

Impact of Tacit Knowledge on Management Students by Experiential Learning Using Business Games

Silviu Mihail Tiță¹, Ana Maria Bercu², Carmen Tiță³ and Andrei Ștefan Neșțian¹

¹Department of Management, Marketing and Business Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

²Department of Finance and Public Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

³Department of Knitwear and Apparel Engineering, Faculty of Industrial Design and Business Management, Gheorghe Asachi Technical University of Iași, Romania

silviutita@gmail.com

bercu@uaic.ro

carmen.tita@yahoo.com

nestian@uaic.ro

Abstract: The purpose of this article is to observe how explicit knowledge acquired in a Management program is applied in an experiential learning exercise through the study of a business game. We are interested in identifying and analysing their perception of how students' explicit knowledge can be transformed into tacit knowledge through a simulated competitive environment and whether they consider this form of learning useful for developing managerial skills. The research is a replication of research conducted last year on another group of students, and we want to compare whether there are changes in perceptions regarding the accumulation of tacit knowledge between two generations of students (2025 vs 2026). Applying Kolb's learning cycle in such a context allows the study of different learning behaviours and the discovery of practical aspects that can allow the accumulation of a high volume of tacit awareness in an educational context in which technology generates the behaviour of rejecting classic forms of explicit knowledge transfer, students prefer role-playing games, games such as printable games, etc.

Keywords: Knowledge, Explicit knowledge, Tacit knowledge, Transfer, Experiential learning

1. Introduction

Tacit knowledge from an epistemological point of view, is a concept that appears similarly formulated in Michael Polanyi's work *Tacit Dimension*, which considers that, "human knowledge by starting from the fact that we can know more than we can tell" (Polanyi, 1966, p4). The author addresses the problem of the accumulation of tacit knowledge through two psychological experiments conducted by Lazarus and McCleary (1949), who presented a human subject with a series of meaningless syllables and then applied an electric shock, and Eriksen and Kuethe (1958), who applied shocks associated with words about shocks to the human subject, with the aim of appearing to observe. According to Grant, tacit knowledge is difficult to articulate — it's deeply internalized and hard to put into words or but can't describe it (Grant, 2025). Nazim and Mukherjee consider that "tacit knowledge is a kind of personal knowledge that is learned by members of an organization through experience and learning by doing and is used to perform their work (Nazim and Mukherjee, 2016). Nonaka and Takeuchi, defined tacit knowledge is subjective and experience-based knowledge which is difficult to articulate or write down and communicate but gained through experience and knowledge linked to their mental schemas (Nonaka and Takeuchi 1995), because this type of knowledge is acquired individually from peoples who learned and in many cases unconsciously, but when he finds himself in a similar situation as in the examples studied by Michael Polanyi, he will know how to react and decide in the same context. Finally, Bratianu et al. (2026), consider that tacit tacit knowledge is personal knowledge that is created through direct experience and expressed through body language (Bratianu, et al., 2026). In other words, according to Dreyer, is a medley of competencies and experiential recollections something that is done reflexively and instinctively (Dreyer, 2018). According to Zait (2021), tacit knowledge originates in the mind of "knowers", derived from personal experiences. It is inherently intangible and fluid, rather understood than ever stated, difficult to express, and sometimes even difficult to be perceived or realized (Zait, 2021). Because the objective of this study is to identify the impact of experiential learning in transferring tacit knowledge this aspect depends on the individual's capacity to accumulate tacit knowledge through personal experiences. With this context, business games offer the student the practical foundation necessary to complete the managerial learning curve, providing the framework in which he can practice the explicit knowledge accumulated in other disciplines and apply it in economic events proposed through the game that ensures the transfer of knowledge. This makes knowledge diffusion slow and expensive; and is why some human experts can command high returns for their unique knowledge (Grant, 2025). Types of

