BEHAVIORAL ECONOMICS & DECISION MAKING
Professor Elizabeth M. S. Friedman

B8619 SEC 001, SEC 002
SPRING 2020

Professor: Elizabeth M. S. Friedman
e.friedman@columbia.edu

Course Sections & Locations:
Sec 001: T/TR, 9:00am – 10:30am, Uris 140
Sec 002: T/TR, 10:45am – 12:15pm, Uris 140

Teaching Assistants:

Elaine Codd*
ECodd20@gsb.columbia.edu

Please note: Please attend the section in which you are enrolled unless you receive explicit permission from me or OSA

Melissa Carey
Office Hours: by appointment (email me if you would like to meet)

Monica Landy

Stephanie Rusinkiewicz

*Elaine has been designated the “corresponding TA,” so please send all emails (questions about the course, notifying us about latenesses or absences, etc.) to Elaine and copy me.

¡¡¡ 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. 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**, which can be found here: https://tinyurl.com/bedm8619
   a. The survey will count towards your participation grade, so even if you join the class late, please complete it!

2. There is a **strict no laptop/device policy** in class, except when participating in in-class polls (and even then, no laptops can be used for polling purposes).
   a. Students who have special permission to use a laptop during class must contact me before the first class meeting.
b. Otherwise, if you have a laptop, it must be stored during class. All other electronic devices (phones, tablets, etc.) also must be put away during class time. **Please keep your phones in your bag, not on the table, and keep them on silent when you are in class.** This policy is to ensure better comprehension and participation, which will make the class better for everyone.

c. 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.

3. **Two books are required** for the course: (1) *Thinking, Fast and Slow* by Daniel Kahneman, (2) *Misbehaving: The Making of Behavioral Economics* by Richard Thaler. I have requested copies of both be available in the library if you do not want to purchase them.

   a. The chapters for the first week of class will be posted online to provide a grace period for purchasing the books. After the first week, no portion of either book will be posted online because of copyright restrictions. Other readings will be available online through the course website.

4. 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.**

5. **Participation is 25% of your grade.** This includes participation, attendance, device usage, and completing the pre-class survey.

   a. **Attendance will be tracked via PollEverywhere.** Please set-up your account and make sure you can access the app before attending the first class.

   b. **The TAs will track lateness and device usage.** Each absence, lateness, and time you use your laptop or phone in class (other than to complete PollEverywhere) will negatively affect your participation grade. Because unplanned events happen, **you may be late twice (but no more than 15 minutes late) before it affects your grade.** That said, I prefer that you attend class even if you will be late (i.e., an unexcused absence affects your grade more negatively than a lateness).

   c. Aligned with Core culture, **students who miss more than 33% of classes (unexcused absences) will receive a maximum course grade of P. Students who miss more than 50% of classes (unexcused absences) will receive an F in the course.** There are 24 class meetings, so students who miss more than 8 unexcused classes will not receive above a P. If you have an excused absence, please email Elaine and me directly.

   d. There are opportunities to receive extra credit towards your participation grade (see below for an explanation).
6. **Written assignments are 40% of your grade.** There will be five case assignments and you have to complete four of them (if you do all five, I will drop the lowest score for one of your assignments and give you a bonus point). **You are expected to read all five cases, even if you do not complete a write-up.** There is also a required “Applying Behavioral Economics to My Life” assignment.

7. A **final exam will be 35% of your grade.** The final exam will be held in class on the last day of class (Thursday, April 30th). It will be designed to take 60-75 minutes, but you will have the entire 90 minute class period to complete it.

   a. The final exam may consist of multiple choice, short answer, and/or long answer questions. It will be closed book, closed note.

   b. **Students who miss the exam (excused) and do not make it up during the stated make-up period will receive a zero for final exam grade. Students who miss the exam without notifying OSA or me (unexcused) will receive an F in the course.**

8. Aligned with the CBS required grade distribution for electives, **no more than 50% of students will receive an H- or above.**

   ⭐⭐⭐ **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 these 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.

