

Facilitating Around Failure: Language and Feedback Tips

Getting Feedback:

Effective Facilitation Clip: Sharing with Group

- Where did you see effective facilitation around a failure moment?
- Was the facilitation specific to the guest(s) in any way (ex: younger guest)?
- How did you help guests address failure without eliminating obstacles for them?
- What language or methods did you use that was particularly effective?

Effective Facilitation Clip: Feedback

- Asking for feedback:
 - Are there places in the clip where you wonder if others would handle it differently?
 - What did they take away from watching the clip?
- Providing feedback:
 - What did you specifically like about their facilitation style?
 - What could they have added or adjusted in this situation?
 - Do you have thoughts based on similar experience(s) you've had?

Less Effective Clip: Sharing with Group

- Where do you see less effective facilitation around a failure moment?
- What you might do differently now that you've seen the clip?

Less Effective Facilitation Clip: Feedback

- Asking for feedback:
 - How did this go from your perspective?
 - What would you have done differently in a similar situation?
- Providing feedback:
 - What did you see that was effective? Less effective?
 - Do you agree with their assessment, or do you see it differently?
 - Do you have thoughts based on similar experience(s) you've had?

Effective Language for Facilitating around Failure (sticky notes from Session #2):

- "How can I help?"
- "That's a great start! Let's build on that."
- "Let's take a step back."
- "Are there other approaches you can take?"
- "What did you observe when you tested?"
- "Why do you think this happened?"
- "Have you thought about...?"
- "What have you tried already?"
- "What's next?"

Hot tips from the reflection sheets (session 4):

- Guide students to fixing solutions
- Use attention getters
- Give clear instructions
- Positive, even if constraints not met
- Encourage teamwork
 - Provide roles for each team member (taper, speaker, builder, etc) as team members do not always know each other and not sure how to work together
- Ask questions
- Relate what they are doing to what engineers do - when engineers test, they identify weak points to improve

Hot tips from the reflection sheets (session 3):

- Be encouraging and honest.
- Even if things don't go your way it is still a good thing, and good things are always happening.
- Talk about first drafts - are they perfect??
- Get kids to work together.
- Ask questions.
- Be on their level as much as possible - eye level or totally under a table is needed.
- Make an effort to include quieter voices when they do speak out.



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