tacit knowledges are classified in five categories: (i) “concealed knowledge” (such as knowledge that is kept secret); (ii) “ostensive knowledge” (such as knowledge that is transmitted by pointing); (iii) “mismatched saliences” (such as knowledge that is not expressed because the knower does not realize that it needs to be revealed to a recipient); (iv) “unrecognized knowledge” (knowledge that is actually used but not expressed and even not known to be possessed by the user); (v) “un cognized/unrecognizable knowledge” (knowledge that is not articulated and not explicable in a given stage of human history, and that is perhaps humanly impossible to explicate) (Soler and Zwart, 2025, p 10, after Collins, 2001a). For explain this five categories Collins introduced sub-types of tacit knowledge: *relational* (tacit due to how individuals interact), *somatic* (tacit because it is tooted in the human body) and *collective* (tacit as it is embedded within the social environment) (Chin 2026 citing Collins, 2001). But according to Soler and Zwart, (2025), of the three new categories useful for the proposed study tacit knowledge in experiential learning context is collective or strong because it is required to act appropriately and creatively within a specific collective (Soler and Zwart, 2013) or practical framework.

2. Experiential Learning and Tacit Knowledge

Experiential learning is defined by Kolb (1976), as a process whereby knowledge is created through the transformation of experience. This approach shifts away from passive learning instruction, instead converting concrete experiences after reflection in knowledge. Experiential learning is an essential strategy for engaging students in critical academic content and developing key skills, projects, and internships. In higher education, both formal and informal experiential learning reinforce learning endeavours, thereby improving student success (Brodowicz, 2025). When implemented through various practical exercises, role-playing games, the use of design applications, product conception or - as in the case of this research, business games, experiential learning enables student to transition from the explicit knowledge obtained from individual study or participation in didactic activities to their application in a simulated context in which, through involvement and understanding of the context, they effectively accumulate tacit knowledge. According to Nakitiikwa and Baagala (2024), the main benefits of experiential learning for students are: opportunities for immediate application knowledge, promotion of teamwork, improved motivation and opportunities for reflection. These benefits are significantly stimulated through the use of business games because the students have the opportunity to apply explicit knowledge accumulated by other program courses and transform it into tacit knowledge. The advantages of business games in this learning process also stem from the fact that learners participate in a company's development over multiple simulated years. This longitudinal structure grants them the necessary time between decision periods to analyse the results (opportunity to reflect) and to consult with the game partner (team work) regarding the decisions to be considered in the next round. Ranken et al. (2025) analyses how students accumulate knowledge by drawing on Kolb framework, which extends Dewey's (1938) original theory of experiential learning. They note that “concrete experiences serve as the foundation for observation and reflection, which are then transformed into abstract concepts. These concepts inform future actions and guide the creation of new experiences.” The Association of Experiential Education (2012) defines experiential learning as “engaging with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people’s capacity to contribute to their communities”. Jump Foundation (2025), analyses the benefits of experiential learning in actual context when students have difficulty to concentrating, 7 seconds era, multiple screens are: i) enhance academic performance (National Society for Experiential Education (NSEE) demonstrate a 20% improvement), ii) improved critical thinking and problem-solving skills (Association for Experiential Education (AEE), 85% of students in experiential programs make substantial gains in critical thinking and problem-solving skills); iii) superior retention rate (experiential learning can lead to retention rates as high as 90%, compared to just 5% from traditional lectures); iv) development of essential soft skills (teamwork, leadership, communication); v) preparing for the future careers – prepare practical, hands-on skills that directly translate to their future careers; vi) fostering lifelong learning, experiential education isn’t just about teaching facts—it’s about cultivating a mindset; vii) creating global citizens immersive experiences are catalysts for personal growth and cultural understanding. Based on the aforementioned analysis, we can argue that experiential effectively facilitates the transfer of tacit knowledge to students. Active participation in often competitive business games fosters a strong sense of psychological ownership over the virtual business. Consequently, this immersion mitigates typical classroom distraction – such as smartphone usage, while encouraging students to communicate and understand with teammates and decide in the context of the game and eagerly await the results obtained after each round, in order to discover and understand the results.