The first half of the class will be focus more on theory, and the second half will focus more on applications to both business and everyday life.

   ⭐⭐⭐ **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 and lateness will be tracked)
  - Students who miss 33% of classes (unexcused absences) will receive a maximum grade of P in the course. Students who miss 50%+ of classes (unexcused absences) will receive an F in the course.
- **Completing the readings and assignments before class**
- **Expecting cold-calling**
• Bringing your nameplates 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)
• Final Exams: students who miss the exam (excused) and do not make it up during the stated make-up period will receive a zero for final exam grade; students who miss the exam without notifying OSA (unexcused) will receive an F in the course

★★★ ONLINE FORMAT EXPECTATIONS ★★★

This course adheres to Columbia RemoteCourse Culture. This means:

• PRESENT: Students should be on time and present for the entire session. TAs will continue to track lateness, participation, and presence during the whole class period. Please log on 10 minutes prior to class to troubleshoot any technical issues. If anything arises that prevents you from being engaged and present during class, please email us to let us know. The two excused latenesses will be extended to this format as well.
• PREPARED: Students should complete pre-work needed for class. Cold calling is still fair game. Attendance will continue to be tracked via Poll Everywhere and Zoom.
• PARTICIPATE: Participation will continue to be a meaningful part of your grade. Engagement is perhaps even more important in this format than before, so be prepared to participate in a meaningful way. As always, be respectful of your classmates and me.
• Use a computer rather than a phone, and make sure you are plugged in to a power source.
• Keep the Zoom screen open, not your browser or email. We will be able to track the percent of time you stay on the Zoom screen.
• Keep your camera on at all times. Assume that anything you type or say (or that’s taking place in the background) may be visible to your professor and classmates.
• Keep yourself muted unless you are called on to participate.
• Use the hand raise emoticon to participate, and use the chat if you have a question or comment but do not want to interrupt.
• I realize these are tough times for all of us, but I’m hopeful we can still have an informative and enjoyable class together. I will do my best to be flexible and helpful as any unforeseen issues arise, and please try to keep me informed about any relevant changes to your circumstances. Hopefully learning about good decision making will help us navigate this stressful time for businesses and for us.

★★★ MATERIALS ★★★

There are two required books for this course:

1. *Thinking, Fast and Slow* by Daniel Kahneman (referred to as “Thinking” hereafter)

All other readings will be available online through Canvas (either in a Readings folder, through the Calendar, or via the “Library Reserves” link on Canvas).

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

The readings 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, arriving on-time, and keeping devices away**
- **Constructive, respectful, and meaningful** participation in-class and completion of out-of-class exercises (pre-class survey, final exam question submission)
- **Completion of the pre-class survey**

**EXTRA CREDIT:** You may receive Extra Credit towards your Participation Grade by submitting “Behavioral Economics in the Real World” slides – any example of behavioral economics concepts that we’ve learned in class being used in the real world. These can be print ads, videos, entire ad campaigns, news articles, podcasts, strategic marketing decisions by companies (e.g., the way a new product is designed and launched), etc. The examples do not all need to come from business. Government and public policy initiatives, celebrities’ behavior, clips from TV shows or movies, are all fair game. Along with the example, please write a few sentences explaining how the material is relevant and which behavioral economics principles are at play.

You may submit up to 3 of these extra credit Behavioral Economics in the Real World assignments. Assuming you submit a relevant example and demonstrate that you understand the material in your short write-up, you will receive an extra point per submission. Please submit either PowerPoint or Word docs through Canvas. These must be submitted by April 29th at 11:59 pm.
2. Writing Assignments (40%).

Cases: To reinforce the learning process, you are required to do four written case assignments. You may also do a fifth assignment. If you do a fifth assignment, I will drop the case with the lowest score and I will give you one extra credit point. Of the case assignments listed in the course roadmap, you can choose which four you would like to turn in. You are expected to read all five cases and come prepared to discuss them, even if you do not complete the written assignment.

Here are some general guidelines for preparing effective case 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 the TAs have read the cases and know these details already.

