

Syllabus
MGMT 579: Mindful Decision Making
Winter Quarter (1st half), 2023

Professor

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Class meets the first five Wednesdays of Spring Quarter 6pm-9:30pm in PACCAR Hall room 393.

Office hours: I am happy to meet one-on-one in person or by Zoom or Skype. Please don't hesitate to email me if you would like to do this.

Course Overview

This course is designed to provide you with a better understanding about how you and other people think, feel, decide, and behave. One main objective is to increase awareness of the psychological processes that underlie the choices that people make, as well as systematic biases and heuristics that people have when making decisions. A second main objective is to give you a space to reflect on who you are and who you want and do not want to be, as well as provide tools for how to mindfully create a life that aligns with your goals. A third main objective is to better understand how to interact with oneself and other people in ways that are mindful and responsible. A last main objective is to appreciate the role of emotions and moods in how people decide and behave. All of these topics will be presented based on scientific research, including related interventions which can help people become more effective. In the process, we will discuss mindfulness from a variety of angles: as a psychological state and trait, as a long term training and “on-the-spot” intervention, as a philosophical and cultural concept that changed as it was brought to the West and secularized, and topic of scholarly and popular debate.

(please see the schedule in a box below for topics and required readings for each session)

Course Objectives

- Identify decision-making biases and heuristics

- Ponder the role that identity and emotions play in decisions and behavior
- Consider the big picture goals we have including happiness and meaning
- Understand what mindfulness is and different ways it can be thought of and applied
- Deepen understanding of human psychology related to managerial decisions and stress

Course Schedule and Preparation

This schedule is tentative. Because the amount of time required to cover each topic tends to vary, topics may be changed or omitted depending on our progress throughout the quarter. For each topic, I will typically use multiple means to convey the material.

I will reserve some time during each class to discuss the readings and videos. For the most part, I have erred on the side of popular press articles over scientific articles for the required readings. I probably will not include any academic articles as required readings because every time I have done so in the past students have voted for that one to be dropped from the course. To find scientific articles on these topics, please see the bibliography at the end of this syllabus which contains optional readings, search www.scholar.google.com, or email me (ahaf@uw.edu).

Session Date	Topics	Required Readings and Videos
	(Jan 3)	Introductory Video DUE

Session Date	Topics	Required Readings and Videos
Jan 4 (Wed) 6pm-9:30pm	Week 1 Course introduction: Syllabus Mindfulness and Stress	<p>Hafenbrack, A. (2017). Mindfulness Meditation as an On-The-Spot Workplace Intervention. <i>INSEAD Knowledge</i>. https://knowledge.insead.edu/leadership-organisations/mindfulness-meditation-as-an-on-the-spot-workplace-intervention-5636</p> <p>Pickert, K. (2014). The Mindful Revolution. <i>Time</i>. https://time.com/1556/the-mindful-revolution/</p> <p>Purser, R., & Loy, D. (2013). Beyond McMindfulness. <i>The Huffington Post</i>. https://www.huffpost.com/entry/beyond-mcmindfulness_b_3519289</p> <p>Optional: Berinato, S., & Hafenbrack, A. Mindfulness is Demotivating. <i>Harvard Business Review</i>. Berinato Hafenbrack 2019.pdf</p> <p>Optional video of Jon Kabat-Zinn (founder of most popular mindfulness program MBSR) leading a meditation and giving a presentation at Google: https://www.youtube.com/watch?v=3nwwKbM_vJc</p> <p>Optional: Petrie 2017 HBR Pressure Doesn't Have to Turn into Stress.pdf</p> <p>Mindfulness and Stress Scales/Surveys (which we may do in class, you don't need to do beforehand):</p> <p>Brown & Ryan (2003) MAAS (Mindfulness Attention Awareness Scale): https://drive.google.com/file/d/1zE-JscixUFkteRUMC8-KVx9a4XOZeW_K/view?usp=sharing</p> <p>Cardaciotto et al., (2008) Philadelphia mindfulness scale: https://drive.google.com/file/d/17mwT_zNeLjTly6rsIVRG20x0Lwrpbxjd/view?usp=sharing</p> <p>Cohen, Kamarck, & Mermelstein (1983) perceived stress scale https://drive.google.com/file/d/1iOEjV00pViyEUMKIQ7HbCFpF4vXfjAkE/view?usp=sharing</p> <p>Slides: Intro Stress MFN for week 1 of MDM 4 Jan 2022.pptx</p> <p>Due to technical difficulties, the video is sadly not available. Sorry about this. Here is the recorded class from last time I taught it in Spring Quarter, (95%+ the same):</p>

