

CURRICULUM VITAE

Lauren Eskreis-Winkler

leskreiswinkler@uchicago.edu

EDUCATION

- 2019 - **University of Chicago, Booth School of Business Postdoctoral Fellow**
- 2017 - 2019 **University of Pennsylvania, Wharton Postdoctoral Fellow**
- 2011 - 2017 **University of Pennsylvania, Graduate Student and Postdoctoral Fellow**
- PhD in Psychology, 2015
 - MA in Psychology, 2012
- 2005 - 2009 **University of Pennsylvania, B.A.**
- Graduated *magna cum laude*
 - Dean's List, 2005-2006, 2006-2007

SELECTED FUNDING AND AWARDS

- 2018 **Academy of Management (AOM), “Best Paper with Practical Implications for Management” Award.**
- 2016 **William T. Grant Foundation, “Building Grit,” 2016-2018, Principal Investigator (\$124,435)**
- 2014 **Dissertation Completion Fellowship, University of Pennsylvania School of Arts and Sciences**
- Full tuition and stipend covered for 2014-2015
- 2014 **White House and Stanford University Mindset Challenge Award**
- Jointly sponsored by the White House and Stanford University
 - Research proposal accepted for a national study

PUBLICATIONS

Eskreis-Winkler, L., & Milkman, K., Gromet, D., & Duckworth, A (in press). “Giving Advice Raises Achievement—For the Advisor: A Field Experiment With High School Students.” *Proceedings of the National Academy of Sciences.*

Eskreis-Winkler, L., & Fishbach, A. (in press). When consistent and varied actions are not driven by a need for consistency or variety. *Psychological Inquiry*.

Duckworth, A. L., Taxer, J., **Eskreis-Winkler, L.**, Galla, B. M., & Gross, J. J. (in press). Self-control and academic achievement. *Annual Review of Psychology*.

Eskreis-Winkler, L., Fishbach, A., & Duckworth, A. L. (2018). Dear Abby: Should I Give Advice or Receive it? *Psychological Science*, 29(11), 1797-1806.

Schmidt, F., Fleckenstein, J., Retelsdorf, J., **Eskreis-Winkler, L.**, & Moller, J. (2017). Measuring Grit: A German Validation and a Domain-Specific Approach to Grit. *European Journal of Psychological Assessment*, 32(3), 175-180.

Eskreis-Winkler, L., Shulman, E., Young, V., Tsukayama, E., & Duckworth, A. L. (2016). Using wise interventions to motivate deliberate practice. *Journal of Personality and Social Psychology*, 111(5), 728-744.

Eskreis-Winkler, L., Gross, J. J., & Duckworth, A. L., (2016). Grit: Sustained Self-Regulation in the Service of Superordinate Goals. In K. D. Vohs and R. F. Baumeister (Eds.), *Handbook of Self-Regulation: Research, Theory and Applications*. New York, NY: Guilford.

Eskreis-Winkler, L., Duckworth, A.L., Shulman, E., & Beal, S. (2014). The grit effect: Predicting retention in the military, the workplace, school and marriage. *Frontiers in Personality Science and Individual Differences*, 5(36), 1-12.

Duckworth, A.L. & **Eskreis-Winkler, L.** (2015). Grit. *The international encyclopedia of the social and behavioral sciences*.

Eskreis-Winkler, L., Shulman, E.P., & Duckworth, A.L. (2014). Survivor mission: Why those who survive have a drive to thrive at work. *Journal of Positive Psychology*, 9(3), 209-218.

WORKING PAPERS

Eskreis-Winkler, L., & Fishbach, A. “Hidden Failures.” Revise & Resubmit at *Organizational Behavior and Human Decision Processes*.
+ Received 2018 AOM Best Paper Award.

Eskreis-Winkler, L., & Fishbach, A. “Not Learning from Failure — The Greatest Failure of All.” Revise & Resubmit at *Psychological Science*.

Eskreis-Winkler, L., & Fishbach, A. “Negative Evaluations Predict Success.” Reject and resubmit at *Journal of Consumer Research*.

Eskreis-Winkler, L., & Fishbach, A. “Oscar the Grouch: Using Negative Reviews to Predict

Success at the Movies.” Under review at *Organizational Behavior and Human Decision Processes*.

Eskreis-Winkler, L., & Fishbach, A. “Black Men Get Shorter Sentences: Using Narrative Elaboration to Infer Stereotypes.”

Eskreis-Winkler, L., & Fishbach, A. On consistent versus varied actions. *Psychology of Praise; Current Issues in Social Psychology*. Invited chapter.

WORK IN PROGRESS

Eskreis-Winkler, L., & Grant, A., Cormier, G., Rebele, R., & Duckworth, A. “Giving Advice Raises Job Engagement Among Emotionally Reactive Employees.”

Eskreis-Winkler, L., & Milkman, K., Gromet, D., & Duckworth, A. “Giving Advice at the Gym.”

