

BEHAVIORAL ECONOMICS & DECISION MAKING
Professor Elizabeth M. S. Friedman**B8619 SEC 001, SEC 002**
SPRING 2023

Professor: Elizabeth M. S. Friedman
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Course Sections & Locations:

Sec 001: T/TR, 2:00 – 3:30pm, Kravis 640
Sec 002: T/TR, 3:50-5:20pm, Kravis 640

Teaching Assistants:

Sonia Kim
SKim23@gsb.columbia.edu
Sonia will be the primary grader for case assignments.

Please note: since the classroom is at full capacity, you can only attend the section in which you are enrolled unless you receive explicit permission from me or OSA

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

Alisa Wu
YWu23@gsb.columbia.edu
Alisa will be the primary in class support and the primary grader for the examination.

◆◆◆ WHAT YOU NEED TO KNOW ◆◆◆

PRELIMINARY SYLLABUS, SUBJECT TO CHANGE

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**.
2. There is a **strict no laptop/device policy** in class, except when using your CBS-issued iPad to take notes and 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. **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.

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.
6. **Written assignments are 35% 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 33% 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. **Small assignments are 7% of your grade.** These include the pre-class survey, Matterhorn simulation, optional IAT exercise, and Yellowdig forum participation.
9. 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**

◆◆◆ MATERIALS ◆◆◆

There are two required books for this course:

1. *Thinking, Fast and Slow* by Daniel Kahneman (referred to as “Thinking” hereafter)
2. *Misbehaving: The Making of Behavioral Economics* by Richard H. Thaler (referred to as “Misbehaving” 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)
- **PolIEV**, which will be used both to track attendance and to foster participation and engagement during class.

2. **Writing Assignments (35%).**

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. Instead, demonstrate that you understand course concepts.
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 on identifying the relevant course concepts that may apply in each situation. Clearly explain how the concept applies and how it may inform any recommendations you make. In many cases, several concepts will be relevant, and you will receive more credit for correctly and thoroughly discussing each.
5. 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.**

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. **Written assignments will be graded by the TAs using a seven-point system.** The grades can be interpreted as follows:

1-2	Incomplete assignment. Some questions are not addressed and/or little evidence of reading.
3	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.
4	An attempt at applying the course material, but with little or no depth of analysis (possibly just repeating ideas from the reading).
5	A solid application of the course material, with some good points but few creative insights. The majority of papers will receive this grade.
6	A deeper level of thinking than the obvious answer. Clearly written with creative examples.
7	An exceptional paper with an original insight and clear analysis. Such papers make me say, "I wish I had thought of that!" Very few of these grades are given.

3. **Final Exam (33%).** 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.

4. **Small Assignments (7%).** There are a few small assignments throughout the semester. These will not be graded for quality, but you will be rewarded for your timely submissions. The following components are included:
1. Matterhorn Health Decision making simulation (3 points total)
 - a. 1 point for registering on time
 - b. 2 points for completing it on time
 2. Online survey used for various class examples (3 points)
 3. Optional IAT online exercise (1 extra credit assignment point)
 4. Yellow Dig Forum (8 points plus extra credit)

◆◆◆ COURSE ROADMAP ◆◆◆

WEEK 1	
<i>Tuesday, January 24th, 2023</i>	
Your Two Brains: Econs vs. Humans	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 1, 2, p. 105 (online)
To-Do	<ul style="list-style-type: none"> ▪ Complete the pre-class survey BEFORE the start of class ▪ Register for the Matterhorn simulation
<i>Thursday, January 26th, 2023</i>	
Loss Aversion: Why Losses Have More Impact Than Gains	
Readings	<ul style="list-style-type: none"> ▪ Thinking Ch. 26, 27, pp. 316-321 (starting with “The Fourfold Pattern”) (online)

WEEK 2	
<i>Tuesday, January 31st, 2023</i>	
Judgments Under Uncertainty	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 11
To-Do	<ul style="list-style-type: none"> ▪ Complete the Matterhorn simulation by Sunday January 29th, at 11:59 p.m. ▪ Reflect on the questions regarding the simulation
<i>Thursday, February 2nd, 2023</i>	
Perception of Risks: The Use of Heuristics (Part 1)	
Readings	<ul style="list-style-type: none"> ▪ Thinking, pp. 97-101 (stop at “The Mood Heuristic for Happiness”); Ch. 10, 12, 14 ▪ Groopman, “What’s the Trouble?” The New Yorker

