

Value of Failure

Students Course

Module 6: Coping with failure

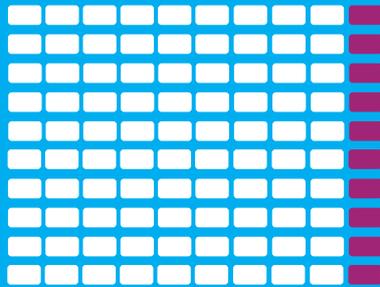
Students Workbook

Learner Name: _____

Assessor/Tutor: _____



Did you know that...



...in some sectors up to
90 % of new businesses fail
in the first 5 years?

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Did you know that...



...the **value of failure** makes re-starters grow faster and stronger than first-timers?

I Working with this Workbook

Learning without additional working materials does seldom lead to learning success. The Value of Failure Project therefore designed additional workbooks for tutors as well as for learners to support a fast and productive learning environment. Those workbooks follow the structure of the Value of Failure Learning Resources and give additional information and content.

The Students Workbooks for each of the modules should be seen as a helping hand for learners. They provide help, tasks and additional information. Free pages give room for your individual notes.

We also recommend to study the additional literature and online resources provided on the Value of Failure Website and the Value of Failure Pearltrees Account.

Following resources are provided on the project website:

- Tutors Workbooks
- Learners Workbooks
- Presentations

To enrich the learning experience we are looking forward to your feedback:

 www.valueoffailure.com

Legend

Presentation 

Workbook 

Example 

Remember 

Digression 

Law 

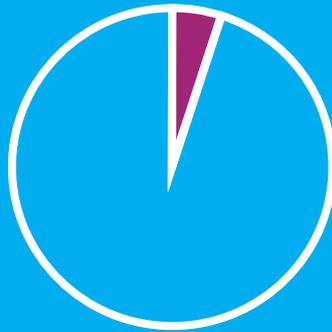
Learned 

Checklist 

Link 

Video 

Did you know that...



...only about **8 %** of failed entrepreneurs start over again?

II About the Project

Value of Failure is a European Union funded grass roots initiative to support a better framework for so called failed or second chance entrepreneurs. The idea is to implement a new positive approach to failure in general and to business failure in specific. The project is funded by the European Union within the Erasmus+ framework.

The approach of the project is to address this important topic from two different sides:

1. **Regional alliances** involve all important stakeholders to set up more a failing- friendly environment and funding framework. The project develops a tool-kit for other regions to develop franchises of the alliances on their own.

2. A set of **learning resources** addressing students as well as second chance entrepreneurs are set up to implement a seed for a new thinking about failure and providing in depth knowledge about failure and how to cope with it.

All materials produced are open source and can be used by anyone according to the rules provided in the disclaimer at the end of this publication.

More information about the project, the e-learning courses and the regional alliances can be found on the project website

↶ www.valueoffailure.com

The project is developed, designed and implemented by an experienced international consortium of universities, business development agencies, consulting companies and SMEs (small and medium sized enterprises) coming from Germany, Northern Ireland and Poland:

1. University of Szczecin, Poland (Project Leader)

The University of Szczecin (US) is the most powerful organisation in the West Pomeranian region. Presently over 30.000 students are following full-time, evening & part-time studies in 27 subject areas at 13 faculties. One of the most important objectives of the University is education of students and their preparation for entering labour markets. International cooperation com-

prises an extremely important aspect of US's activity. The top priorities are joint research and student & staff mobility programs.

↶ www.english.usz.edu.pl

2. Canice Consulting, Northern Ireland

Canice Consulting is a small yet established private company based in Northern Ireland which operates in the fields of local and regional development, enterprise education and management and technical support to EU networks and programmes.

Canice Consulting provides a broad range of modern learning services to predominantly the EU market place. Services include training solutions, e-learning content creation, learning technologies and learning strategy design and consulting. Learning technologies include learning portals, learning management systems, content development systems, performance support tools, virtual classroom tools and more.

↶ www.caniceconsulting.com

3. Creo Mind S.C., Poland

CREO MIND (CM) is a civil partnership established from two sole traders: Wojciech Brażuk and Prestige Brand Mariusz Woźniak. The company has wide experience in consulting services in the area of marketing, business development, strategic management and skills development. The owners of CREO MIND have been closely collaborating with the Northern Chamber of Commerce, providing their services for the largest regional chamber of commerce in Poland. Therefore CREO MIND has a strong potential in networking of entrepreneurs and in building relations among various stakeholders of regional market. CREO MIND has elaborated number of analysis and expertise on business and markets. CREO MIND is also recognized on the regional market from elaborating and realizing creative and innovative marketing campaigns and events.

↶ www.websitecreomind.com

Did you know that...



...31% of projects fail?

4. Enterprise Northern Ireland, Northern Ireland

Enterprise Northern Ireland was established in 2000 to represent the network of Local Enterprise Agencies in Northern Ireland, and is the only membership body in Northern Ireland for organisations providing enterprise support. Enterprise Northern Ireland holds national contracts with various public sector organisations which it delivers primarily through its member agencies. These contracts include the Regional Start Initiative; Social Entrepreneurship, Exploring Enterprise, Tradelinks programme and Business Bootcamp. All of these programmes are further supported by access to finance through the ENI Loan Fund and the Northern Ireland Small Business Loan Fund.