3. Methodology

3.1 Nature of the Study

The purpose of the study is to identify how students have accumulated a series of managerial skills or tacit knowledge by participating in a business game. Being repetitive experiential learning, for six periods, we want to identify how the repetition of the experience generates a change in the way they have learned tacitly from the previous experience, elements of the management decision. The objective will be achieved through quantitative analyses with two distinct researches, implemented in two different periods, on the same proposed group: (1) at the beginning of the game after the animator has presented and detailed all the necessary elements to be applied and the target group has to go through the decision-making process specific to the first period of the games and (2) at the end of the specific decision-making to simulate all the proposed periods to simulate their children: healthy and resilience to the conditions of the competitive environment. The two tools used are to a significant extent similar, containing many of the results proposed by Kolb to be achieved through the experiential learning cycle: actions, interpersonal, reflection, wilful, strategic, skills, etc.

3.2 The Research Instrument

The research instruments that we are proposing and testing are two questionnaires, with a certain level of similarity that contains the following:

- The declaration of consent regarding participation in this study, and the way in which the students were explained how to use the information transmitted, if there were any questions clarified by answers provided by the research team.
- One question about the extent to which they consider that they will apply the knowledge gained in previously studied disciplines that have implications for participation in simulation through business games;
- Five questions about the extent to which participation in the game allows the development of managerial skills such as: re-evaluation of beliefs about the way they learn (Learning_change_mode), discovery of entrepreneurial skills (Entrep_skills), discovery of manager (Manager_skills), ability to experiment (Experimental_skills). These five question are similar to the second questionnaire applied to the end of the business games:
- The scale was Likert range from one to five: strongly disagree, disagree, neither agree or disagree, agree, strongly agree, which allowed us to identify the way in which students collect and use the knowledge transmitted for the development of skills and capacities specific to Kolb's Experiential Learning Cycle (Kolb, 1984).
- The survey has been conducted online. Google Forms was used and data has been collected between 16th and 19th of March 2026 and the second research in the period 4th and 7th of May 2026. For the proposed comparative analysis, data collected between the 17th and 21st of March 2025 will also be considered.

3.3 The Sample

The respondents are the students in the third year, last semester of the Management specialization, who have the business games discipline in their curriculum. In the research context at the first questionnaire, we have 73 responses from 98 students enrolled and the second we have 67 responses from 98 students. The percentage represents approximately 75% of the number of students participating in the business games. The number of students participating in the study in 2025 was 86, representing about 78% of all the 110 students enrolled.

3.4 Methods and Techniques Used for Data Analysis

Microsoft Excel and R Stata, were used for data analysis. In order to measure the impact of applying tacit knowledge in training students through experiential learning, we will try to statistically analyse the differences in the variables that were common in the two studies proposed to students by applying different statistical tests.

4. Results

For the statistical analysis, the common variables from the two studies, specifically data_pre and data_post which pertained to participation in the experiential learning exercise, were considered. Table 1 and Table 2 present the descriptive statistics of the responses to the common variables (learning_change_mode, entrep_skills, manager_skills, etc.) in order to observe differences that occur in the mean, the degree of data dispersion around the mean (standard deviation), the direction of asymmetry (skewness), the standardized

value of asymmetry (Z-Skew), the degree of skewness (Kurtosis), the standardized value of skewness (Z-Kurt). We can see that the average of the responses is between 4 – 5 with a maximum value of 4,397 for the action skills variable and a minimum of 3,806 for strategic_capabilities_skills, which means that the respondents believe that they will develop their ability to react to changes in the competitive environment proposed by the game, but the minimum for strategic capabilities demonstrates that at the beginning of the game they do not have a vision of how such an experience can develop their strategic abilities. The standard deviation shows us that the participants' responses do not deviate much from the average, but the asymmetry is negative, which demonstrates that the responses to the variables obtained high and above average scores, but there were some respondents who gave answers of the very little and little type, which led to the lowering of the average, also demonstrated by the Z-Skew values. From the point of view of the kurtosis (Kurtosis) the distribution of the responses to some variables is normal, for others the distribution is high or for some it is flattened. For example, the Learning change mode variable has a value of 1.463, which means that students believe that it will be a different way of learning, but there are also some who do not trust the form of learning through experience, possibly having never heard of such methods or being scared of what they have to achieve following the explanations of the animator who in a short period of time explicitly transferred a lot of information (perhaps being considered boring in the context in which you do not see their immediate applicability). We specify that for each form of learning based on a business game, the animator must present and interpret the game's rules to the participants. If we analyse from the Z-Kurt perspective, we observe that in most cases the vaulting is negligible, only in the case of the same variable learning change mode, the value is 2.551, the distribution being very sharp at the top, most of the answers being very close to the mean (Table 1)