WEEK 3	
<i>Tuesday, February 7th, 2023</i>	
Perceptions of Risk: The Use of Heuristics (Part 2)	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 14, 15, 16, 17 ▪ Toro No S’No Case (online)
To-Do	<ul style="list-style-type: none"> ▪ Submit the Toro No S’no case assignment before class
<i>Thursday, February 9th, 2023</i>	
Confidence & Consistency	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 18, 19 ▪ Moore and Morse, “Confidence Doesn’t Always Boost Performance,” HBR ▪ Zenger and Folkman, “Women Score Higher Than Men in Most Leadership Skills,” HBR

WEEK 4	
<i>Tuesday, February 14th, 2023</i>	
Mental Accounting	
Readings	<ul style="list-style-type: none"> ▪ Misbehaving, Ch. 7, 9
<i>Thursday, February 16th, 2023</i>	
Mental Accounting (pt. 2)	
Readings	<ul style="list-style-type: none"> ▪ JC Penney Case (online)
To-Do	<ul style="list-style-type: none"> ▪ Submit JC Penney case assignment before class
WEEK 5	
<i>Tuesday, February 21st, 2023</i>	
Impatience and Self-Control	
Readings	<ul style="list-style-type: none"> ▪ Misbehaving, pp. 85-94, Ch. 12
<i>Thursday, February 23rd, 2023</i>	
Choice and Context Effects	
Readings	<ul style="list-style-type: none"> ▪ Predictably Irrational (Dan Ariely), Ch. 1 (online) ▪ Thinking, pp. 346-349 (the section on “Regret”)
WEEK 6	
<i>Tuesday, February 28th, 2023</i>	
Choice and Context Effects (pt. 2)	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 5 and pp. 101-104 (starting at “The Mood Heuristic for Happiness”), pp.138-140 (the section on “Availability and Affect”) ▪ “Understanding and Shaping Consumer Behavior in the Next Normal,” McKinsey Article (online) ▪ Selling CFLs at Wal-Mart Case (online)
To-Do	<ul style="list-style-type: none"> ▪ Submit Wal-Mart CFL case assignment before class
<i>Thursday, March 2nd, 2023</i>	
NO CLASS	
WEEK 7	
<i>Tuesday, March 7th, 2023</i>	
NO CLASS (FINAL EXAM PERIOD FOR A-TERM)	
<i>Thursday, March 9th, 2023</i>	
NO CLASS (FINAL EXAM PERIOD FOR A-TERM)	

WEEK 8 <i>Tuesday, March 14th, 2023</i>
NO CLASS (SPRING BREAK)
<i>Thursday, March 16th, 2023</i>
NO CLASS (SPRING BREAK)

WEEK 9 <i>Tuesday, March 21st, 2023</i>	
Utility: Predicted vs. Experienced vs. Remembered	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 35, 37, 38
To-Do	<ul style="list-style-type: none"> ▪ Submit “Applying Behavioral Economics to My Life” topic before class
<i>Thursday, March 23rd, 2023</i>	
Memory & Bounded Awareness	
Readings	<ul style="list-style-type: none"> ▪ Thinking, pp. 50-52 (stop at “The Marvels of Priming Section”) ▪ Bazerman and Chugh, “Decisions without Blinders,” HBR

WEEK 10 <i>Tuesday, March 28th, 2023</i>	
GUEST LECTURE #1	
<i>Thursday, March 30th, 2023</i>	
Bounded Ethicality & Group Decision Making	
Readings	<ul style="list-style-type: none"> ▪ Take an implicit attitude test (IAT) here: ▪ 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)

WEEK 11 <i>Tuesday, April 4th, 2023</i>	
GUEST LECTURE #2	
Readings	<ul style="list-style-type: none"> ▪ Thinking, Ch. 21 and 22
<i>Thursday, April 6th, 2023</i>	
Perceptions of Fairness	
Readings	<ul style="list-style-type: none"> ▪ Misbehaving, Ch. 14