As the only membership body in Northern Ireland for organisations providing enterprise support, Enterprise Northern Ireland is at the heart of a dynamic, high profile network. Enterprise Northern Ireland also represents the interests of the wider small business sector through policy and business development, research and quality assurance, and has a strong lobbying and campaigning remit.

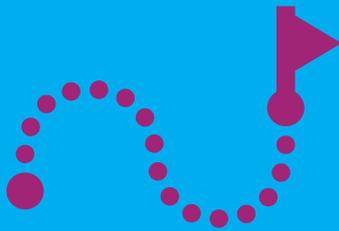
↻ www.enterpriseni.com

5. The visionworks, Germany

The Visionworks is a small company specialized on consulting, coaching, marketing and project management especially for (micro) SMEs and Start-ups. For its clients the visionworks develops investor ready business plans and financing concepts and accompanies founders until the closing of financing. The visionworks has international contacts to public and private investors and has also worked extensively with all relevant regional stakeholders and institutions which are relevant for the regional Second Chance Entrepreneurs Alliance. Despite that the visionworks has great experience in developing learning courses and learning environments for adult education as well as for students.

↻ www.thevisionworks.de

Did you know that...



...88% of projects
are past the deadline?

III About this Course

Course Overview

The Value of Failure Course was designed for adult learners, including high-school teachers, undergraduates and the interested public. For teachers and tutors, the course will look at advances in psychological knowledge about failure which helps them to integrate this important topic into their teaching. For adult learners, it will help them to appreciate the positive effects of failure and their potential impact on their everyday life. The goal of the course is to make the existing positive effects of failure accessible to everybody.

The course can be used in a classroom environment as well as a self-contained distance learning course. Distributed free of charge on the Value of Failure project website.

← www.valueoffailure.com

Course Components

The syllabus of the Value of Failure course is divided into seven different units called modules Each of them focussing on different aspects of failure.

Module 1: Basics of failure

Module 2: What is Failure

Module 3: Causes of Failure

Module 4: Preventing Failure

Module 5: How to detect Failure

Module 6: Coping with Failure

Module 7: Learning from Failure

Each module is divided by sub-sections and can be used as a stand-alone learning session. Therefore each module starts with an introduction about the course which can be skipped if you have studied the previous modules already . All modules include additional resources such as videos and also provides questionnaires, examples and tests where appropriate.

Did you know that...



...the average cost overrun
of projects is **189%**?

IV About this Module

Module 6: Coping with failure

Introduction

In the previous modules we explored different methods to identify and assess risks connected to a certain task. We also learned how to prevent failure.

But what happens if all the planning did not help at the end of the day? What happens if we still fail. Failing often hurts - this is why we should learn to understand how we psychologically react to and cope with failure.

This module helps you to understand how you personally react on failure - which makes it much easier to cope with failure.

Note (if you are not following the whole course structure of the value of failure course):

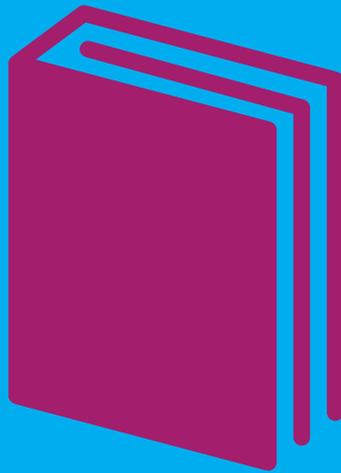
The module recalls some of the content from module 1. Even though all the needed information from this module is integrated here as well, we recommend to study module 1 first.

Additional information can be found on our website and our Pearltrees-Account:

↶ www.valueoffailure.com

↶ www.pearltrees.com/thevalueoffailure/

Did you know that...



...Stephen King threw away his entire draft of “Carrie”? His wife found it in the trash and the book later launched his career with now more than 350 Million books sold.

V Learning Achievements



In this module you will learn about:

Achieved

Date

1. The self

You will learn about the self-concept and self-schemas, and how self-discrepancies affect coping with failure.

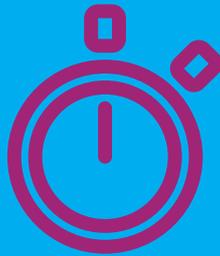
2. Principle of self-perception

You will understand how and why you view on yourself the way you do, and how this view can be changed through self-regulation.

3. Self-presentation

You will learn about the “public-self” and how you can improve your self-efficacy, and your self-esteem.

Did you know that...



...the average time overrun of projects is **222%**?

Module 6: Coping with failure

Chapter 6.1 The self

To understand yourself and how you react on success and failure a little bit better, it is interesting to have a short look in the past first.

Task 6.1: Looking into the past and the future

Write down the answers on following questions.

The past

1. Did you have a detailed plan and detailed personal goals in the last year?
2. If yes, what were your goals?
3. If not, why did you not set personal goals?
4. Did you meet all your goals?
5. If not, what was the reason for not meeting them?
6. Did you change your plans?
7. If you changed your plans, why did you do this?
8. If you could change something regarding your goals and plans in the past, what would it be?

