BEHAVIORAL ECONOMICS & DECISION MAKING
Professor Elizabeth C. Webb

B7619 (EMBA SATURDAY)
SPRING 2017

Professor: Elizabeth C. Webb
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Teaching Assistant
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Timing and Location are variable (see Course
Roadmap)

Office Hours:
I’m always available by appointment

What You Need to Know

Below is a list of the most important things for the class (grading outline, course requirements, and
required reading materials). If you email me or ask me a question about something that is answered in
this section, I will refer you to the syllabus (and judge you harshly). For details on any of the points
below, please consult the remainder of the syllabus. Due dates are listed in the Course Roadmap at the
end of the syllabus.

1. **Before coming to the first class**, please do the pre-class survey (the link is provided on the
course homepage in Canvas, and under Assignments). The survey will count towards your
participation grade, so even if you join the class late, please complete it!

2. **Bring your clicker to every class** meeting, as it will be used for attendance and in-class
exercises.

3. There is a strict no laptop/device policy in class. Students who have special permission to use a
laptop during class must contact me before the first class meeting. Otherwise, if you have a
laptop, it must be stored during class. All other electronic devices (phones, tablets, etc.) are also
prohibited during class time.

4. **Two textbooks are required** for the course: (1) Judgment in Managerial Decision Making (8th
edition) by Bazerman & Moore; and (2) Thinking, Fast and Slow by Daniel Kahneman. There
will also be a course reader available for pick-up before class starts.

5. The readings for each lecture are listed in the roadmap (at the end of this document). These
readings must be done BEFORE the start of class. The readings for each topic are required
and considered part of your preparation for that lecture. This means that readings for days that
cases are due will be helpful for your preparation of that case.
6. **Participation is 25% of your grade** – 10% determined by class attendance (recorded via clickers), and 15% determined by in-class engagement and participation in the out-of-class exercises.

7. **Written assignments are 40% of your grade**. There will be seven assignments total and you will have to complete six of them (if you do all seven, I will drop your lowest score for one of your assignments). All written assignments will be case-based.

8. A **final exam will be 35% of your grade**. By April 22nd, **everyone must submit two exam questions** suitable for use in an all-essay, in-class exam using the submission dropbox on Canvas. These will be compiled and posted on Canvas by Monday, April 24th. Expect to receive a list of approximately 20 potential exam questions. The final will consist of a subset of these questions with some choice, e.g., answer 4 of these 6 questions.

9. You can earn **up to 5% extra credit** by submitting examples of concepts we have discussed in class that have been published in the current press. Media of all types are acceptable (videos, articles, podcasts, etc.). You must provide a write-up of 3-5 sentences explaining the relevance of the material you are submitting.

10. The first half of the class will be more theory focused to build the foundations that we need to move into a discussion of applications (the second half of the class).

    """Course Objectives"

The purpose of this course is to inform future managers, analysts, consultants, and advisors of the psychological processes and biases underlying decision-making, with an emphasis on how to incorporate such insights into marketing and business strategies.

The class has two main facets. First, it will give you a broad overview of important results from various behavioral sciences that clarify how people make decisions. Second, it will provide you with advice about applying these findings to topics in marketing, management, and finance (each the focus of approximately one-third of the class material). Classroom time will be devoted to a combination of lectures, discussions, and exercises illustrating the main concepts.

"""Classroom Culture"

This course adheres to Columbia Core Culture. Therefore, you are expected to be present, prepared, and participating. This means:

- **Being on time and present** for every session (attendance will be tracked via clickers)
- **Completing the readings and assignments before class**
- **Expecting cold-calling**
- **Bringing your nameplates and clickers** to every class meeting
- **Participating in a meaningful way** is expected and part of your grade
- **Using electronic devices is not allowed**
• Being respectful of the professor and your fellow students (adhering to the Code of Conduct in the classroom)

*** FORMAT ***

This class is intended to be intellectually stimulating and challenging. I value class participation and the application of the ideas and theories that will be presented. Student engagement and interaction is my favorite part of teaching, so I hope to see buy-in from everyone in the classroom.

There is a strict no laptop/no electronic device policy in class. Accordingly, laptop usage is not permitted during class time with exceptions made only under special circumstances. All other electronic devices – tablets, phones, etc. – are also prohibited during class time. Please turn off or silence all such devices when you are in the classroom. This policy is to ensure better comprehension and participation, which will make the class better for everyone.

Since there are no laptops allowed, I will provide handouts for all of the lectures for note-taking purposes. If you have any questions about this policy, please see here first: goo.gl/YuLA3A (“To Remember a Lecture Better, Take Notes by Hand,” *The Atlantic*). If you attempt to use a laptop in class, you will be asked to put it away.