	<ul style="list-style-type: none"> Thaler, “The Law of Supply and Demand Isn’t Fair,” NYT Coca-Cola’s New Vending Maching (A) Case (online)
To-Do	<ul style="list-style-type: none"> Submit Coca-Cola Case assignment before class

WEEK 12 <i>Tuesday, April 11th, 2023</i>	
Goals and Plans	
Readings	<ul style="list-style-type: none"> Thinking, pp. 302-304 (“Goals are Reference Points”) Howe, Whilans and Menges, How to Actually Save Time When You’re Working Remotely,” HBR
<i>Thursday, April 13th, 2023</i>	
Applications to Organizational Decision Making	
Readings	<ul style="list-style-type: none"> Jon Krakauer (1996): Into Thin Air Case, <i>Outside Magazine</i> (online)
To-Do	<ul style="list-style-type: none"> Submit Into Thin Air case assignment before class

WEEK 13 <i>Tuesday, April 18th, 2023</i>	
GUEST LECTURE #3	
<i>Thursday, April 20th, 2023</i>	
Choice Architecture	
Readings	<ul style="list-style-type: none"> Nudge, Introduction (online) Cialdini, “Harnessing the Science of Persuasion,” HBR Gawande, “The Checklist,” The New Yorker Bakhasi and Fox, “The Best Flu Prevention Might Be Behavioral Economics,” HBR
To-Do	<ul style="list-style-type: none"> Submit “Applying Behavioral Economics to My Life” written assignment before class

WEEK 14 <i>Tuesday, April 25th, 2023</i>	
Course Wrap	
Readings	<ul style="list-style-type: none"> Misbehaving, Conclusion (pp. 347-358)
<i>Thursday, April 27th, 2023</i>	
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. What biases that we discussed in class would say that Ron Johnson displayed in his decision making?
- c. Do you believe that Penney's new pricing strategy was a viable one? Were the problems due to strategy or execution? Did Johnson just need more time?
- d. 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. From a general business perspective, discuss why this program is good or bad for Toro.
- b. Based on concepts from class, how do you think consumers will react to this program? Given those concepts, will this program be appealing to consumers? Why or why not?
- c. What do you recommend Toro do for next year?

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?

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?

Matterhorn Simulation:

In this simulation, you will play the role of a manager of Matterhorn Health, a medical device manufacturer. Please note that the simulation is multimedia-rich, much of the data are presented in audio and video formats. You can access the simulation through Canvas.

Once you begin the simulation you will learn that Matterhorn Health has launched a new blood glucose-monitoring device for patients to track their own glucose levels. The product encounters serious quality problems soon after launch. You must cope with this unfolding crisis. You will be asked to make a series of important decisions during the simulation. Please note that the crisis may not be resolved when the simulation ends. Many product-quality crises unfold over time, and firms cannot resolve them quickly. When you do complete the simulation, please take a few moments to reflect on your decisions and actions.

You will need to sign in to the simulation before the first day of class so that I can register you for it from my end. This should only take you a few minutes. Please go to the simulation link on Canvas. That link will direct you to a Harvard publishing site. Once you get there you will be asked to log in to Harvard publishing if you already have an account, or, if you do not, to register for a free account. Once you do this your name will show up on my end for managing the simulation.

Once it is time to start the simulation you will be able to access it via Canvas. You will need to log in to start the simulation. **The simulation will take approximately 45-75 minutes.** I will analyze your aggregated, collective decisions before class so that we can discuss those decisions together.

Consider the following questions as you prepare for our discussion regarding the simulation. **You do not need to submit written answers for these questions.**

1. What key decisions did you make? Why did you make those choices?
2. What aspects of the situation did you find most challenging?
3. How did you cope with the high level of ambiguity, lack of complete information, and increasing levels of stress that you may have encountered in the situation?
4. What real-life situations mirror the conditions in the simulation? What product-quality crises can you relate to this one? Did firms handle those crises well or not?
5. What should the CEO tell the media at the press conference? Think about what you would do if you were asked to role-play that situation, either as the CEO or as a media member asking tough questions.
6. What advice do you have for managers in these types of crisis situations?

YellowDig

You will access YellowDig Engage by clicking the tab on the left-hand side of the Canvas course. Do NOT access through Web as you will not be in Class list that way—ONLY USE CANVAS.