The future

1. Do you have personal goals for the near future (about a year) - what are they?
2. Why are those goals important to you?

Did you know that...



...that James Dyson created
5,126 failed prototypes of his
vacuum cleaner before succeeding?

3. What would happen if you fail in your goals?

4. How would you feel if you would not meet your goals?

Our personal view on ourself is strongly dependent on past events. Success and failure have a strong impact on our self-efficacy and our self-concept.

Definitions:

- **Self-concept:** an organized collection of beliefs about the self.
- **Self-schemas:** the self-concept is composed of various self-schemas, or beliefs about the self.
 - These beliefs include
 - personality traits
 - abilities
 - physical features
 - values
 - goals
 - social roles
- **Possible selves:** refer to one's conceptions about the kind of person one might become in the future

Other important terms:

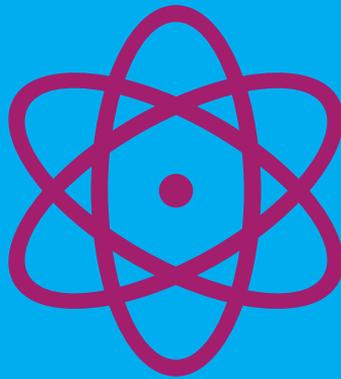
- **Self-perceptions:** Individuals have the following self-perceptions
 - **Actual self:** Qualities you think you **actually** possess
 - **Ideal self:** Qualities you **would like to have**
 - **Ought self:** Qualities you think you **should** possess
- **Self-discrepancies:** Mismatch between the actual, ideal, and/or ought self
Self-discrepancies can have various effects:
 - "actual self" falls short of the "ideal self" > we feel **dejected and sad**
 - "actual self" falls short of the "ought self" > we feel **irritable and guilty**

According to E. Tory Higgins (1989), discrepancies between actual and ideal selves produce disappointment and sadness, whereas discrepancies between actual and ought selves result in irritability and guilt. Such self-discrepancies can make you vulnerable to more serious psychological problems, such as depression and anxiety-related disorders.

Figure 6.1: Effects of self-discrepancies



Did you know that...



...Albert Einstein had some communication and learning difficulties in school?

Festinger's social comparison theory:

Festinger's (1954) social comparison theory states that we compare ourselves with others in order to assess and/or improve our abilities. We are looking for so called reference groups. A reference group is a set of people who are used as a gauge in making social comparisons:

- If we want to improve, we choose reference groups of superior quality
- If we want to increase our self-esteem, we choose inferior groups

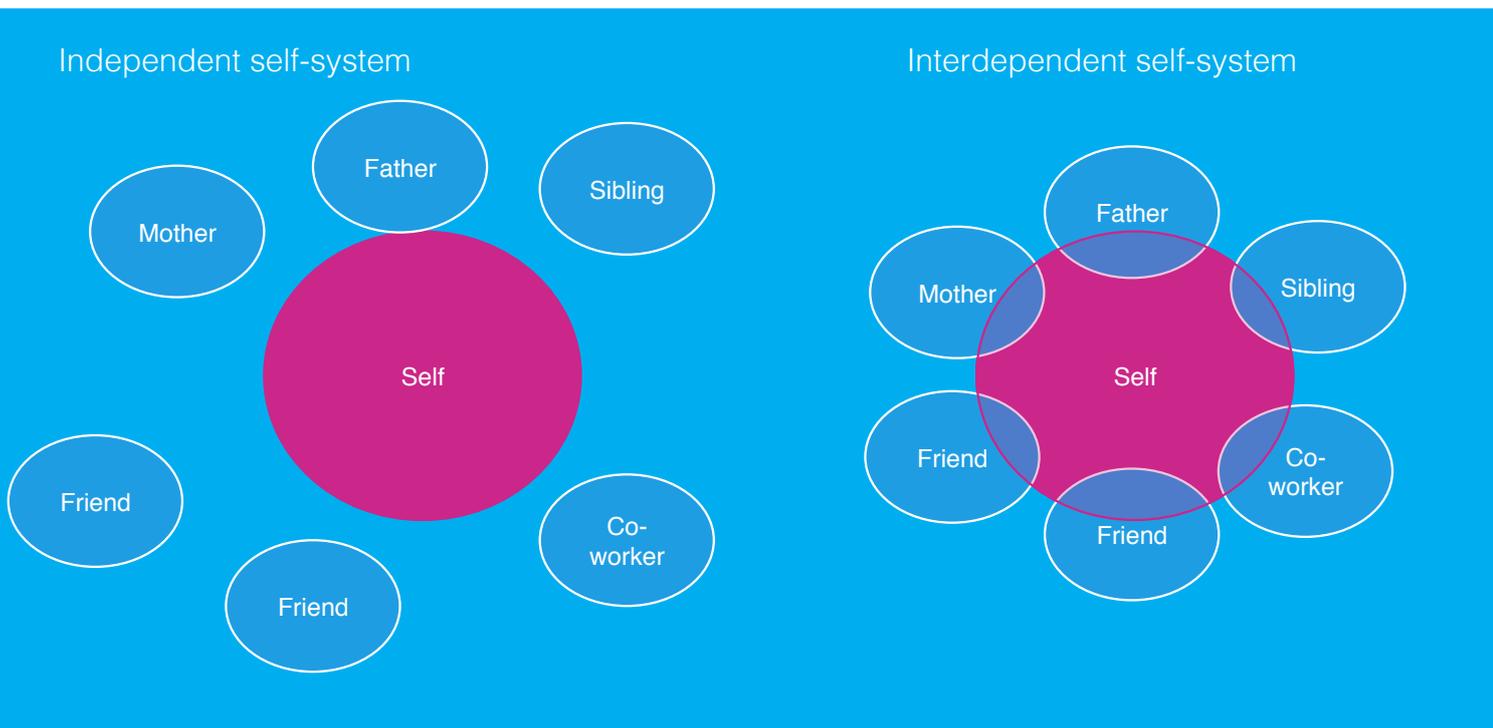
Usually, our self-perceptions are distorted in a positive direction. Therefore feedback from others is important in balancing our own observations. During our life different groups take over this role (parents, peer groups, partners etc.). Our social context affects our self-concept dramatically. Depending on the social context, we change the view on ourself.

