

Failing to Learn:

*The Effects of Experiential Learning on
Knowledge Transfer in Management Education*

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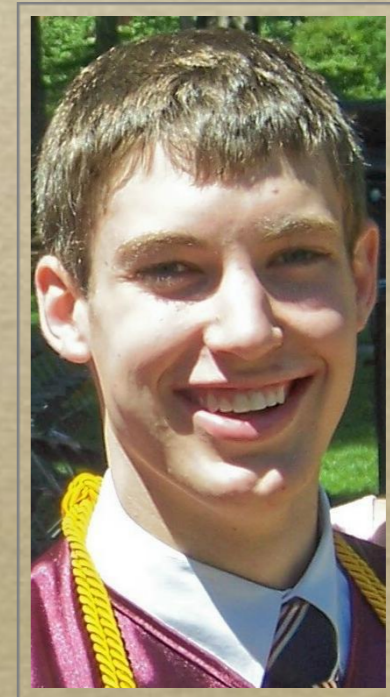
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Background & Goals

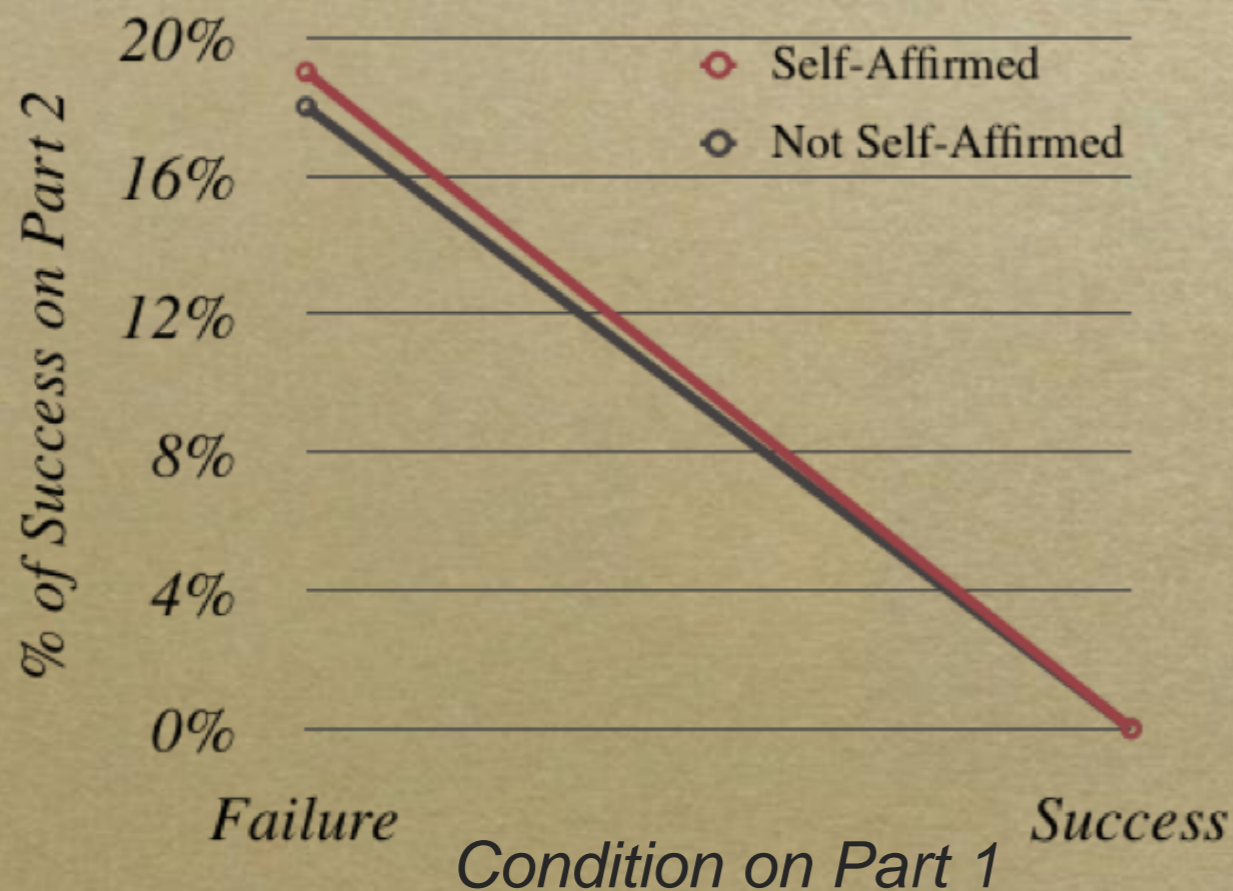
- My research looks at how experiential education, and specifically experiencing a failure, can be utilized to teach students and professionals managerial “soft” skills, such as decision making. While the benefits of learning through experiential education are well documented, my research focuses more specifically on which experiential education is most effective.
- I hypothesized that people would learn better by experiencing a failure, but that this failure might also negatively impact their personal affect (how they feel) and cause them not to perform as well because of this negative affect. To combat this, I also studied the interaction that being self-affirmed (being reminded about other positive personality aspects) would have on experiencing success & failure.
- I designed an online study that assigned people to one of the four categories at right and asked them to complete an activity. I then measured their success & effort on a follow-up activity (one week later) that required them to utilize the same skills they had learned in the first activity.

	Success	vs.	Failure
Self-Affirmation	Success & Self-Affirmation		Failure & Self-Affirmation
	Success & No Self-Affirmation		Failure & No Self-Affirmation

Results

- I have collected approximately 1/2 of the participants' results, and based on initial analysis, the hypothesized effects are all being observed. People who experienced a failure are more likely to succeed on the second activity, and self-affirmation seems to combat negative sentiments of failure (evidenced by self-affirmed groups demonstrating more effort on the follow-up activity). I will continue the study until I collect enough responses to validate the statistical reliability of these results, but expect them to continue in the same fashion.

Differences in Success



Differences in Effort

