COMMUNICATION AND ORGANIZATIONS

BACHELOR IN MANAGEMENT INFORMATION SYSTEMS

Professor: ELLEN HAMILTON

E-mail: ehamilton@faculty.ie.edu

Academic year: 18-19
Degree course: THIRD
Semester: 2º
Category: COMPULSORY
Number of credits: 6.0
Language: English

PREREQUISITES

SUBJECT DESCRIPTION

Motivation –

Your degree is in information systems and, more broadly, in digital transformation. In this degree, you are asked to think about questions related to structuring databases and outsourcing of IT. You take courses to learn Python, to learn about cybersecurity and on the architecture of cloud computing. You work to solve problems in data privacy, in logistics flow, and even in business analytics. So why this course?

This course is because you are being trained to work at the cross-roads of technology and business. You must understand how technology can be leveraged in business environments in order to optimize behavior. Thus, you will need to think about behavior... often and deeply.

In these databases, systems, or cloud architectures, you will need to think about the users, their errors, their weaknesses and how to tailor the systems to optimize their strengths. For example, you may need to think about how to design business intelligence dashboards to capture user attention and reduce user error, or decision making technology that could limit human bias, or techniques to increase compliance in use of password retrieval protocols or increase enrollment in online retirement savings plans. You could work on ways to safeguard user perception of security and mitigate privacy concerns, or design technological infrastructures that could promote greater organizational innovation and/or systems to debias organizational communication. You will also need to think about how to communicate your ideas to an audience that may not have the technological training that you have. An audience of more senior professionals, or more resistant or reticent technological users. Thus, the user is an all critical but often-overlooked protagonist of your future profession making an understanding of human behavior an important facet of your professional training.

Course Goal –

Edited by IE Editorial
05th September 2018
The course is designed to provide you with a quick overview of major psychological theories of human behavior and will make connections to the ways in which this psychological theory may be translated into practice. Focus will be on how to leverage this knowledge to provide better communication and organizational impact. However, the onus will be on you to identify the tweaks, nudges, interface and system restructurings that will allow you to bring human performance to its next level through psychologically-insightful digital transformations. Thus, the goal of this course is that you gain insights into human behavior with a particular eye to the user... the user of systems, of technologies, of interfaces, and more generally of IT. Being trained in how to apply the basic the ideas from cognitive and socio-emotional areas of psychology will be an invaluable toolbox regardless of what career you choose to pursue.

OBJECTIVES AND SKILLS

This course is designed to provide translate key psychological theory into practical and actionable workplace solutions. The material is designed to be fun and accessible; therefore, although there is rigorous psychological theory underpinning all of the topics we will address, our emphasis will be on understanding the concepts and discussing the practical real world applications and not on models and abstract theory[1].

Objectives - By the end of the course, students should be able to:

1. Identify and describe basic cognitive, affective, and social patterns of behavior and the ‘Mindware’ components underlying these behaviors.
2. Understand the strengths and limitations of Mindware and the implications for producing good, bad, and decidedly ugly behavioral outcomes.
3. Apply psychological principles to identify the different levers for optimizing organizational behavior available to the HCI designer, the IT officer, the systems manager, etc.
4. Generate psychologically-drive applications in the domain of information systems, digital transformation and innovation.
5. Leverage knowledge about Mindware in one’s daily and professional life.

[1] If you are interested in advanced theory and/or models, consult the ‘optional’ reading list on Campus Online for original articles and reports on the seminal research discoveries.

METHODOLOGY

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<th>Teaching methodology</th>
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<td>Discussions</td>
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<td>Exercises</td>
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<td>Group work</td>
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05th September 2018
PROGRAM

SESSION 1 (FACE TO FACE)

Introduction

"With behavioral science, companies are able to go away from the backward-looking approach, where after something happens, you try to understand what the reasons were and take them out, to something forward looking, where you try to not attack people's mindsets but to change the environment in a way that becomes simpler and more intuitive for people."

Anna Güntner, consultant Mckinsey Berlin

Required Reading:
1. Why Road Safety and Bank Queues
2. Hospitals Learning How to Cut Medical Errors from Industry

M.D.: Why Road Safety and Bank Queues Are Long-Lost Cousins
M.D.: Hospitals are learning from industry how to cut medical errors
M.D.: How Uber Uses Psychological Tricks to Push Its Drivers
Podcast: Behavioral Science in Business: Nudging, debiasing, and managing the irrational mind

SESSION 2 (FACE TO FACE)

Topic: Introduction to Mindware

"But suppose we are nothing more than the sum of our first, naive, random behaviors. What then?"