Factors that shape our self-concept:

- Social context
- Cultural values

The different contexts shape our self-concept. While some people integrate others strongly into their self-concept (**interdependent self-system**), others are more independent from external opinions (**independent self-system**).

Figure 6.2: Independent and interdependent views of the self

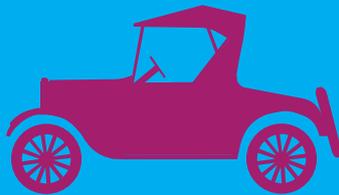


Self-esteem and adjustment

Self-esteem is strongly and consistently connected to happiness. People who like and accept themselves feel good about life in general - even if they fail. They still feel more likeable and attractive, have better relationships, and make better impressions on others. People with high self-esteem persist longer in the face of failure and cope better with setbacks.

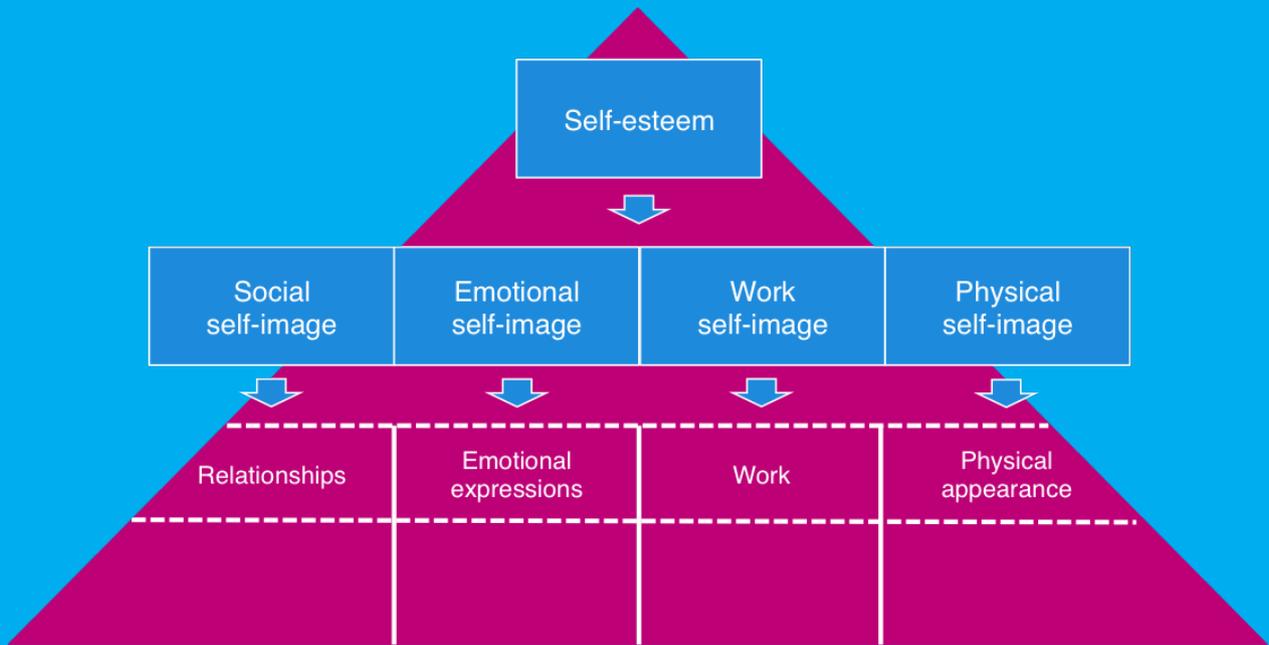
The good news if you fail: Self-esteem is actually not linked to achievement!

Did you know that...



...Henry Ford failed with a couple of automobile businesses before he learned from his failures and revolutionized the automotive industry?