2. Make your assumptions explicit whenever necessary and defend why they are reasonable.

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.

Applying Behavioral Economics to My Life: In addition to the cases, you are required to submit a written assignment about applying behavioral economics principles to enact a positive behavioral change in your life. Identify a change you would like to make to your own behavior or decision making – this could be anything related to achieving a goal, reducing negative behaviors, making a specific choice or purchase, employing a business decision or strategy, or whatever else you can think of! Please try to be as specific as you can in identifying the behavior or decision (e.g., don’t just say “be healthier,” but rather identify a specific diet, exercise, etc. change you hope to make). Please focus on a change to your *own* behavior or a decision *you* have to make, rather than advice for somebody else. Your topics are due March 24th and must be approved by me. Topics should only be a few sentences to give an idea of the behavior you hope to address, and should be submitted through Canvas.

Once you’ve identified a change or decision, develop a plan for how to enact it. The plan should be concrete and should employ multiple behavioral economics concepts. You should develop the plan shortly after submitting your topic, and if the topic allows, begin to implement the change (if the topic involves a decision or behavior far in the future, this might not be possible, but please try to identify a topic you can implement immediately).

Your write-up should describe the behavior or decision you hope to address, your concrete plan for addressing it, the behavioral economics principles you are employing and/or counteracting, a description of how the change has gone so far, and reflections on potential difficulties as you move forward and how you might overcome them. Your written assignment is due before class on April 23rd and must adhere to the formatting guidelines below.

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All of the written assignments 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.

**Formatting requirements:** Writing assignments have a strict four-page limit. All papers should be double-spaced with 1” margins and 12-point font. Please write a cohesive paper (do not submit numbered or bulleted lists summarizing your thoughts). Failure to follow formatting guidelines will result in a one-point reduction. Please upload assignments on Canvas.

All case assignments will be graded by the TAs using a five-point system. The grades can be interpreted as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<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. <strong>The majority of papers will receive this grade.</strong></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 me say, “I wish I had thought of that!” <strong>Very few of these grades are given.</strong></td>
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**EXTRA CREDIT:** We will have one day of class for informal (5-10 minute) student-led discussions of your Applying Behavioral Economics to My Life assignment, or you may present any extra credit Behavioral Economics in the Wild slides. These are voluntary and will not be graded—they are intended to be a fun, informal way to share your experience or the examples you found, and get feedback from your classmates. **Volunteers will receive an additional extra credit point towards their written assignment grade.** If you would like to volunteer to present, you must sign up by April 9th. I will set up an online poll for you to do so. If there are not enough volunteers, you may be randomly selected to present, but you will be notified in advance if this is a possibility.

3. **Final Exam (35%).** The final exam may consist of multiple choice, short answer, and/or long answer questions. It will be closed book, closed note. **The final exam will be held in class on the last day of class (Thursday, April 30th). It will be designed to take 60-75 minutes, but you will have the entire 90 minute class period to complete it.**

The final exams will not be returned unless specifically requested by the student (though individual grades and a histogram of the grades for each section will be posted on Canvas). If you would like to request a re-grade, you must contact me directly. If you request a re-grade, I will grade the entire exam again, not just the disputed question(s), so it is entirely possible that your grade will go down after my review. If you have any issues with the grade or comments, please contact me, not the TAs.
### WEEK 1  
*Tuesday, January 28th, 2020*

**Your Two Brains: Econ vs. Humans**

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<thead>
<tr>
<th>Readings</th>
<th>Thinking, Ch. 1, 2, p. 105 (online)</th>
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<tr>
<td>To-Do</td>
<td>Complete the pre-class survey BEFORE the start of class</td>
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*Thursday, January 30th, 2020*

**Loss Aversion: Why Losses Have More Impact Than Gains**

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<tr>
<th>Readings</th>
<th>Thinking Ch. 26, 27, pp. 316-321 (starting with “The Fourfold Pattern”) (online)</th>
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### WEEK 2  
*Tuesday, February 4th, 2020*