Dan Ariely, Predictably Irrational: The Hidden Forces That Shape Our Decisions

Required Reading:

B.C.: Nudge - Chapter 5, Choice Architecture
R.A.: The meaning of default options for potential organ donors.
P.C.: How online companies get you to share more and spend more
P.C.: The science of shopping. The way the brain buys copy

SESSION 3 (FACE TO FACE)

Topic: When We Attend

"Attention has been referred to as the scarcest resource in today's business."

– Adler & Firestone (1997)

Required Reading:
3. Solon, 2016. Smartphones Won't Make Your Children Dumb... We Think

P.C.: Paul, 2013. Students can't resist multitasking
M.D.: Technology Changing How Students Learn
SESSION 4 (FACE TO FACE)

Topic: The Other Attention
"Baby, you got my attention"

Required Reading:
2. Economist, 2008. Watching the watchers. Television advertisements can work in fast-forward

M.D.: Watching the watchers. Television advertisements can work in fast-forward

SESSION 5 (LABORATORY)

Topic: Attention - Design and Deliver

Required Reading
1. The Psychology of Waiting Lines

T.N.: Psychology of Waiting Lines (684064-PDF-ENG)

SESSION 6 (FACE TO FACE)

Topic: Perception
“…there can be more to a product than meets the eye. In fact, there can be more to a product than meets the ear, nose, mouth or fingers as well. Many attributes of products are based on the interactions between the senses or on senses consumers may not even be aware of.” – Aradhna Krishna (2013), Customer Sense

Required Reading:
2. Daniel Simons, TED Talk - Seeing the world as it isn’t.
4. Laferoussa et al., 2015. The Dress

B.C.: The Effect of Expectations, Predictably Irrational
Video: Seeing the World As It Isn’t

R.A.: Looks Can Deceive

R.A.: The Dress

SESSION 7 (FACE TO FACE)

Topic: Perception - Universal Truths and Biases
“…there can be more to a product than meets the eye. In fact, there can be more to a product than meets the ear, nose, mouth or fingers as well. Many attributes of products are based on the interactions between the senses or on senses consumers may not even be aware of.” – Aradhna Krishna (2013), Customer Sense

Required Reading:
2. Williams & Ackerman, X. Please Touch the Merchandise
3. Gopnik, 2017. An AI that Knows the World Like Children Do

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SESSION 8 (LABORATORY)

Topic: Perception: Design and Deliver
Required Reading:
1. TBA

SESSION 9 (FACE TO FACE)

Topic: Individual Differences
“The optimist sees the donut, the pessimist sees the hole.”
    ? Oscar Wilde

Required Reading:
2. Barton et al., 2012. BCG_Milennial Passions
3. Yankelovich & David Meer, X. Rediscover Market Segmentation

M.D.: Why New Tech Can't Please Everyone
M.D.: BCG_Milennial Passions
R.A.: Rediscover Market Segmentation (R0602G-PDF-ENG)

SESSION 10 (FACE TO FACE)

Topic: What is Memory?
“To learn from experience, we must remember it, and for a variety of reasons, memory is a faithless friend.” -- Daniel Gilbert (2006), Stumbling on Happiness

Required Reading:
1. Wegner & Ward, 2013. The Internet Has Become the External Hard Drive for Our Memories
2. Working Memory. How You Keep Things "In Mind" over the Short Term.
5. Frietas, 2012_Why Is Memory So Good and So Bad?

M.D.: The Internet Has Become the External Hard Drive for Our Memories
M.D.: Working Memory/ How You Keep Things "In Mind" Over the Short Term
M.D.: A Feeling for the Past
M.D.: Forsee and Forget/ How to Remember the Future
M.D.: Why Is Memory So Good and So Bad?

SESSION 11 (FACE TO FACE)

Topic: How is Memory?
"The forces that shape the world within our heads - names, labels, and symbols - derive much of their power by association."
    Adam Alter, 2013. Drunk Tank Pink

05th September 2018
SESSION 12 (LABORATORY)

Topic: Application - Case Study, Coke

“My dearest Coke: You have betrayed me. We went out just last week, as we had so often, and when we kissed I knew our love affair was over. I remember walks across campus with you discussing life and love and all that matters. I remember the southern summer nights we shared with breezes leaving beads of water hanging delicately from your body. But last week I tasted betrayal on your lips: you had the smooth, seductive sweet taste of a lie. You have become a prostitute, corrupted by money, denying your ideals.” (Pendergrast, p. 364)