Figure 6.3: The structure of self-esteem



Task 6.2: Self-esteem test

Answer the questions below - you will find the scores for your answers at the end of this work-book. Write down your total score and discuss your score with the other students.

1. I feel that I am a person of worth, at least on an equal plane with others.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. I feel that I have a number of good qualities.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. All in all, I am inclined to feel that I am a failure.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

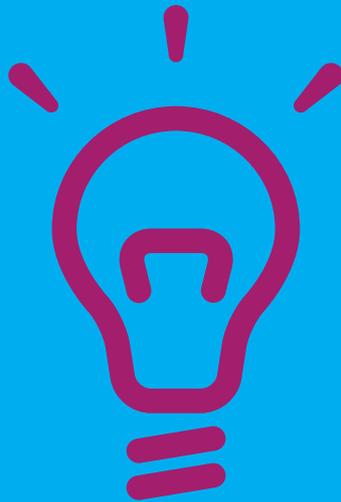
4. I am able to do things as well as most other people.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. I feel I do not have much to be proud of.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Did you know that...



...Thomas Edison has been told by his teachers to be “too stupid to learn” before he invented some world-changing gadgets and applied for more than 1000 patents?

6. I take a positive attitude toward myself.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. On the whole, I am satisfied with myself.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. I wish I could have more respect for myself.

Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. I certainly feel useless at times.

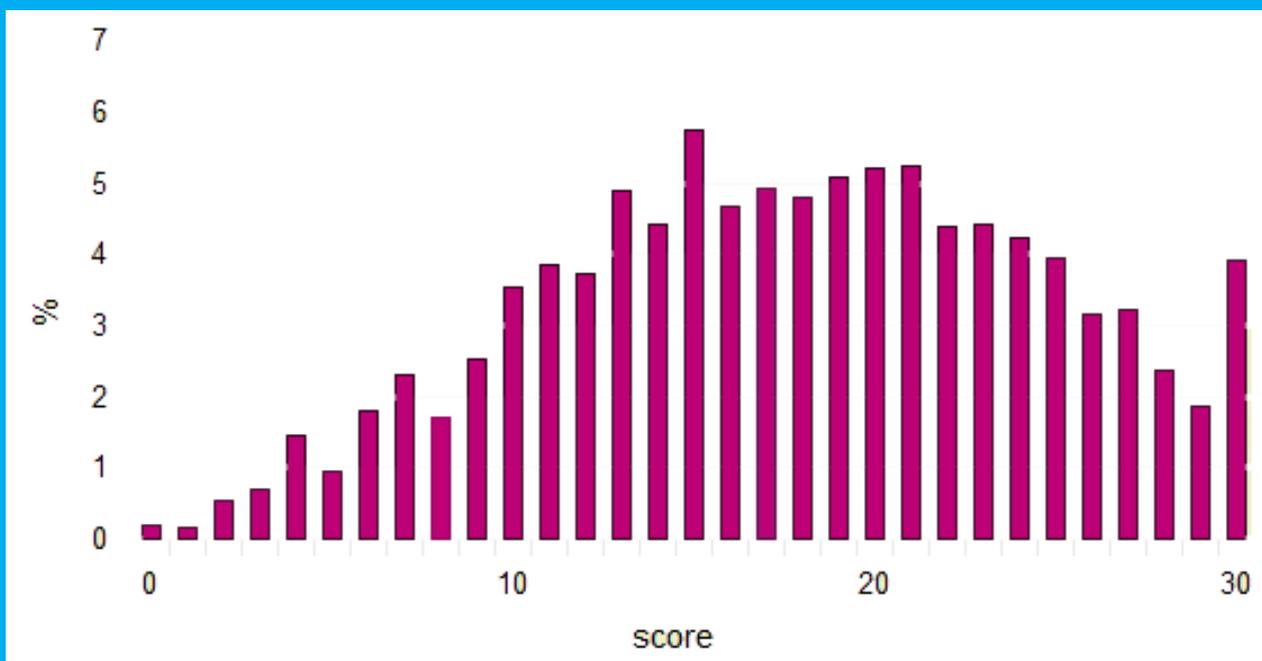
Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. At times I think I am no good at all.

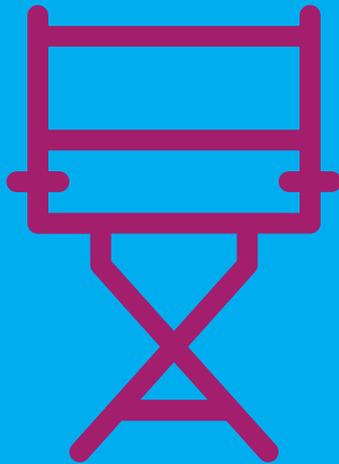
Strongly disagree	Disagree	Agree	Strongly agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Look at your score at the end of this workbook. Scores below 15 indicate low self esteem. The figure below shows how other people score in this test.

Figure 6.4: Average scores in self-esteem tests



Did you know that...



...Steven Spielberg was rejected by the University of Southern California School of Cinematic Arts multiple times before he won three Academy Awards?