Chang, E.H., **Eskreis-Winkler, L., Fishbach, A., Milkman, K.L., & Duckworth, A.L.** “Make It Fun: Focusing on Immediate Rewards to Establish Long-Term Exercise Habits.”

SELECTED RESEARCH ABSTRACTS

Eskreis-Winkler, L., & Fishbach, A. “**Negative Evaluations Predict Success.**” **Reject and resubmit at *Journal of Consumer Research*.**

Across six studies ($N = 1,318$), negative evaluations were more diagnostic of success than positive evaluations. When participants examined negative (vs. positive) reviews of a set of products, they could better predict which university was more highly ranked, which restaurant was more popular, and which book received the highest critical acclaim (Study 1). Likewise, participants who viewed negative (vs. positive) film reviews could better predict the future box office success of movies (Study 2). Negative evaluations were also more diagnostic of product identity (e.g., revealing that the reviewed product was “a shoe,” Studies 3-4). Why are negative evaluations more diagnostic? We hypothesized that reviewers who write negative reviews elaborate more—writing longer reviews that communicate more arguments, more product features, and more unique information—because negative (vs. positive) product experiences violate expectations. Indeed, the effect of valence on diagnosticity was mediated by elaboration (Studies 1-3), and moderated by the reviewers’ expectations (Study 5). Nevertheless, participants sought positive reviews before negative ones, overlooking the superior diagnostic value of negative evaluations (Study 6).

Eskreis-Winkler, L., & Fishbach, A. “**Hidden Failures.**” **Revise and Resubmit at *Organizational Behavior and Human Decision Processes*.**

Failure often contains useful information. Across nine studies ($N = 808$), we document peoples’ reluctance to share this information with others. First, using a novel task paradigm, we find that participants consistently undershare failure-related information. This reluctance to share failure

generalized to the organizational setting: teachers were less likely to share information gleaned from failure versus information gleaned from success (Study 2). Likewise, students were even less likely to share information they learned from failure compared to a no-feedback experience that communicated no useful information (Study 3). This reluctance occurs, at least in part, because people do not realize that failure contain useful information (Study 4). As a result, highlighting the information in failure makes people more likely to share it (Study 5). The current investigation illuminates an erroneous belief and the asymmetrical world of information it produces: one where failures are common in private, but hidden in public.

Eskreis-Winkler, L., & Fishbach, A. “Not Learning from Failure — The Greatest Failure of All.” *Revise and Resubmit at Psychological Science.*

Our society celebrates failure as a teachable moment. Yet across five experiments ($N = 1,549$), failure had the opposite effect: it undermined learning. Participants in these studies completed several binary-choice questions that provided them the opportunity to learn professional, academic or social content. Each question had two answer choices. After each question, participants received correct (success) or incorrect (failure) feedback. Because each question had only two possible answers, participants who received success and failure feedback were both able to determine the correct answer. Yet a follow-up testing phase revealed that participants learned less from failure than success (Study 1). This effect replicated across linguistic and social domains—even when learning from failure was less cognitively taxing and when learning was highly incentivized (Study 2). Those who failed also remembered fewer task details (Study 3). Why do people learn less from failure? Failure is ego-threatening, which causes people to tune out. Indeed, ego-threat mediated (Study 4) and moderated (Study 5) the effect on learning. Participants learned less from their own failures compared to their own successes, yet they learned just as much from others’ failures as others’ successes. Thus, when the ego concerns are muted, people tune in and learn from failure.

Eskreis-Winkler, L., & Fishbach, A. “Oscar the Grouch: Using Negative Reviews to Predict Success at the Movies.” *Under Review at Organizational Behavior and Human Decision Processes.*

Across four studies, people who viewed negative reviews of a series of products were better able to predict the products’ relative success than people who viewed positive reviews of the same product set. Specifically, individuals who read negative (vs. positive) reviews of a given set of movies were better able to predict which Oscar-nominated film would win *Best Picture*, as well as which of a series of movies would be more popular with viewers. We reasoned that people who view negative (rather than positive) reviews are able to predict success because people writing negative reviews are recounting a product experience that surprised them, which results in a more informative review. Indeed, the writer’s expectations moderated the effect. When people viewed reviews of low-rated movies— movies for which negative experiences are less surprising—negative (vs. positive) reviews were no longer more diagnostic of cinematic success. Despite the superior diagnostic power of negative (vs. positive) reviews, when asked to select a set of reviews to predict success, people did not intuit that negative reviews would be more predictive. To the contrary, the majority of people chose to read positive reviews over negative ones, believing the former to be more informative.

Eskreis-Winkler, L., & Fishbach, A. “Black Men Get Shorter Sentences: Using Narrative Elaboration to Infer Stereotypes.”