*** MATERIALS ***

Two books are required for this course:

1. *Judgment in Managerial Decision Making* (8th edition) by Max H. Bazerman & Don A. Moore (referred to as “Bazerman” hereafter) (You can purchase a different edition of this book, just make sure you are reading the right sections as the chapter/page numbers may be slightly different)
2. *Thinking, Fast and Slow* by Daniel Kahneman (referred to as “Thinking” hereafter)

All readings included in the reader will also be available online through Canvas (however, the opposite is not true: some readings can only be made available online and will not be included in the reader). The location of the readings is specified in the Course Roadmap below. If a reading says “online,” this means it is available through the “Library Reserves” link on Canvas.

Please note: readings from Bazerman and Thinking will not be reproduced online due to copyright restrictions, except for those required for the first week.

The readings in the course packet and listed in the syllabus are required material that should be read before class. Cases listed in the syllabus should always be prepared before class.

*** EVALUATION ***

1. Participation (25%). In a course like this, the adage “garbage-in-garbage-out” is especially true. You will only get out of this course as much as you are willing to put in, and lively class discussion is essential for learning this material. It is therefore very important that you take an active role in
classroom activities and discussions and come fully prepared. If you are distracting from the class or contributing in an inappropriate/irrelevant manner, you will not receive participation credit for such comments (in fact, you could end up receiving negative points!).

The class participation grade will be determined by:

- **Class attendance** recorded via clickers (10%)
- **Constructive, respectful, and meaningful** participation in-class (15%)

2. **Writing Assignments (40%).** To reinforce the learning process, you are required to do six written case assignments to receive a passing grade for the course. You may also do a seventh assignment. If you do a seventh assignment, I will drop the lowest score and your grade for the assignments will be based on your six highest scores. Of the writing assignments listed in the course roadmap, you can choose which six you would like to turn in.

Assignments should be done on an individual basis. You may discuss the case and assignment with other students in the class, but **each person must submit their own paper with original work.** The writing assignments should be contextualized in the case at hand, and should draw on information from the readings and lectures to support your analysis.

All of the writing assignments will be case-based and **must be turned in prior to the start of class,** since we will be discussing and analyzing the case together in class. **Late assignments will not be accepted** and any cases submitted after five minutes into class will not be graded.

Here are some general guidelines for preparing effective write-ups:

1. Be concise and to the point. Provide a strong, logical flow in your analysis. Above all, do not spend time rehashing or paraphrasing the details of the case, as I have read the cases and know these details already.
2. Make your assumptions explicit whenever necessary, and defend their reasonableness.
3. Your analysis should be thorough, be carried out correctly, and should draw whenever relevant on material presented in class or assigned in the readings.
4. Focus any specific recommendations on the important issues in the case. Recommendations should be practical, cost-effective, and appropriate to the timing (short-term or long-term) of the problem at hand.

**Formatting requirements:**

Writing assignments have a **strict four-page limit.** All papers should be **double-spaced** with 1” margins and **12-point font. Failure to follow formatting guidelines will result in a grade reduction.** Please submit assignments using Canvas.

3. **Final Exam (35%).** The final exam is composed by the students. By April 22nd, everyone must submit two exam questions via Canvas suitable for use in an all-essay, in-class exam. The
submission of these questions counts towards your participation grade. The best of these questions will be compiled and posted on Canvas by Monday, April 24th. Expect to receive an initial list of approximately 20 potential exam questions. The final exam will consist of six of these questions and you will have to answer four of them. The final exam will be held in-class on the last day of class (April 29th). The exam will be 90 minutes and will occur in the second half of the class session.

4. Extra Credit (up to 5%). You can receive extra credit if you find an example from the current press that illustrates an idea or concept from the course. This can be an article, video, podcast, interview, etc. The example must be recent, meaning within the past three months. Please provide a write-up that is approximately one paragraph (3-5 sentences) indicating why you think your submission is a good example of something we have talked about in class. You must submit the write-up to me electronically by email. When you submit, please begin your subject line with “BEDM Extra Credit.”

- In your submission, include your commentary, the URL for the example, and an attachment or screenshot of the article, video, etc.

- If the example you send is really good and appropriate, I will award you extra credit (a total of 1% per example with a maximum of 5% for the semester). About 50% of submissions will be awarded extra credit.