Session Date	Topics	Required Readings and Videos
Jan 11 (Wed) 6pm- 9:30pm	Week 2 Identity Motivational Biases and Heuristics	<p>Wilson, T.D. (2011). Redirect, Ch. 1 (pp. 3-21) Wilson 2011 Redirect Ch. 1.pdf</p> <p>Stone, D., Heen, S., & Patton, B. (2010). Difficult conversations: How to discuss what matters most. Penguin. Ch. 6 (pp. 111-128) Stone Patton Heen 1999 chapter 6 The Identity Conversation.pdf</p> <p>Van Zant, A. B., & Moore, D. A. (2013). Avoiding the Pitfalls of Overconfidence while Benefiting from the Advantages of Confidence. <i>California Management Review</i>, 55(2), 15-23. (Notice that I am only requiring that you read the second half of this article, please start at the section "The Benefits of Confidence") VanZant Moore 2013.pdf</p> <p>Optional: https://www.ted.com/talks/dolly_chugh_how_to_let_go_of_being_a_good_person_and_become_a_better_person?language=en.</p> <p>Optional (especially 1:50-24:20):https://www.youtube.com/watch?v=Y1OpbDWp8KY</p> <p>Slides: Identity and Motivational Biases slides for Week 2 of MDM 11 Jan 2023 post.pptx</p>
Jan 18 (Wed) 6pm- 9:30pm	Week 3 <u>ASSIGN</u> <u>MENT</u> <u>1 DUE</u> Cognitive Biases and Heuristics Negative Feedback and Group Dynamics	<p>Kahneman, D. (2011). Thinking, fast and slow. Macmillan. Part 2. Kahneman 2011 Thinking Fast and Slow Ch. 1.pdf</p> <p>Heen, S., & Stone, D. (2014) How to find the coaching in criticism. Harvard Business Review. https://hbr.org/2014/01/find-the-coaching-in-criticism.</p> <p>Performance strategies exercise (that we may do in class, don't need to do beforehand): https://drive.google.com/file/d/14QWMaDpYf54FS-TmUgogsHc7z4rBlfKv/view?usp=sharing</p> <p>Slides: Cognitive Biases and Feedback for MDM 18 Jan 2023 post.pptx</p>

Session Date	Topics	Required Readings and Videos
Jan 25 (Wed) 6pm-9:30pm	Week 4 Happiness and Meaning Generosity and Trust <u>ASSIGNMENT</u> <u>2 DUE</u>	<p>Esfahani Smith, E. (2013). There is more to life than being happy. The Atlantic. https://www.theatlantic.com/health/archive/2013/01/theres-more-to-life-than-being-happy/266805/</p> <p>Grant, A. (2013). Give and take: A revolutionary approach to success. Hachette UK. Chapters 1 & 7, pp. 1-26, 186-215. (<i>I know this is kind of a lot of pages but these were some of the readings students cited as the best last time</i>) Grant 2013 Give and Take Ch. 1.pdf Grant 2013 Give and Take Ch. 7.pdf</p> <p>https://www.ted.com/talks/adam_grant_are_you_a_giver_or_a_taker?language=en\</p> <p>Optional (in academese but worth it): Miller 1999 norm of self interest.pdf</p> <p>Slides: Happiness & Meaning & Generosity & Trust Slides for Week 4 of MDM 25 Jan 2023 post.pptx</p>

Session Date	Topics	Required Readings and Videos
Feb 1 (Wed) 6pm-9:30pm	Week 5 Understanding and Using Emotion Self-Control and Decision Support Systems Course Summary	<p>Goleman, D. (1995). Emotional Intelligence. Ch. 1 (pp. 1-12). PLEASE CLICK THE SECOND LINK, IT ONLY WORKS IF I KEEP THE FIRST ONE WHICH DOESN'T WORK Goleman 1995 Emotional Intelligence Ch. 1.pdf Goleman 1995 Emotional Intelligence Ch. 1-4.pdf</p> <p>Stone, D., Heen, S., & Patton, B. (2010). Difficult conversations: How to discuss what matters most. Penguin. Ch. 6 (pp. 85-108) Stone Patton Heen 1999 chapter 5 The Feelings Conversation.pdf</p> <p>Haidt, J. (2022). Why the past 10 years of American life have been uniquely stupid. <i>The Atlantic</i>. Haidt 2022 Why the Past 10 Years of American Life Have Been Uniquely Stupid - The Atlantic.pdf</p> <p>Optional: Eyal (2016, November). Have we been thinking about willpower the wrong way for 30 years? <i>Harvard Business Review</i>. https://hbr.org/2016/11/have-we-been-thinking-about-willpower-the-wrong-way-for-30-years</p> <p>Optional: Gawande no mistake.pdf</p> <p>Optional: Cameron, L., & Hafenbrack, A. (2022). When mindfulness does - and doesn't - help at work. <i>Harvard Business Review</i>. Cameron Hafenbrack 2022 HBR When Mindfulness Does — and Doesn't — Help at Work.pdf</p> <p>Optional article about Amy Cuddy: https://www.nytimes.com/2017/10/18/magazine/when-the-revolution-came-foramy-cuddy.html</p> <p>Optional interview with Daniel Kahneman: https://www.forbes.com/sites/jomiller/2020/08/10/we-need-to-talk-about-office-housework/?sh=6a55184c6030</p> <p>Slides: Emotion and Self Control DSS Slides for Week 5 of MDM 27 Jan 2023.pptx</p>

ASSIGNMENT 3 will be due at 11:59pm on Sunday February 5th. Make up essays are also due then.

