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BUS 4405-01 LEADERSHIP - AY2025-T1

LEARNING JOURNAL UNIT 6

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LEARNING THROUGH FAILURE: A PERSONAL ANALYSIS OF DECISION-MAKING AND GROWTH

1. Introduction

I have encountered numerous opportunities for learning through mistakes, both in academic and personal contexts. This analysis examines the effectiveness of learning from wrong decisions and outlines strategies for improving future decision-making processes, drawing on both personal experience and educational theory.

2. Effectiveness of Learning from Wrong Decisions

2.1 Academic Context

In alignment with Vetter's observation that "it's okay if the learner gets the question wrong," my most profound learning experiences have often stemmed from incorrect answers on assignments. For instance, after receiving a low grade on my first research methodology paper, I conducted a thorough analysis of my errors, leading to significantly improved performance in subsequent assignments. As Kolb (2014) suggests in his experiential learning theory, concrete experiences, even negative ones, form the basis for observation and reflection.

2.2 Professional Development

During my summer internship, I initially struggled with time management, often underestimating project timelines. However, these miscalculations became valuable learning



opportunities. According to Dweck's (2006) growth mindset theory, viewing challenges as opportunities for growth rather than failures is crucial for development.

3. Lessons Learned and Future Improvement Plan

3.1 Key Lessons

Several critical insights have emerged from past mistakes:

The importance of thorough research before decision-making.

The value of seeking mentor guidance.

The necessity of reflecting on outcomes, both positive and negative.

3.2 Strategic Improvement Plan

3.2.1 Documentation

Implementing a decision journal to record and analyze choices and their outcomes, a practice recommended by behavioral economists.

3.2.2 Structured Reflection

Adopting a weekly review process to examine decisions made and lessons learned, following the experiential learning cycle.

3.2.3 Mentorship

Actively seeking guidance from professors and industry professionals to gain from their experience and insights.



4. Conclusion

For my academic and professional growth, learning from mistakes has proven to be a vital process though occasionally uncomfortable. I have improved my decision-making skills by accepting failure as a teaching tool, as Vetter illustrates in her example of coaching hockey. Moving forward, the implementation of structured reflection and documentation processes will further enhance my ability to learn from mistakes and make more informed decisions.





References:

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Wordcount: 356