Table 1: Descriptive statistics regarding the respondents' opinions about how the game will improve the following skills (after explanations and the first round – pre experiential learning)

	N	Media	Dev.Std	Skewness	Z-Skew	Kurtosis	Z-Kurt
ID_student	73	37	21.217	0	0	-1.249	-2.179
Learning_change_mode	73	4.082	0.812	-0.914	-3.188	1.463	2.551
Entrep_skills	73	4.164	0.834	-0.875	-3.052	0.977	1.704
Manager_skills	73	4.233	0.773	-0.77	-2.687	0.105	0.183
Experimental_skills	73	4.192	0.776	-0.864	-3.014	0.593	1.034
Reaction_skills	73	4.137	0.751	-0.61	-2.129	0.086	0.151
Interpersonal_managent_skills	73	4.233	0.717	-0.364	-1.269	-1.04	-1.814
Reflection_skills	73	4.164	0.746	-0.465	-1.621	-0.487	-0.849
Wilfull_skills	73	4.342	0.711	-0.813	-2.836	0.189	0.33
Information_colect_analyse	73	4.384	0.719	-0.92	-3.208	0.267	0.466
Ideea_manipulation_skills	73	4.301	0.845	-1.01	-3.524	0.202	0.352
Action_skills	73	4.397	0.682	-0.928	-3.236	0.65	1.133
Decision_concequences_skills	73	4.219	0.837	-0.839	-2.927	-0.025	-0.043
Objective_conception_skills	73	4.301	0.758	-0.736	-2.567	-0.3	-0.524
Strategic_capabilities_skills	72	3.806	0.85	-0.578	-2.004	0.472	0.817

The descriptive statistical analysis of the responses obtained to the same variables after completing the business game (table 2) highlights the fact that the average of the responses is also in the range of 4-5, with a value of 4.537 for the variable decision_concequences_skills, which means that the students tacitly understood the impact that it can have on some businesses, the decisions made, because the business game offers them a series of results, performance indicators from different perspectives (financial - accounting, investments, production, marketing, human resources, cost). The minimum average value was obtained by the variable learning_change_mode, which in the first part of the study had obtained the maximum value. From the point of view of the standard deviation, a normal distribution is observed, it does not deviate much from the average, only in the case of the manager skills variable, the deviation is 0.37, which means that there are large differences

between the subjects' responses, probably some consider that by participating in the game they developed some managerial skills, others consider it not very useful (some do not even understand this decision-making process) or they did not want to get involved in the business game. Another variable with a large standard deviation is *information_collect_analyse*, very relevant for decision-making analysis, even if the students disregarded its importance. In the case of asymmetry, the distribution deviates from normality for the *manager_skills* variable, - 3.132, meaning that most subjects have answered little or very little but there are a few "outliers" on the left, who answered very differently with very low scores, which means that the game did not form managerial skills for them. In addition, we can see that for the same variable the Z-Skew is - 10.466, which suggests a pronounced ceiling effect, the tail of the distribution being pulled down strongly by a series of minimal responses. Similar effects on both the asymmetry of the distribution and the vaulting are also observed for the *entrepreneurial_skills* variable, with some students considering that the game does not form these skills.