**Perception of Risks: The Use of Heuristics (Part 1)**

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<tr>
<th>Readings</th>
<th>Thinking, pp. 97-101 (stop at “The Mood Heuristic for Happiness”); Ch. 10, 12, 14</th>
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*Thursday, February 6th, 2020*

**Perception of Risks: The Use of Heuristics (Part 2)**

<table>
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<tr>
<th>Readings</th>
<th>See above</th>
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### WEEK 3  
*Tuesday, February 11th, 2020*

**Confidence & Consistency**

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<th>Readings</th>
<th>Thinking, Ch. 19</th>
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*Thursday, February 13th, 2020*

**Mental Accounting**

| Readings | Misbehaving, Ch. 7, 9  
|----------|------------------------|
| To-Do   | Read the JC Penney Case before class  
|         | Submit writing assignment before class |
### WEEK 4
*Tuesday, February 18th, 2020*

**Perceptions of Fairness**

**Readings**
- Misbehaving, Ch. 14
- Coca-Cola’s New Vending Machine (A) Case (online)

**To-Do**
- **Read the Coca-Cola (A) Case before class**
- **Submit writing assignment before class**
- **Take an implicit attitude test (IAT) here:** [https://implicit.harvard.edu/implicit/](https://implicit.harvard.edu/implicit/)
  
  (select continue as guest option – you can do whichever one you like – if **submit a screenshot of the completion page (without the result showing)** on Canvas, I will give you an extra point)

**Thursday, February 20th, 2020**

**Impatience and Self-Control**

**Readings**
- Misbehaving, pp. 85-94, Ch. 12

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### WEEK 5
*Tuesday, February 25th, 2020*

**Choice and Context Effects**

**Readings**
- Predictably Irrational (Dan Ariely), Ch. 1 (online)
- Thinking, pp. 346-349 (the section on “Regret”)
- Toro No S’no Case (online)

**To-Do**
- **Read the Toro No S’no Case before class**
- **Submit writing assignment before class**

**Thursday, February 27th, 2020**

**Memory & Decisions**

**Readings**
- Thinking, pp. 50-52 (stop at “The Marvels of Priming Section”)

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### WEEK 6
*Tuesday, March 3rd, 2020*

**Emotion, Affect, and Consumer Choice**

**Readings**
- Thinking, Ch. 5 and pp. 101-104 (starting at “The Mood Heuristic for Happiness”), pp.138-140 (the section on “Availability and Affect”)
- Selling CFLs at Wal-Mart Case (online)

**To-Do**
- **Read the Selling CFLs at Wal-Mart Case before class**
- **Submit writing assignment before class**

**Thursday, March 5th, 2020**

**NO CLASS**
## WEEK 7
*Tuesday, March 10th, 2020*

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<th>NO CLASS (FINAL EXAM PERIOD FOR A-TERM)</th>
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*Thursday, March 12th, 2020*

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## WEEK 8
*Tuesday, March 17th, 2020*

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*Thursday, March 19th, 2020*

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## WEEK 9
*Tuesday, March 24th, 2020*

### Application to Organizations Making Decisions (Part 1)

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<th>Readings</th>
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<td>Thinking, Ch. 23 and 24</td>
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<tr>
<th>To-Do</th>
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<tr>
<td>Submit “Applying Behavioral Economics to My Life” topic before class</td>
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*Thursday, March 26th, 2020*

### Happiness: Predicted vs. Experienced vs. Remembered Utility

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<th>Readings</th>
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<tr>
<td>Thinking, Ch. 35, 37 and 38</td>
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## WEEK 10
*Tuesday, March 31st, 2020*

### GUEST LECTURE: Professor Daylian Cain

**Experts and Models**

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<th>Readings</th>
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<td>Thinking, Ch. 21 and 22</td>
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*Thursday, April 2nd, 2020*

### Behavioral Game Theory: How People Really Think Strategically

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<th>Readings</th>
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<tr>
<td>Misbehaving, Ch.15, pp. 301-305</td>
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### WEEK 11  
*Tuesday, April 7th, 2020*