Required Reading:
1. Introducing New Coke. HBS Case. 2001

P.C.: Introducing New Coke (500067-PDF-ENG)

SESSION 13 (LABORATORY)

Topic: Putting it Together

“All judgments and decisions rest on the way we see and interpret the world. Judgments and decisions are influenced by selective perception, pressures toward cognitive consistency, biases in memory, and changes in context.” – Scott Plous (1993), The Psychology of Judgment and Decision Making

Required Reading:
1. Daniel Kahneman- Thinking Fast vs. Thinking Slow | Inc. Magazine - YouTube

Video: Thinking Fast vs. Thinking Slow | Inc. Magazine - YouTube

R.A.: On Making the Right Choice

SESSION 14 (FACE TO FACE)

Topic: Decision Making

“In essence we are limited to the tools nature has given us, and the natural way in which we make decisions is limited by the quality and accuracy of these tools.”

Dan Ariely (2008), Predictably Irrational

Required Reading:
2. Hastorf & Cantril, 1952. They Saw A Game

M.D.: Behavioral Economics of Why Executives Underinvest in CyberSecurity (H03PFQ-PDF-ENG)

R.A.: They Saw A Game
SESSION 15
Topic: Decision Making 2
Required Reading:
2. Economist, 2008. The endowment effect - It's Mine, I tell You
4. Soll et al., 2015. Outsmart your own Biases

B.C.: Judgment in Managerial Decision Making

M.D.: It's Mine I Tell You
M.D.: Carrots Dressed as Sticks
R.A.: Outsmart your own Biases (R1505D-PDF-ENG)

SESSION 16
Topic: Midterm

SESSION 17
Topic: The Power of the Unconscious
“95% of our purchase decisions take place in the subconscious mind.”
– Gerald Zaltman (2003), How Customers Think

Required Reading:
2. Bargh, 2006. What have we been priming all these years.

R.A.: What have we been priming all these years

SESSION 18
Topic: Subliminal Control
“Marketers manipulate your mind!”
–Your Average Joe

Required Reading:

Video: A Toy Story. How to Control the Nation
T.N.: The Power of Hidden Messages

SESSION 19 (FACE TO FACE)
Topic: Habit Formation
“As the ability to analyze data has grown more and more fine-grained, the push to understand how daily habits influence our decisions has become one of the most exciting topics in clinical research... One study from Duke University estimate that habits, rather than conscious decision-making, shape 45% of the choices we make every day.”—Charles Duhigg (2012), How Companies Learn Your Secrets

Required Reading:
3. CVS Health: Promoting Drug Adherence HBR Case

T.N.: How Companies Learn Your Secrets
P.C.: CVS Health: Promoting Drug Adherence (515010-PDF-ENG)
R.A.: How technology gets us hooked- The Guardian

SESSION 20

Topic: Learning and Loyalty

"Get closer than ever to your customers. So close that you tell them what they need well before they realize it themselves.” – Steve Jobs

Required Reading:
3. Busting Six Myths about Customer Loyalty

T.N.: Do Customer Loyalty Programs Really Work? (SMR031-PDF-ENG)
P.C.: Developing an Effective Customer Loyalty Program (CMR354-PDF-ENG)
B.C.: Busting Six Myths About Customer Loyalty (0009BC-PDF-ENG)

SESSION 21 (LABORATORY)

Topic: Unconscious - Design and Deliver

Required Reading:
1. TBA

SESSION 22 (FACE TO FACE)

Topic: Emotion

“Emotion – once a largely ignored field of cognitive psychology – has become accepted as a major spring of consumer behavior. So much so, that many advertisers now view the creation of emotional engagement as their primary objective.” – David Penn (2010), Contagion – Making Sense of a New Marketing Epidemic

Required Reading:
3. If you Think It’s Love, Switch to Decaf.

B.C.: The Role of Affect in Decision Making

Video: If You Think It’s Love, Switch to Decaf- How We Misinterpret Emotional Arousal
SESSION 23 (FACE TO FACE)

Topic: Specific Emotions

"Social scientists in the 1970s broadly accepted two ideas about human nature. First, people are generally rational, and their thinking is normally sound. Second, emotions such as fear, affection, and hatred explain most of the occasions on which people depart from rationality. Our article [Science 1974] challenged both assumptions."

Daniel Kahneman

Required Reading:

SESSION 24 (FACE TO FACE)

Topic: Innovation

"It's always about timing. If it's too soon, no one understands. If it's too late, everyone's forgotten."