Table 2: Descriptive statistics regarding the respondents' opinions about how the game will improve the following skills (after the final of the game – post experiential learning)

	n	mean	sd	skew	z_skew	kurtosis	z_kurt
ID_student	67	34	19.485	0	0	-1.254	-2.095
Learning_change_mode	67	3.627	0.624	-1.771	-5.918	3.442	5.75
Entrep_skills	67	3.731	0.665	-2.703	-9.032	7.079	11.828
Manager_skills	67	3.881	0.37	-3.132	-10.466	9.817	16.403
Experimental_skills	67	4.478	0.587	-0.58	-1.939	-0.68	-1.136
Reaction_skills	67	4.254	0.766	-1.249	-4.172	2.99	4.995
Interpersonal_managent_skills	67	4.418	0.781	-1.608	-5.375	3.633	6.07
Reflection_skills	67	4.224	0.714	-0.342	-1.144	-1.036	-1.731
Wilfull_skills	67	4.164	0.751	-0.692	-2.313	0.281	0.47
Information_collect_analyse	67	4.433	0.633	-0.634	-2.119	-0.623	-1.041
Ideea_manipulation_skills	67	4.075	0.926	-0.933	-3.119	0.608	1.016
Decision_concequences_skills	67	4.537	0.559	-0.656	-2.191	-0.69	-1.152
Action_skills	67	4.418	0.655	-0.658	-2.197	-0.647	-1.082
Objective_conception_skills	67	4.418	0.655	-0.658	-2.197	-0.647	-1.082
Strategic_capabilities_skills	67	4.388	0.673	-0.917	-3.063	0.818	1.367

Table 3 highlights data obtained with the same instrument in 2025, on a group of students from the same study program, but this time the instrument applied was the one from the beginning of the learning experience. As can be seen, the distributions are somewhat similar to the data from 2026, students being convinced that through the game they will develop managerial, decision-making, strategic skills and less the ability to react to environmental changes in the game for example, or to act in a certain context.

Table 3: Descriptive statistics regarding the respondents' opinions about how the game will improve the following skills (after explanations and the first round – pre experiential learning)

	N	Media	SD	Skewness	SE-Skew	Z-Skew	Kurtosis	SE-Kurt	Z-Kurt
ID_student	86	43.5	24.97	0	0.264	0	-1.242	0.528	-2.351
Learning_change_mode	86	3.907	0.863	-0.911	0.264	-3.448	1.409	0.528	2.668
Entrep_skills	86	4.174	0.785	-0.742	0.264	-2.809	0.15	0.528	0.284
Manager_skills	86	4.267	0.789	-1.068	0.264	-4.045	0.973	0.528	1.841
Experimental_skills	86	4.267	0.742	-0.802	0.264	-3.037	0.317	0.528	0.6
Reaction_skills	86	3.942	0.845	-0.47	0.264	-1.779	-0.399	0.528	-0.756
Interpersonal_managent_skills	86	4.116	0.788	-0.63	0.264	-2.386	-0.049	0.528	-0.093
Reflection_skills	86	4.105	0.651	-0.102	0.264	-0.385	-0.698	0.528	-1.321
Wilfull_skills	86	4.07	0.748	-0.277	0.264	-1.05	-0.722	0.528	-1.366

	N	Media	SD	Skewness	SE-Skew	Z-Skew	Kurtosis	SE-Kurt	Z-Kurt
Information colect analyse	86	4.279	0.662	-0.604	0.264	-2.286	0.315	0.528	0.596
Ideea_manipulation_skills	86	4.035	0.758	-0.536	0.264	-2.03	0.073	0.528	0.138
Action_skills	86	3.942	0.886	-0.892	0.264	-3.378	0.724	0.528	1.37
Decision_concequences_skills	86	4.465	0.627	-1.003	0.264	-3.799	1.231	0.528	2.33
Objective_conception_skills	86	4.279	0.762	-0.82	0.264	-3.104	0.152	0.528	0.288
Strategic_capabilities_skills	86	4.349	0.748	-1.485	0.264	-5.621	3.712	0.528	7.027

In table 4, we present only the averages of the proposed variables in order to identify differences between the average value of the proposed variables and the analysis. It can be seen that for the first variable learning change mode, where both in 2025 and 2026, the average of the answers was high, for the question after completing the game in 2026, 3.627 is lower than initially, which may mean that through the game the mode of knowledge accumulation has not changed significantly compared to classical learning methods. In contrast, significant increases are observed in the ability to react or act.