YellowDig will function as a component of your Class Participation score. The YellowDig portion of your participation score will be satisfied by **reaching weekly targets of “100 points.”** Because it may

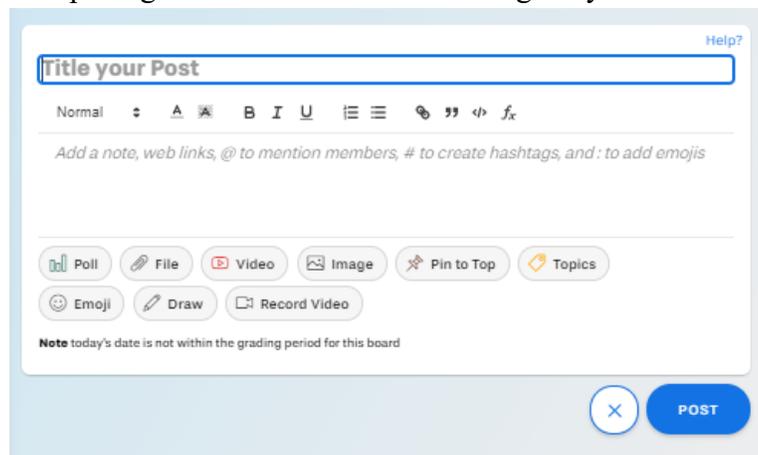
not be possible to post every week, you will get the full 8 points of Yellow Dig participation by earning **800 points during the semester.**

Points are achieved in the following ways:

- Each post (“pin”) is worth 50 points (40 word minimum)
- Each comment on another’s post is worth 30 points (20 word minimum)
- Each comment received on your post earns you 20 points
- Each “reaction” to your post from fellow students earns 10 points



You should regularly contribute to the class “inventory” of ideas, comments, updates, analysis, news items, etc. which will give us an asynchronous deepening of class materials. You can go beyond 100 points per week. You can earn a maximum of 200 points per week, but feel free to keep adding as much as you have to offer! Any points you earn between 110-200 in a given week will be applied towards future weeks. **Therefore, it is possible to earn the full Yellow Dig credit for the semester by maxing out participation for 4 weeks.**



Once you exceed 800 Yellow Dig points, you will earn 1 point of extra credit for every 200 additional points you post.

An Important Tip: Be careful when linking to sites or articles that require logins! Make sure to make use of the “Preview” feature to make sure YellowDig can display your Pin effectively. Articles from websites like the New York Times, Wall Street Journal, the Financial Times, etc., will require logins – submitting these traditionally may create a barrier for your classmates. Instead, you should make a PDF of the article you wish to share, which you can attach to your Pin.

How to Begin: Make a Pin!

1. First, press the pin button at the top left
2. Copy and paste the link and an image and short summary of the article should appear
3. Create a title for your contribution which will entice people to want to read it!
4. Write down your thoughts on the article (where appropriate add pictures, videos, or documents)
5. Select the Topic that relates to your post – you may include as many topics as you think apply to your post
6. Press post

Please also tag/label each pin according to the topic you are discussing so we can “search” and code the materials as well.



You can tag people in your post by typing @theirname in your pin.

You can also search for posts by industry or topic by searching for the tag.

YellowDig will send you e-mail notifications, based on your Notifications Settings. These settings can be updated in YellowDig.

NOTE: These are independent of your Canvas Notifications Preferences.

If you encounter any issues you should contact the ITG Student Support Team at stusup@gsb.columbia.edu.

◆◆◆ OTHER RECOMMENDED READINGS ◆◆◆

- Dan Ariely (2008). Predictably Irrational. New York: Harper Collins.
- Richard H. Thaler and Cass R. Sunstein (2008). Nudge: Improving Decisions about Health, Wealth, and Happiness. New York: Penguin Group.
- James Surowiecki (2005). The Wisdom of Crowds. New York: Anchor Books.
- Michael Lewis (2004). Moneyball: The Art of Winning an Unfair Game. New York: W.W. Norton & Company.
- Michael Lewis (2017). The Undoing Project: A Friendship That Changed Our Minds. New York: W.W. Norton & Company, Inc.
- Jon Krakauer (1999). Into Thin Air: A Personal Account of the Mt. Everest Disaster. New York: Anchor Books.
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