Chapter 6.2 Principles of self-perception

The processes of self-perception

Cognitive processes affect the ability to maintain a view of the self. Two different types of processes are at work:

- **Automatic processing** – default mode in which we handle information without much deliberate decision-making (e.g., going through our morning routine)
- **Controlled processing** – active thinking required for important decision-making and analysis (e.g. facing a complicated task or analysing a recent failure)

Let's recall Weiner's attribution theory for a second:

Self-attributions

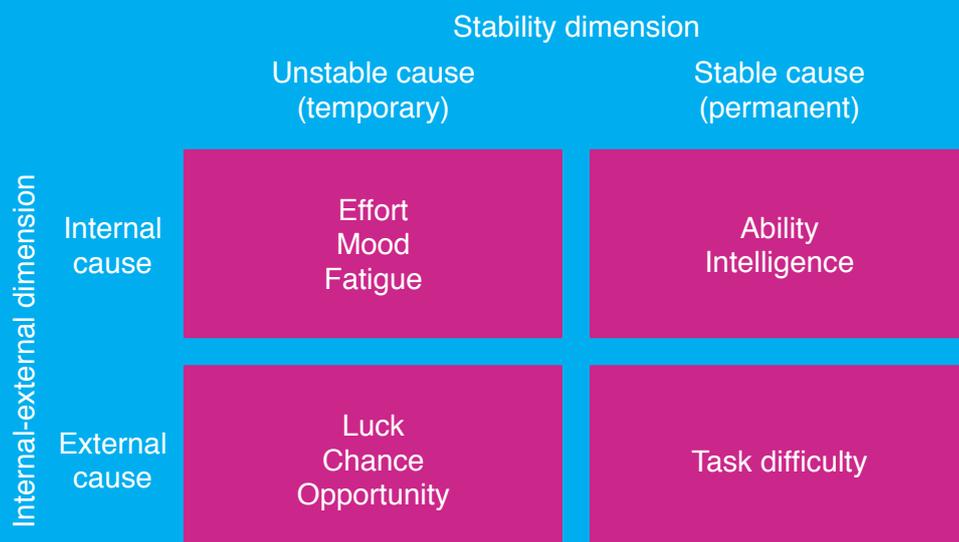
- Inferences that people draw about the causes of their own behaviour
- Three key dimensions of attributions:
 1. Whether they are internal or external
 - **Internal attributions** – ascribe the causes of behaviour to personal dispositions, traits, abilities, and feelings.
 - **External attributions** – ascribe behaviour to situational demands.
 2. Whether they are stable or unstable
 - **Stable attributions** – the cause of behaviour is unlikely to change over time.
 - **Unstable attributions** – the cause of behaviour is variable, or subject to change.

This dimension interacts with the internal-external one and yields four types of attributions about success and failure.
 3. Whether they are controllable or uncontrollable.

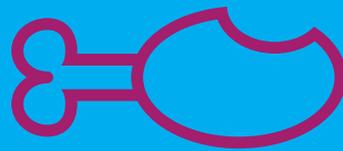
This dimension simply considers whether or not the individual has any control over the behaviour.

Weiner's model assumes that people's explanations for success and failure emphasize internal versus external causes and stable versus unstable causes. Example: If you attribute an outcome to great effort or to lack of effort, you are citing causes that lie within the person. Since effort can vary over time, the causal factors at work are unstable.

Figure 6.5: Self-attributions



Did you know that...