Table 4: Descriptive statistics regarding the respondents' opinions about how the game will improve the following skills (2025, 2026 – pre gaming, 2026 – post gaming)

	2025-pre	2026-pre	2026-post
Learning_change_mode	3.907	4.082	3.627
Entrep_skills	4.174	4.164	3.731
Manager_skills	4.267	4.233	3.881
Experimental_skills	4.267	4.192	4.478
Reaction_skills	3.942	4.137	4.254
Interpersonal_managent_skills	4.116	4.233	4.418
Reflection_skills	4.105	4.164	4.224
Wilfull_skills	4.07	4.342	4.164
Information_colect_analyse	4.279	4.384	4.433
Ideea_manipulation_skills	4.035	4.301	4.075
Action_skills	3.942	4.397	4.537
Decision_concequences_skills	4.465	4.219	4.418
Objective_conception_skills	4.279	4.301	4.418
Strategic_capabilities_skills	4.349	3.806	4.388

To measure how knowledge transfer changed from one year to another or from the beginning period to the end of the game, since the data are numerical but not normally distributed, we will apply the Wilcoxon Signed-Rank statistical test for analysis, which measures whether the median of the differences between the two periods is different from 0. Thus, we applied it for two of the specified variables, Manager_Skills, because the differences were very large between the means, resulting in a $V = 578.5$, $p\text{-value} = 0.8756$, we observe the absence of a statistically significant difference, but the $p\text{-value}$ is very high, as there is the high asymmetry presented previously, due to the Ceiling Effect (Figure 1).

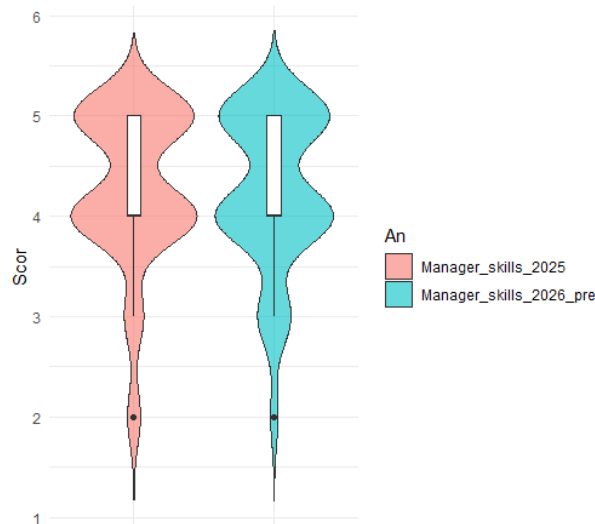


Figure 1: Distribution of scores regarding the perception of change in managerial skills

Figure 2, highlights the graphical representation obtained by applying the same test for the variable `decision_consequences_skills`. For the analysis of the links between the results of 2025 and 2026, the value of $V = 579$, with a significance threshold $p\text{-value} = 0.08892$, means that there is a marginal evolution of the scores that cannot be generalized, and although the test is not significant there is some connection. If we interpret the result of applying the Wilcoxon Signed-Rank test for the results of the first questionnaire in 2026 and the second of the same year, the value of $V = 232$, $p\text{-value} = 0.034$, which means a significant difference between the students' abilities to understand the decisional consequences at the beginning of the game and those at the end. Considering the significance threshold obtained, $p\text{-value} = 0.034$ less than 0.05 , we can state that there was a change in the way students improved their understanding of the effects of decisions through business games.