#### GUEST LECUTRE: Dr. Kellen Mrkva  
**Consumer Financial Decision Making**

**Readings**
- Misbehaving, Ch. 21 and 22

*Thursday, April 9th, 2020*

#### Application to Organizations Making Decisions (Part 2): Into Thin Air

**Readings**
- Jon Krakauer (1996): Into Thin Air Case, *Outside Magazine*  
  (online)

**To-Do**
- Deadline to sign up if you would like to present on April 21st
- Read the Into Thin Air article
- Submit writing assignment before class

### WEEK 12  
*Tuesday, April 14th, 2020*

#### Choice Architecture (Part 1)

**Readings**
- Nudge, Introduction (online)  
- Cialdini, “Harnessing the Science of Persuasion” (HBR article)  
  (online)

*Thursday, April 16th, 2020*

#### GUEST LECTURE: Joe Timko  
**Cognitive Biases in Executive Decision Making**

### WEEK 13  
*Tuesday, April 21st, 2020*

#### Class-Led Discussions

*Thursday, April 23rd, 2020*

#### Choice Architecture (Part 2) and Course Wrap

**To-Do**
- Submit “Applying Behavioral Economics to My Life” written assignment before class

### WEEK 14  
*Tuesday, April 28th, 2020*
Course Wrap

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<th>Readings</th>
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<tr>
<td>▪ Misbehaving, Conclusion (pp. 347-358)</td>
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Thursday, April 30th, 2020

FINAL EXAM
The exam will be designed to take 60-75 minutes.
You will have the entire 90 minute class session to complete it.

★★★ WRITING ASSIGNMENT QUESTIONS ★★★

Below are the questions/topics you will be asked to respond to for each case assignment:

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 from a high-low pricing strategy, 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 so far. 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 processes 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?

★★★ GUEST LECTURES★★★

DAYLIAN M. CAIN is a Senior Lecturer of Negotiations & Ethics at the Yale School of Management. Hailing from Nova Scotia, Cain is a former Canada science scholar. He has three master’s degrees and a Ph.D. in Business from Carnegie Mellon. Prior to joining Yale, Cain was the Russell Sage Fellow of Behavioral Economics at Harvard. He likes to say that he focuses on “why smart people do dumb things.” Fun Facts: Cain has appeared as a special guest on National Geographic’s TV show Brain Games (Season 2, “You Decide”), and his poker avatar (“Raising Cain”) is one of the opponents you may face at Advanced Poker Training’s website. His guest lecture will cover the topic of Experts and Models.

KELLEN MRKVA is a post-doctoral fellow at Columbia Business School. He received his Ph.D. from the University of Colorado and B.A. from the University of Notre Dame. His research examines how consumers prioritize their limited money, time, and attention, and has been published in journals including Psychological Science, Journal of Personality and Social Psychology, and Journal of Consumer Psychology. He investigates questions such as: Why do people sometimes exhibit misplaced priorities, failing to prioritize the goals they themselves think are most important? How can we use what we know about psychology and behavioral economics to nudge people to make better decisions? Dr. Mrkva’s guest lecture will cover the topic of Consumer Financial Decision Making.

JOE TIMKO’s career has been focused on B2B technology, software, and consulting. He is a former Partner of McKinsey & Company where his work focused on the high-tech and telecom sectors. He has led strategy for two S&P 500 companies: ADP, a leader in Human Capital Management, and Pitney Bowes, a global player in shipping and communications. Joe also served as Chief Technology Officer of Pitney Bowes, leading technology direction and global product development. Earlier in his career, he was a product manager and software development team leader at Bell Laboratories, designing software systems for the telecommunications data backbone. Joe is an Executive in Residence at Columbia Business School and a guest lecturer at MBA programs. Joe received an MBA from The Wharton School as a Palmer Scholar. He also received a Master of Science degree from Stanford University and a Bachelor of Science from Virginia Tech, both in computer and electrical engineering. Joe’s guest lecture will cover the topic of Cognitive Biases in Executive Decision Making.

★★★ OTHER RECOMMENDED READINGS★★★