***** Grading System *****

All case assignments will be graded using a five-point system. All grading will be done blindly. The grades can be interpreted as follows:

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<tr>
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<tr>
<td>1</td>
<td>Some evidence of reading, but little understanding of the psychology or how it works. Minimal application of course concepts to the actual question that was asked.</td>
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<tr>
<td>2</td>
<td>An attempt at applying the course material, but with little or no depth of analysis (possibly just repeating ideas from the reading).</td>
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<tr>
<td>3</td>
<td>A solid application of the course material, with some good points but few creative insights. The majority of papers will receive this grade.</td>
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<tr>
<td>4</td>
<td>A deeper level of thinking than the obvious answer. Clearly written with creative examples.</td>
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<tr>
<td>5</td>
<td>An exceptional paper with an original insight and clear analysis. Such papers make us say, “I wish I had thought of that!” Very few of these grades are given.</td>
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The final exam will be out of 26 points and will be graded blindly. Graded exams will not be returned unless specifically requested by the student (though individual grades and a histogram of the grades for the section will be posted on Canvas).
### WEEK 1
*Saturday, January 7th, 2017*

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<th>NO CLASS</th>
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### WEEK 2
*Saturday, January 21st, 2017*

**12:30pm – 3:30pm, Warren 309**

Your Two Brains & Loss Aversion

**Readings**
- Thinking, Ch. 1, 2, 3 (online)
- Thinking Ch. 26, 27 (online)

**To-Do**
- Complete the pre-class survey BEFORE the start of class

### WEEK 3
*Saturday, January 28th, 2017*

**12:30pm – 3:30pm, Warren 209**

The Use of Heuristics (Part 1) & Overconfidence

**Readings**
- Bazerman, Ch. 2, 3
- Thinking, Ch. 29, 30

### WEEK 4
*Saturday, February 4th, 2017*

**8:30am – 11:30am, Warren 209**

Perceptions of Risks (Part 2) & Mental Accounting

**Readings**
- Bazerman, Ch. 5
- JC Penney Case (reader, online)

**To-Do**
- Read the JC Penney Case before class
  - Submit the writing assignment before class

### WEEK 5
*Saturday, February 11th, 2017*

**8:30am – 11:30am, Warren 415**

Perceptions of Fairness & Impatience

**Readings**
- Bazerman, Ch. 8
- Coca-Cola’s New Vending Machine (A) Case (reader, online)
- Bazerman, pp. 103-11
- Predictably Irrational (Dan Ariely), Ch. 7 (online)

**To-Do**
- Read the Coca-Cola (A) Case before class
  - Submit the writing assignment before class
## WEEK 6
*Saturday, February 18th, 2017*

**NO CLASS**

## WEEK 7
*Saturday, February 25th, 2017*

12:30pm – 3:30pm, Uris 330

(1) Choosing and (2) Helping Consumers with Risk

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<thead>
<tr>
<th>Readings</th>
<th>To-Do</th>
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<tbody>
<tr>
<td>Predictably Irrational (Dan Ariely), Ch. 1 (online)</td>
<td>➔ Read the Toro No S’no Case before class</td>
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<tr>
<td>Modern Romance (Aziz Ansari), pp. 123-139 (online)</td>
<td>➔ Submit the writing assignment before class</td>
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<tr>
<td>Toro No S’no Case (reader, online)</td>
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## WEEK 8
*Saturday, March 4th, 2017*

3:45pm – 6:45pm, Warren 209

Memory and Decisions, Emotion & Affect

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<tr>
<th>Readings</th>
<th>To-Do</th>
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<tbody>
<tr>
<td>Thinking, Ch. 4 and 5</td>
<td>➔ Read the Selling CFLs at Wal-Mart Case before class</td>
</tr>
<tr>
<td>Bazerman, pp.60-69</td>
<td>➔ Submit the writing assignment before class</td>
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<tr>
<td>Cialdini (2001): Harnessing the Science of Persuasion (HBR) (reader, online)</td>
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<tr>
<td>Bazerman, pp.114-118</td>
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<tr>
<td>Selling CFLs at Wal-Mart Case (reader, online)</td>
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## WEEK 9
*Saturday, March 11th, 2017*

12:30pm – 3:30pm, Uris 330

Application to Organizations Making Decisions

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<th>Readings</th>
<th>To-Do</th>
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<tbody>
<tr>
<td>Thinking, Ch.23 and 24</td>
<td>➔ Read the Into Thin Air article</td>
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<tr>
<td>Jon Krakauer (1996): Into Thin Air, <em>Outside Magazine</em> (reader, online)</td>
<td>➔ Submit the writing assignment before class</td>
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## WEEK 10
*Saturday, March 18th, 2017*