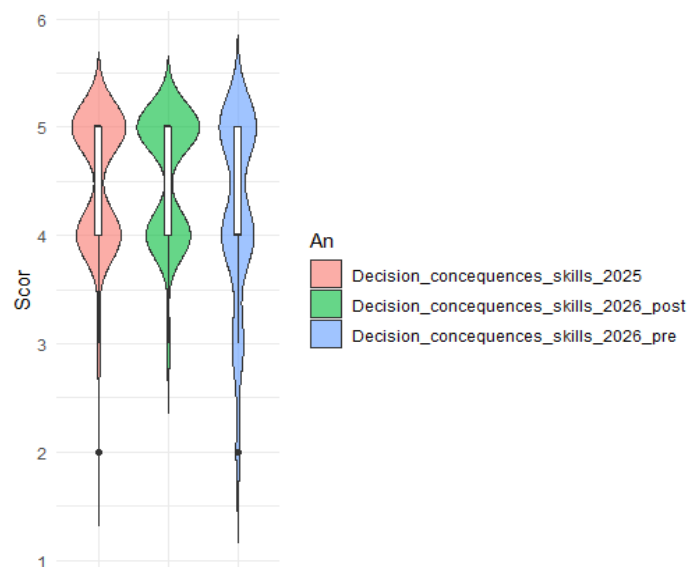


Figure 2: Distribution of scores regarding the perception of change in the abilities to understand the consequences of decisions

5. Discussion

The transfer of knowledge through experiential learning highlights several critical insights regarding the participating students. First, business games offer students a unique opportunity to understand the consequences of decisions made at the organizational context. Because these simulations operate in real time, students are forced to adapt and implement a series of adjustments and across corporate functions, including production, investments, marketing, human resources and quality management. All of these are subsequently visible and interpreted in the results section. In this manner, the game stimulated the understanding of the impact of the decisions made – an excellent form of tacit knowledge for the training of future management

specialists. However, a large dispersion in the variable *information_colect_analyse* signifies that undergraduate economic education at our faculty has not fully developed students' data analysis capabilities. In the game situation, when the volume of information provided often prevents them from analysing and interpreting it in the simulated context. This finding suggests that previously studied foundational disciplines such as financial accounting, financial management, investments, production and operations management, human resources management, quality management should place a high emphasis on the interpretation and analysis of the data obtained. Consequently, students recommended that the facilitator focus more intensely on the diagnostic part of the results, because although they are explained in an allotted time, it would seem that their explicit presentation is boring and their high volume becomes irrelevant for the participants.

Furthermore, an improved capacity for action and reaction constitutes another form of tacit knowledge obtained as a result of the game. This highlights the students high level of engagement, as they continuously reflected on different situations obtained through the game in order to increase the quality of decisions and the performance of the simulated organization. The business game environment according to Iftimescu and Tiță, (2026) offers a simulation of reality, not reality itself, which has a practical advantage: reducing economic reality to a limited set of parameters allows the essential market mechanisms and their interactions to manifest within a compressed timeframe. Conversely, it also introduces a practical limitation, as any modelling regardless of its realism is subject to simplifying and reductionist rules, but nevertheless offers the student the opportunity to make decisions in a context that is over 60% similar to the real market. In addition to the competition between students, which is very attractive, much of the knowledge is transmitted tacitly, such as: the importance of granting salary increases, the investment moment, the ability to understand costs, it is cheaper to store products with a low cost, compared to a high one, etc. But the main tacit knowledge transmitted through the game following individual discussions with each participating team was the ability to think. From the analysis of the variables presented, it can be seen that for many of them there is an increase in the average between the first stage of the analysis and the second, which is why we could state that after participating in experiential learning through a business game, students tacitly accumulated a series of skills regarding achieving objectives, pursuing strategies, etc.

6. Conclusion

The comparative analysis of data collected in two distinct dimensions: (1) two consecutive years 2025 and 2026 and (2) the evolution of responses between the initial phase of the game and its completions after six rounds, clearly highlights that students tacitly accumulate vital management specific skills. In the current era of rapid technological expansion driven by artificial intelligence (AI), the tacit knowledge acquired through business games proves particularly essential. Because the simulations require active engagement within a highly competitive peer-driven environment, they develop cognitive skills and critical thinking without relying on AI assistance. Because it's a competitive context participants, cannot control or predict the visions or strategies of opposing teams, which is why each team must think through their own decisions in an environment with a high level of chaos. Consequently, business games serve as a highly beneficial and student approach learning mechanism for the transfer of tacit knowledge, providing a practical arena where learners can effectively operationalize the explicit knowledge acquired from other faculty disciplines.