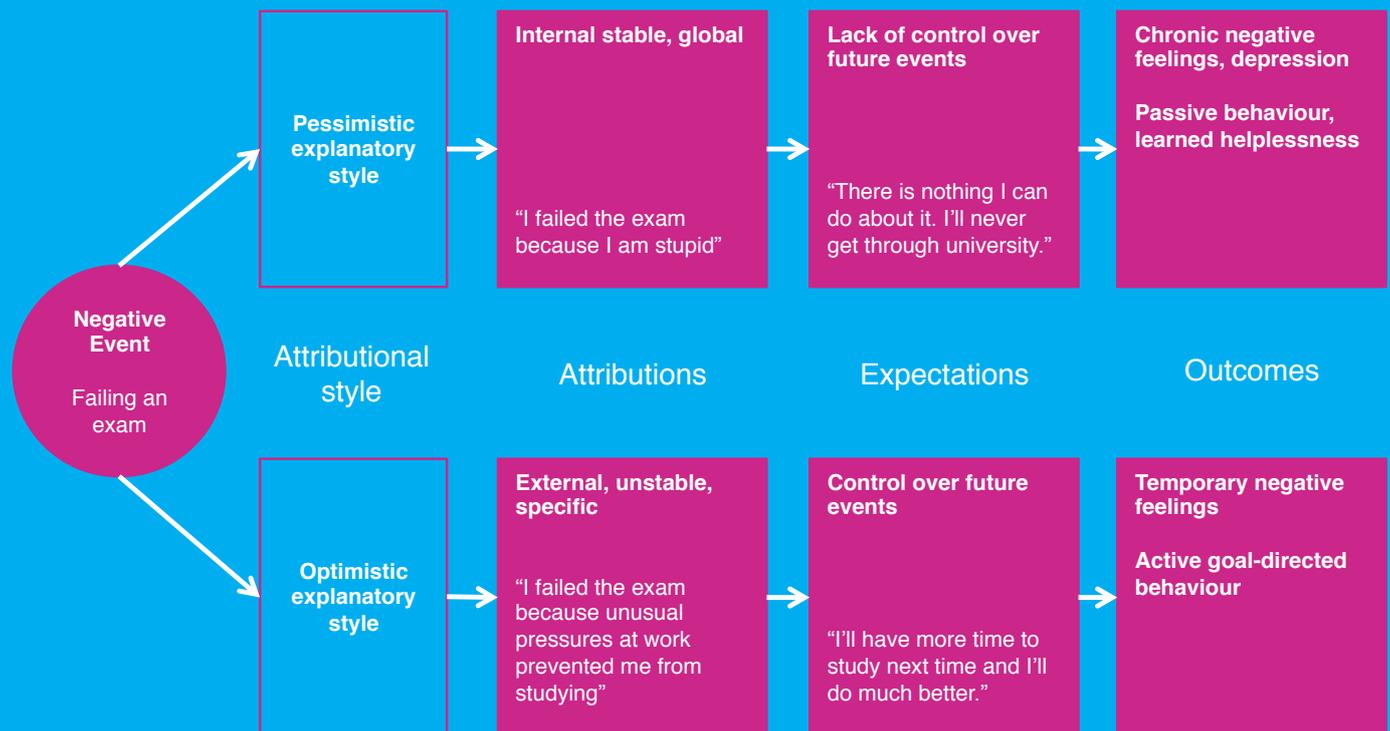
...Colonel Harland David Sanders
was fired from dozens of jobs before
founding KFC - one of the worlds best
known franchise brands?

Explanatory style

We usually use similar causal attributions for a wide variety of events in our life. Our general tendency how we attribute is called explanatory style. It can have a general pessimistic or a general optimistic tendency.

- People who use an optimistic explanatory style attribute setbacks to external, unstable, and specific factors.
- People who use a pessimistic explanatory style attribute setbacks to internal, stable, and global factors.

Figure 6.6: Effects of attributional style on expectations, emotions and behaviour



Motives of self-understanding

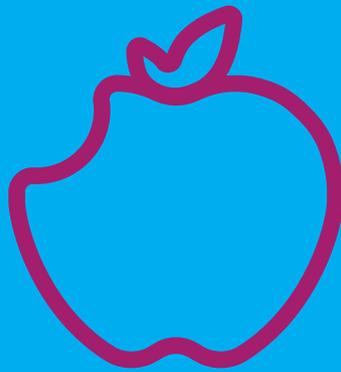
If we try to analyse ourselves, we usually have a tendency how we do this. This tendency is guided by four different motives of self-understanding:

- **Self-assessment:** desire for truthful information about oneself
- **Self-verification:** preference for feedback that matches our self-view
- **Self-improvement:** looking to successful others in order to improve ourselves
- **Self-enhancement:** desire to maintain positive feelings about oneself

There are different strategies available to maintain a positive feeling about oneself:

- **Downward social comparison:** a defensive tendency to compare oneself with someone whose troubles are more serious than one's own.
- **Self-serving bias:** tendency to attribute one's successes to personal factors and one's failures to situational factors.
- **Basking in reflected glory:** tendency to enhance one's image by publicly announcing one's association with those who are successful.
- **Self-handicapping:** tendency to sabotage one's performance to provide an excuse for possible failure.

Did you know that...



...Sir Isaac Newton failed miserably running the family farm after being pulled out of school by his mother? Later she realized that he was not a farmer at all and she let him finish his education.

Self-regulation: How we control our behaviour?

So how do we control our behaviour in the cause of failure? In fact, we cannot always - at least in the short term. According to the ego-depletion model, we only have a limited amount of self-control. Imagine you are on a diet: If you successfully resist temptation to indulge yourself with sweets today, it is more difficult to do so tomorrow. But we can “practice” self-control in the long term. Self-efficacy is a very important key to successfully cope with failure.

Definitions

- **Self-regulation:** the process of directing and controlling one’s behaviour.
- **Self-efficacy:** one’s belief about one’s ability to perform behaviours that should lead to expected outcomes.
 - self-efficacy is important to healthy adjustment:
 - self-efficacy can be learned and changed
 - this is important to adjustment because increasing self-efficacy is beneficial to one’s physical and mental health

So how can we enhance our self-efficacy?

Usually self-efficacy comes from four sources:

1. **Mastery experiences**
 - Learning new skills increases self-efficacy
 - It is especially important to persist in the face of mistakes or failure
2. **Vicarious experiences**
 - watching others to learn a new skill
3. **Persuasion and encouragement**
 - feedback from others and positive self-feedback
4. **Interpretation of emotional arousal**
 - when we try new things, we may become nervous
 - it is important to attribute this to normal arousal needed to do well, rather than fear

At the same time it is important to avoid **self-defeating behaviour**, especially in the cause of failure:

Self-defeating behaviour: seemingly intentional actions that thwart a person’s self-interest.