There will be an open book take home individual 2-hour **Final Exam**, probably administered between Sunday February 5th 12pm and Wednesday February 8th 11:59pm.

Expectations and Course Plan

I run a highly participative course, with many discussions and exercises. We each have jobs to do. It is my responsibility to choose topics that will hopefully be important for your life and to guide our journey together in ways that are interesting and effective. It is your responsibility to come to class prepared and motivated to learn. Since this is the first time I am teaching this course in person at UW and we are at this weird point of not knowing how over the pandemic is, we may need to give each other the benefit of the doubt at times. Please let me know if some way that I am conducting the course is not working for you and how it could be improved.

Grading

Here are the components that will comprise your grade for the course:

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Introductory Video (2%): Make a 1-3 minute video to introduce yourself including:

Your Name as you like to be called

Your goal for this course or what you want to get out of it.

Anything else you want me to know, for example, your thoughts about or past experience with mindfulness.

Submit by Tuesday, **January 3rd**, 12pm (noon).

Assignment 1 (14%): Write an individual profile of approximately 1500 words. Use realistic imagination and project yourself 10 years into the future three different ways. Describe what you are doing with your life and how you got there after graduation. In other words, your task is to write three significantly different possible futures for yourself (in separate sections). Submit this on Canvas on **January 18th**. Confidential, mostly pass or fail grade (unless you did not take it seriously). This is an individual assignment.

Assignment 2 (14%): First, write a personal journal entry (private, not to turn in) on what you think your three biggest strengths are and three biggest weaknesses are. Second, ask five people who know you well and whose opinions you value to give you general feedback. Ask them for 2-3 things that they appreciate about you (or think are your biggest strengths) and 2-3 things that they think you could improve on. Write a 1-2 page description of this experience including who the five people were and at a big picture-level what you learned from the exercise, possibly including if anything surprised you, if you heard similar or different things from multiple people, or how much overlap there was between your own self-evaluation and others' feedback. Please, of course, omit any details that you do not feel comfortable sharing. Submit this on Canvas by **January 25th**. Confidential, mostly pass or fail grade (unless it seems like you did not take it seriously). This is an individual assignment.

Assignment 3 (20%): In a thoughtful, deep way, answer the question: How will you apply this course to your life?

Write a 1-2 page single spaced report and submit it by **February 5th**. Some suggestions on how to do this and what it could include: Think about an experience you had in your life that something in the course helped you rethink, and/or how your behavior or decision(s) will be different in the future. Describe the experience/behavior/decision (possibly in story form). Identify, explain, and define concept. Explain how the course concept changed your thinking about this experience, and/or how you would apply that concept in your life going forward, or something better!

Final exam (25%): There will be a final examination covering all of the class topics. It will be open book and open notes, but you will be bound by the UW Foster Honor Code to work alone on it. You will only have three hours to complete the exam after you open it. It will be administered on Canvas in the “Quizzes” function.

Participation, preparation, and attendance (25%): Readings and videos are required unless otherwise noted. There will be at least one pop-quiz. You get points for the quality and quantity of things you say in class. I will use random call cold calling (I have a list of all students in a randomized order and cold call in that order). You can make up missed classes as outlined below.

Making up a class: Watch the recording of the class meeting you missed and read the required readings. Do the related exercises if there were any (will be posted on Canvas). Write a single-spaced ½ page response essay per half-week session you missed on what you thought about the class, what you would have said in the class discussions, and your reactions to the required readings. In other words, if an FT MBA student misses a day, submit one essay, if an evening student misses a day then submit two essays because there are two sessions on the same day. Email that write-up to me (ahaf@uw.edu) within three days of the last class meeting (**by 11:59pm on Sunday, February 5th**).

Student Professionalism in Class

Each student is expected to be on time to and prepared for each class meeting as well as fully engaged in class content throughout the class meeting. Please refrain from engaging in any activities that might distract you or your classmates.

The Honor Code

I employ the principles and procedures espoused by the Foster School of Business MBA Honor System to maintain academic integrity in the course. The Honor Code of the Foster School expressly prohibits cheating, attempted cheating, plagiarism, and lying to administration or faculty as it pertains to academic work. Suspected violations of the Honor Code will be handled by referral of the matter to the Foster MBA Honor Council.

I expect that you will complete all deliverables required in the course in accordance with the principles of the Honor Code and submit them by the due dates assigned. If you have any uncertainty about how the Honor Code applies to a specific deliverable in the course, please ask before taking action; when it is not possible to ask before acting, please err on the side of conservatism.

Access and Accommodations

Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me, preferably by email, at your earliest convenience so we can discuss your needs in this course.

If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 206-543-8924 or uwdrs@uw.edu or disability.uw.edu. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington to create inclusive and accessible learning environments consistent with federal and state law.

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at [Religious Accommodations Policy](#). Accommodations must be requested within the first two weeks of this course using the [Religious Accommodations Request form](#).

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This syllabus is subject to change.