Acknowledgement

The European Commission's (EACEA) support to produce this publication, through Jean Monnet Module. Project 101127556 — EU Resilience Digital Skills - EU-ReDiSkills — ERASMUS-JMO-2023-HEI-TCH-RSCH, does not constitute an endorsement of the contents, which reflect the views only of the authors. Neither the European Union nor the granting authority can be held responsible for them.

Ethics Declaration: Ethical clearance was not required for the research.

AI Declaration: AI tools have not been used for the creation of the paper.

References

- Association of Experiential Education. (2012) "What is experiential education?", [online] <http://www.aee.org/what-is-ee>
Bratianu, C., Bejinaru, R. and Banciu, D. (2026) "Möbius Strip Model for Augmenting Organizational Knowledge Creation Dynamics by Integrating Human and Artificial Knowledge: A New Driving Force for Business Sustainability", *Sustainability*, 18, <https://doi.org/10.3390/su18083774>

- Brodowicz, M. (2025) "The Impact of Experiential Learning on Student Engagement and Academic Success", [online], <https://aithor.com/essay-examples/the-impact-of-experiential-learning-on-student-engagement-and-academic-success>
- Chin, C. (2026) "The Three Kinds of Tacit Knowledge", [online], <https://commoncog.com/three-kinds-of-tacit-knowledge>.
- Dreyer, H. (2018) "Tacit Knowledge in a Software Development Project", [online] https://eprints.glos.ac.ukDreyer_redacted_personal_information.pdf.
- Grant, E. (2025) "Tacit Knowledge and AI: When Machines Know More Than We Can Tell", [online], <https://medium.com/@elliottbgrant/tacit-knowledge-and-ai-when-machines-know-more-than-we-can-tell-825ddc6ad174>.
- Jump Foundation (2025), The Future of Experiential Education: Why it Matters for Today's Students, [online] <https://jumpfoundation.org/the-future-of-experiential-education/>
- Iftimescu, A. and Tiță, S. (2026), "Jocuri de întreprindere-Manualul participantului", [online], <https://portal.feaa.uaic.ro/licenta/Management/an3/sem2/ji/Pages/default.aspx>
- Polanyi, M. (1996) "The tacit dimension", [online], https://monoskop.org/images/1/11/Polanyi_Michael_The_Tacit_Dimension.pdf.
- Nakitiikwa, C. and Baagala, G.E (2024) "The Impact of Experiential Learning on Students' Academic Achievements a Case of Lukaya Town Council in Kalungu District", *IAA Journal of Education* 10(2), <https://doi.org/10.59298/IAAJE/2024/102.3746.11>
- Nazim, M. and Mukherjee, B. (2016). Knowledge Management Strategy, Knowledge Management in Libraries, Chandos Publishing, <https://doi.org/10.1016/B978-0-08-100564-4.00005-3>.
- Ranken, E., Wyse, D., Manyukhina, Y., and Bradbury, A. (2025). The effect of experiential learning on academic achievement of children aged 4–14: A rapid evidence assessment. *The Curriculum Journal*, 36, 417–434. <https://doi.org/10.1002/curj.304>
- Soler, L. and Zwart, S. (2013) "Editorial Introduction: Collins and Tacit Knowledge" *Philosophia Scientiæ* 17 (3), pp 5-23 [online], <https://hal.univ-lorraine.fr/hal-01872188v1/document>
- Zait, A. (2021) "Tacit knowledge transfer for managerial positions – suggested design for higher education institutions", [online], https://mpira.ub.uni-muenchen.de/116521/1/MPRA_paper_116521.pdf.