**NO CLASS**
### WEEK 11
*Saturday, March 25th, 2017*
*3:45pm – 6:45pm, Uris 330*

**Consumer Financial Decision-Making & Behavioral Game Theory**

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<th>Readings</th>
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<tr>
<td>Bazerman, Ch. 9</td>
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<tr>
<td>The Signal and the Noise (Nate Silver), pp. 364-368 (online)</td>
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<tr>
<td>Bazerman, pp. 69-80</td>
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### WEEK 12
*Saturday, April 1st, 2017*
*3:45pm – 6:45pm, Warren 209*

**Experts vs. Novices: Are Experts as Good as They Think?**

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<th>Readings</th>
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<tr>
<td>Thinking, Ch. 20 and 22</td>
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<tr>
<td>The Signal and the Noise (Nate Silver), Ch. 2 (online)</td>
</tr>
<tr>
<td>Google Prediction Markets (GPM) Case (reader, online)</td>
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**To-Do**
- Read GPM Case
- Submit the writing assignment before class

### WEEK 13
*Saturday, April 8th, 2017*
*12:30pm – 3:30pm, Uris 330*

**Defaults and Choice Architecture**

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<th>Readings</th>
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<tr>
<td>Nudge, Introduction and Ch. 5 (online)</td>
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<tr>
<td>Behavioural Insights (A) Case (reader, online)</td>
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**To-Do**
- Read Behavioral Insights (A) Case
- Submit the writing assignment before class

### WEEK 14
*Saturday, April 15th, 2017*

**NO CLASS**

### WEEK 15
*Saturday, April 22nd, 2017*
*3:45pm – 6:45pm, Warren 309*

**Happiness: How Good Are We at Predicting What Will Make Us Happy?**

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<th>Readings</th>
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<td>Thinking, Ch. 35, 36, 37 and 38</td>
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**To-Do**
- Submit two final exam questions
Below are the questions/topics you will be asked to respond to for the writing assignments listed in the Course Roadmap.

1. **JC Penney**
   a. Using principles from mental accounting, explain why Johnson’s pricing strategy may not have worked as intended.
   b. Do you think the pricing problem was a strategy or execution problem? Did Johnson just need more time?
   c. If you were hired to replace Ullman (as Johnson was), what would be your plan for pricing? If you had to switch to a high-low format, what would you do differently from Johnson? Would you do anything the same?

2. **Coca-Cola Vending Machine (A)**
   a. What did Coca-Cola do right? What did it do wrong?
   b. What do you think of Ivester’s comments? What would you have said if you were Ivester?
   c. Using principles of mental accounting, how would you introduce a paradigm shift or increase the price?
   d. How would you change the public’s perceptions of fairness/ethicality related to Coca-Cola’s potential decision to introduce dynamic-pricing vending machines?

3. **Toro S’no Risk Program**
   a. The Toro No S’no case raises issues that involve many of the concepts we have studied during the course. Write a memo to Pollick giving him some insights on what Toro should do the following year and why.

4. **Selling CFLs at Wal-Mart Case**
   a. Why does Wal-Mart care about CFLs? Why do consumers care about CFLs?
   b. What is the diagnosis? Why has public reception been so lousy? You should be able to tie in several concepts we have discussed already.
   c. Identify potential solutions for the problems/Issues you identify in the preceding question. In other words, how could the problems be addressed or overcome?
   d. What about LED bulbs? Will they face the same problems?

5. **Into Thin Air Article**
a. Why are the climbers up there? Consider the motivation and incentives facing each participant. What are the implications for potential decision biases and corrective measures?

b. What are the defining characteristics of the decision-making environment on Mt. Everest? Setting aside the extreme physiological conditions, what are the biggest challenges for good decision-making?

c. Describe the decision process used by Hall and Fischer. What mistakes did the guides or members of the climbing teams make during the climb to the summit? Why were these mistakes made? How do these mistakes relate to concepts we have discussed in the course so far?

d. If you were advising a friend interested in organizing an expedition to the top of Mt. Everest (or some other large but potentially dangerous mountain), what advice would you give to him/her based on the concepts of this course?

6. Google Prediction Markets

a. Is it a good idea to encourage all employees to trade in these markets? Should insiders and/or highly uninformed people be allowed to trade? Do they help the market or hurt it?

b. What kind of decisions are prediction markets useful for?

c. Will most managers welcome prediction markets within their companies? Why or why not? Will they welcome a prediction market about a project or outcome that they’re responsible for?

d. How would you get managers to use the prediction markets in their decision-making?

7. Behavioural Insights Case

a. Do the assignment listed at the end of the case: using principles of behavioral economics, develop the best possible letter to send to delinquent taxpayers.

OTHER RECOMMENDED READINGS