Anna Wintour, editor-in-chief, Vogue

Required Reading:
3. For AI to Get Creative, It Must Learn the Rules -- then How to Break 'Em

SESSION 25 (FACE TO FACE)

Topic: Motivation

"Everybody should do at least two things each day that he hates to do, just for practice."

William James

Required Reading:
1. Griskevicius & Kenrick, 2013. Evolutionary Motives and Consumer Behavior
2. Hamilton, 2015 Bridging Psychological Distance (HBR).

SESSION 26 (FACE TO FACE)

Topic: Social Radar - Self Concept

"We know what we are but not what we may be." Ophelia in Hamlet
Required Reading:
1. Herwig, 2010. Me, Myself, and I
2. Why Your Customer’s Social Identities Matter
3. Understanding the Want vs Should Decision

T.N.: Me, myself and I
M.D.: HBS_Understanding the Want vs. Should Decision
R.A.: What Self Awareness Really Is (and How to Cultivate it) (H042DK-PDF-ENG)
P.C.: Why Your Customers’ Social Identities Matter (R1501G-PDF-ENG)

SESSION 27 (FACE TO FACE)

Topic: Social Radar - Self Biases

“We’re blind to our blindness. We have very little idea of how little we know. We’re not designed to know how little we know.”

On Thinking Fast and Slow, Daniel Kahneman

Required Reading:
3. Dachis, 2011. How to Convince People to Let you Cut in Line
4. Belsky, 2016. Why We Think We Are Better Investors Than We Are

M.D.: Don't Blink. The Hazards of Confidence
B.C.: Influence (chapter 3). Commitment and Consistency
M.D.: How To Convince People to Let You Cut in Line
M.D.: Why We Think We Are Better Investors Than We Are

SESSION 28

Topic: Social Radar - Others

“The disappearance of a sense of responsibility is the most far-reaching consequence of submission to authority.”

Stanley Milgram (1933-1984)

Required Reading:
3. Facebook’s Greatest Weapon
4. Harnessing the Science of Persuasion

T.N.: Wagner, 2014. Littering and Following the Crowd - The Atlantic
R.A.: Harnessing the Science of Persuasion (R0109D-PDF-ENG)
R.A.: Facebook’s greatest weapon: endless comparison of ourselves to others - The Guardian

SESSION 29

Topic: The End - prescriptions, integrations, and conclusions

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“What I find amazing is that when it comes to designing the mental and cognitive realm, we somehow assume that human beings are without bounds. We cling to the idea that we are fully rational beings, and that, like mental Supermen, we can figure out anything. Why are we so readily willing to admit to our physical limitations but are unwilling to take our cognitive limitations into account? To start with, our physical limitations stare us in the face all the time; but our cognitive limitations are not as obvious. A second reason is that we have a desire to see ourselves as perfectly capable — an impossibility in the physical domain. And perhaps a final reason why we don’t see our cognitive limitations is that maybe we have all bought into standard economics a little too much.” -- Dan Ariely (2011), A Gentler and More Logical Economics

Required Reading:
1. Battaharjee, Gilson & Yeon, 2016. Putting behavioral psychology to work...
2. Ariely, 2011. How online companies get you to share more and spend more
3. Hsu, 2017. Neuromarketing. Inside the mind of the consumer

M.D.: Putting behavioral psychology to work to improve the customer experience
T.N.: Ariely, 2011. How online companies get you to share more and spend more
T.N.: Neuromarketing. Inside the mind of the consumer

SESSION 30

Topic: Projects/Exam
BIBLIOGRAPHY
See Above Assigned Readings.

EVALUATION CRITERIA

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<thead>
<tr>
<th>Criteria</th>
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<td>Reading Quizzes</td>
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<td>Activities</td>
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<tr>
<td>Midterm</td>
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<tr>
<td>Group Presentation</td>
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<td>Examen Final</td>
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Reading Quizzes (10%)
At the beginning of each class will be a short quiz on the session reading. The objective of this quiz is to encourage you to complete the reading in order to lay the foundation for a rich and productive class discussion. These quizzes are not designed to trick you or to measure a deep and thorough understanding of any complex theory, but are simply a quick 'check' that you have completed the reading and understood the main ideas.

Activities (15%)
As a class, it will be our mission to work together to uncover and invent ways in which the psychological concepts discussed can inform workplace practice. Therefore, your engagement in the course is critical. To measure this engagement, there will be periodic in-class (and out-of-class) activities. These activities are designed to be short, quick assignments that will focus on bringing the psychological concepts to life through the exploration of your environments.