We hypothesized that people would engage in *motivated elaboration*: that they would be motivated to process and elaborate upon stereotype-inconsistent events (that surprised them), as compared with stereotype-consistent events (that were less surprising). Across two legal, publically available datasets (Study 1), people engaged in motivated elaboration—specifically, they wrote more words—when describing negative outcomes for Whites (vs. minorities), which are more stereotype-inconsistent. National organizations authored longer descriptions of missing children ($N = 900$ children) when the children were White (vs. minority), and medical examiners wrote longer descriptions of unidentified White (vs. minority) bodies ($N = 1,302$ bodies). In follow-up experiments ($N = 913$), people engaged in more motivated elaboration for unexpected events. The degree to which people found these events surprising accounted for this effect, whereas other processes (i.e., the desire to provide majority members with better service) did not (Study 2). Why does motivated elaboration matter? In a final experiment, people invested more government, media, and non-profit resources in cases accompanied by more elaborated information (Study 3), suggesting that over time, inequalities mount: counterstereotypical events which are information-rich get richer. Overall, narrative elaboration contained traces of societal stereotypes, suggesting narrative text may be a new tool for revealing bias—a construct notoriously hard to measure—in a very public way.

TALKS

RESEARCH TALKS AND PEER-REVIEWED CONFERENCE PRESENTATIONS

2019 — Yale School of Management, New Haven, CT.

2018 — Behavioral Decision Research in Management Conference, Boston, MA.

2018 — Academy of Management Conference, Chicago, IL.

2018 — University of Chicago, Booth School of Business, Chicago, IL.

2017 — Behavior Change for Good Initiative, Philadelphia, PA.

2016 — Franklin & Marshal Psychology Colloquium, Lancaster, PA.

2016 — American Educational Research Association (AERA) Annual Meeting, Washington, DC.

2015 — World Bank National Headquarters, Skopje, Macedonia.

2015 — Psychology Labs at Columbia University, New York, NY.

2015 — Cognitive Development Society (CDS), Columbus, OH.

KEYNOTES AND OTHER PRESENTATIONS

- 2019** — Provenance Hotels, Portland, OR.
- 2019** — The Funding Circle, London, UK.
- 2019** — Vertex Pharmaceuticals, Boston, MA.
- 2019** — Franklin & Marshall College, Lancaster, PA.
- 2019** — MD Anderson Center, Houston, TX.
- 2018** — City University of New York, Campus Orientation, Albany, NY.
- 2018** — PeakSpan Capital LLC, New York, NY.
- 2018** — Wilkie, Farr, & Gallagher Law Group, New York, NY.
- 2018** — New Victory Theatre, New York, NY.
- 2018** — Junto Capital Management, New York, NY.
- 2018** — Healthcare Financial Management Association, Philadelphia, PA.
- 2018** — Young Marines, San Antonio, TX.
- 2018** — Michigan State University Leadership Institute, Lansing, MI.
- 2018** — NSL Salon, New York, NY.
- 2018** — New York University Commencement Speaker, New York, NY.
- 2017** — Tampa Bay Rays, Tampa, FL.
- 2017** — Epic Charter School, Oklahoma City, OK.
- 2017** — Fidelity Labs, Boston, MA.
- 2017** — NSL Salon, New York, NY.
- 2017** — Janney Montgomery, Philadelphia, PA.
- 2016** — Groom Law Group, LLC, Washington, D.C.
- 2016** — Rosemont College, Bryn Mawr, PA.
- 2016** — NSL Salon, New York, NY.
- 2016** — Bishop McNamara High School Professional Development, Forestville, MD.

2016 — Hartnett School Professional Development, Blackstone, MA.

2016 — BBC Radio 4.

2015 — American Orthopaedic Association, Las Vegas, NV.

2015 — Fenway Park Performance Athletic Conference, Boston, MA.

2015 — Kimberly School District Professional Development, Green Bay, WI.

2015 — Cherry Hill School District Professional Development, Cherry Hill, NJ.

2015 — Costa Rica SOS Children's Village, Costa Rica.

2015 — YesPhilly staff development, Philadelphia, PA.

2015 — Souderton School District Professional Development, Souderton, PA.

2015 — Bensalem School District Professional Development, Bensalem, PA.

2015 — Gesu School District Professional Development, Philadelphia, PA.

2013 — Resident Advisor staff at the University of Pennsylvania, Philadelphia, PA.

2012 — University of Pennsylvania Continuing Medical Education lecture series, Philadelphia, PA.

TEACHING EXPERIENCE

LECTURER

- | | |
|-----------|--|
| 2016 | Oliver Wyman Executive Education, Wharton Business School at the University of Pennsylvania <ul style="list-style-type: none">• Lecturer |
| 2013-2014 | WESTPAC Executive Education, Wharton Business School at the University of Pennsylvania <ul style="list-style-type: none">• Lecturer |

TEACHING ASSISTANTSHIPS

- | | |
|-------------|---|
| Spring 2018 | Managerial Decision Making (OIDD 690) , Wharton School, University of Pennsylvania |
| Spring 2012 | Psychology (PSYC 001) , University of Pennsylvania |

Fall 2012

Psychology (PSYC 001), University of Pennsylvania

RELEVANT WORK EXPERIENCE _____

May 2011 – August 2011

Research Assistant, West Point Military Academy

- Advisor: Dr. Mike Matthews