisites | To actively participate in the activity the PhD student should be willing to share examples of their own professional failure and analyse them. |
| Sector specifics to be considered | Use the case studies from life science |
| Trainer/facilitator qualification | <p>Trainer with experience in (group) coaching.</p> <p>Not particularly qualification but it will be important to gain/ collect case studies on failure from professionals from business/Life Sciences.</p> |

Recommendations and suggestions for course/activity setup and methods used:

| | Duration | Activity description |
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| Course/activity set-up and methods used | 15 min | Introduce the structure — give a short summary of the topics and activities. Ask students what they want to learn/ develop the most. |
| | 15 min | Start with the Kahoot (definition of term — failure/mistake... etc) |
| | 45 min | Start with presentation Topic 1 — 3 |
| | 15 min | Student should briefly brainstorm their own failure stories and how they turned them into success. The brainstorming will be a preparation for the next exercise. |
| | 30 + 15 min | <p>Group work: PhD students should think of a concrete project and discuss how it might fail and what they could learn from it. Each group briefly presents outcome of their work in the plenary.</p> <p>Alternatively: existing management case studies can be used for this purpose</p> |
| | 15 min | Final discussion and closing |
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| Recommended number of participants | Min: 6 | |
| Forms of active engagement | <ul style="list-style-type: none"> ● Discussion ● Brainstorming ● Individual tasks ● Workgroup | |
| Recommended pretraining activities | Already experience in research/lab team work is preferable. | |

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| Engagement of external experts | Involvement of entrepreneur sharing their story and talking about how they failed and what they learnt from it is an added value. |
| Venue requirements | Room with a possibility for participants to sit at the table and stable WiFi. |
| Technical and material requirements | Flipchart, PC+ projector, internet connection |
| Resources to explore | <p>Lattacher, W. — Wdowiak M. A.: Entrepreneurial learning from failure. A systematic review. Available at: https://doi.org/10.1108/IJEBR-02-2019-0085</p> <p>Klimas, p. — Czakon, W. at all: Entrepreneurial Failure: A Synthesis and Conceptual Framework of its Effects. Available at: https://doi.org/10.1111/emre.12426</p> <p>Valenzuela, J. — Wakkee, I. at all: Lessons from entrepreneurial failure through vicarious learning available at: https://doi.org/10.1080/08276331.2020.1831839</p> <p>Harvard Business Review: https://hbr.org/topic/subject/business-failures https://foundr.com/articles/leadership/personal-growth/4-startup-case-studies-failure</p> |