Midterm/Final Exams (45%)
These purpose of these exams is two-fold. One - to ensure you are understanding the basic psychological theory. Two - to demonstrate your ability to translate this understanding into workplace applications. As such, the exams will be designed to have two parts: multiple choice (to measure basic comprehension/application) and a short essay (showcasing your ability to apply the ideas from psychology to the workplace). Overall, the exam will measure whether you (i) understand the psychological theory accurately, (ii) can make a connection between the psychological concept and an appropriate workplace application, and (iii) can provide a critical and accurate analysis/summary/application.

Group Project (30%)
Although becoming aware of our psychological architecture is a critical first step in better understanding the user, the ultimate challenge is to use this understanding to improve workplace strategy. Working in small teams, students will design or critique a user-driven concept based on the fundamentals of psychology discussed in class. Further details will be provided the 3rd week of class.

Late assignments will be penalized **10% off per 24-hour period**, beginning with the day they are due. Only in cases of emergency or illness can alternate arrangements be made for altering dates of exams, assignments or projects. ALL such arrangements are the full responsibility of the student and must be made PRIOR to the due date.

Academic Integrity
Cheating and plagiarism will not be tolerated. Unless you are specifically instructed to work in groups on an assignment, you are to turn in homework assignments or papers that reflect your own work and thinking. Not a single member of the doctoral committee arrived to his defense with a pineapple nor even commented on the sentence.
One important skill that you need to develop is the ability to distinguish between your own ideas and those of other people. Plagiarism is when you represent someone else’s ideas and work as your own. The two most common forms seen are (i) using phrases or passages from books, articles, or the internet and not referencing them properly in your document and (ii) turning in a paper that is nearly equivalent to what someone else has written, with only a few words changed here or there or where the sentences are alike, but in a different order. You don’t have to commit “word for word” copying to plagiarize – you can also plagiarize if you turn in something that is “thought for thought” the same as someone else.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Anyone found cheating or plagiarism will at a minimum receive a “0” on the affected assignment and an automatic lowering of your final course grade one full letter grade and will be referred to the University Judicial System for further action. Further penalties could include a note on your transcript, failing the class, or expulsion from the university.

Per University Policy:
- Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).
- It is mandatory to attend 100% of the classes. Students who do not comply with at least 70% attendance will lose their 1st and 2nd chance, and go directly to the 3rd one (they will need to enroll again in this course next academic year).
- Grading for retakes will be subject to the following rules:
  1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
  2. Dates and location of the July retakes will be posted in advance and will not be changes. Please take this into consideration when planning your summer.
  3. Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

**Disabled Students**
To request academic accommodations due to a disability, contact Candela Terriza (Candela.Terriza@ie.edu). If you have a letter from DSS indicating that you have a disability that requires accommodation, please present the letter to your instructors promptly.

**PROFESSOR BIO**

Professor: **ELLEN HAMILTON**

E-mail: ehamilton@faculty.ie.edu

Ellen Hamilton holds a PhD in Developmental Psychology from the University of Michigan and a BA from Harvard University. She has taught in a number of academic disciplines on the topics of cognition, social cognition, human development, and research methods. Her current interest is in translating cognitive principles into innovative methods for improving classroom education. Dr. Hamilton has conducted experimental research in the United States and China, and has worked in several leading not-for-profit organizations focused on improving education for students growing up in low-income and high-risk environments including Teach for America, Americorps, and the Knowledge is Power Program (KIPP).

**OTHER INFORMATION**
CODE OF CONDUCT IN CLASS

1. **Be on time:** Students arriving more than 5 minutes late will be marked as “Absent”.
   Only students that notify in advance in writing that they will be late for a specific session may be granted an exception (at the discretion of the professor).

2. **If applicable, bring your name card and strictly follow the seating chart.** It helps faculty members and fellow students learn your names.

3. **Do not leave the room during the lecture:** Students are not allowed to leave the room during lectures. If a student leaves the room during lectures, he/she will not be allowed to re-enter and, therefore, will be marked as “Absent”.
   Only students that notify that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).

4. **Do not engage in side conversation.** As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class.
   If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as “Absent”.

5. **Use your laptop for course-related purposes only.** The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is penalized. The student will be asked to leave the room and, consequently, will be marked as “Absent”.

6. **No cellular phones:** IE University implements a “Phone-free Classroom” policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.

7. **Escalation policy: 1/3/5.** Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as “Absent.” IE University implements an “escalation policy”: The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.