Dimensions of self-defeating behaviour:

1. **Deliberate self-destruction**
 - Intentional self-hurting behaviour
2. **Trade-offs**
 - engaging in short-term, potentially harmful behaviours, in order to pursue healthy long-term goals
3. **Counterproductive strategies**
 - persisting in ineffective strategies to achieve a goal

Did you know that...



...R.H. Macy failed with a couple of businesses before he started Macy's and became Americas No.1 retailer with about 800 stores?

Chapter 6.3 Self-presentation

For many people, self-efficacy is strongly dependent on others feedback. Therefore it is interesting to understand how others see us:

Definitions

- **Public self:** an image presented to others in social interactions.

Public selves can vary according to the situation, or role, that you are currently in. Thus, we have multiple public selves. However, adjustment is best when there is considerable overlap, or integration, in the various public selves.

- **Impression management:** usually conscious efforts by people to influence how others think of them.

Research on impression management has identified the following patterns of behaviour:

- People try to make positive impressions when interacting with strangers.
- People shift toward modesty with those who know them well.

- **Self-monitoring:** the degree to which people attend to and control the impressions they make on others.
 - **High self-monitors:** are more concerned about making favourable impressions and are good at interpreting what others see.
 - **Low self-monitors:** are more likely to express their true feelings or attitudes.

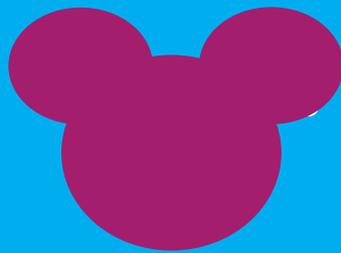
The public self can be influenced by certain behaviours. **Impression management strategies** include:

1. **Ingratiation:** behaving in ways to make oneself likeable to others.
2. **Self-promotion:** accenting your strong points in order to earn respect.
3. **Exemplification:** demonstrating exemplary behaviour in order to boost your integrity or character.
4. **Negative acknowledgment:** admitting your flaws.
5. **Intimidation:** using physical or emotional threats to get what you want from others.
6. **Supplication:** acting weak or dependent in order to get favours from others.

Guidelines to build self-esteem

1. **Recognize that you control your self-image.**
 - You can change your self-image to a more positive one.
2. **Learn more about yourself.**
 - People with low self-esteem don't know as much about themselves as do those with high self-esteem.
3. **Set your own goals.**
 - Don't let others set your goals.
4. **Recognize unrealistic goals.**
 - It's ok not to try everything. Do the things that can be done.
5. **Modify negative self-talk.**
 - Remember to use an optimistic explanatory style when confronting successes and failures.
6. **Emphasize your strengths.**
7. **Approach others with a positive outlook.**

Did you know that...



...Walt Disney failed with several businesses and got fired by a newspaper because he lacked imagination and had no good ideas?

8. Summary

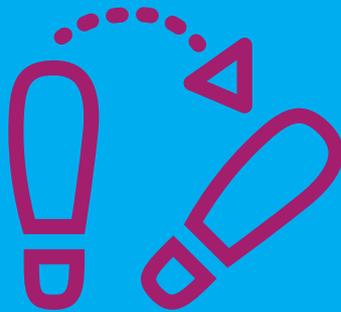
The goal of this module was to understand how our self-concepts and self-schemas work in order to understand how we personally cope with failure. We now know our different selves and how we can boost our self-efficacy.

Additional information, literature and resources can be found on our website and our Pearltrees-Account:

 www.valueoffailue.com

 www.pearltrees.com/thevalueoffailure/

Did you know that...



...Fred Astair has been judged as follows after his first screen tests:
“Can’t sing. Can’t act. Slightly balding.
Can dance a little.”

Scoreboard for task 6.2

Add your score for each question to the 15

1. I feel that I am a person of worth, at least on an equal plane with others

Strongly disagree	Disagree	Agree	Strongly agree
+1	+2	+3	+4

2. I feel that I have a number of good qualities

Strongly disagree	Disagree	Agree	Strongly agree
+1	+2	+3	+4

3. All in all, I am inclined to feel that I am a failure.

Strongly disagree	Disagree	Agree	Strongly agree
-1	-2	-3	-4

4. I am able to do things as well as most other people

Strongly disagree	Disagree	Agree	Strongly agree
+1	+2	+3	+4

5. I feel I do not have much to be proud of

Strongly disagree	Disagree	Agree	Strongly agree
-1	-2	-3	-4

6. I take a positive attitude toward myself

Strongly disagree	Disagree	Agree	Strongly agree
+1	+2	+3	+4

7. On the whole, I am satisfied with myself

Strongly disagree	Disagree	Agree	Strongly agree
+1	+2	+3	+4

8. I wish I could have more respect for myself

Strongly disagree	Disagree	Agree	Strongly agree
-1	-2	-3	-4

9. I certainly feel useless at times

Strongly disagree	Disagree	Agree	Strongly agree
-1	-2	-3	-4

10. At times I think I am no good at all

Strongly disagree	Disagree	Agree	Strongly agree
-1	-2	-3	-4

V Disclaimer

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