



SOCIETY FOR JUDGMENT AND DECISION MAKING

Newsletter

<http://www.sjdm.org>

Volume 29, Number 2

June 2010

Contents

1	Announcements	3
2	Conferences	16
3	Essay	22
4	Jobs	27
5	Online Resources	32

2009-2010 Executive Board

Valerie Reyna (vr53@cornell.edu), President

Dan Ariely (dandan@duke.edu), Past President

Eldar Shafir (shafir@princeton.edu), President Elect

Dan Goldstein (dan@dangoldstein.com), Elected member, 2007-2010

George Wu (wu@chicagobooth.edu), Elected member, 2008-2011

Ellen Peters (empeters@decisionresearch.com), Elected Member, 2009-2012

Bud Fennema (fennema@fsu.edu), Secretary-Treasurer

Jon Baron (baron@psych.upenn.edu), Webmaster

Dan Goldstein (dan@dangoldstein.com), Newsletter Editor

Julie Downs (downs@cmu.edu), Conference Coordinator

Craig McKenzie (cmckenzie@ucsd.edu), 2009 Program Committee Chair

JDM Newsletter Editor (Submissions & Advertisements)

Dan Goldstein

Yahoo! Research & London Business School

110 W. 40th Street

New York, NY 10028

Voice: (646)213-6272

dan@dangoldstein.com

Secretary/Treasurer SJDM c/o Bud Fennema

College of Business, P.O. Box 3061110

Florida State University

Tallahassee, FL 32306-1110

Voice: (850)644-8231

Fax: (850)644-8234

bfennema at cob.fsu.edu

The SJDM Newsletter, published electronically four times a year (March, June, September, and December), welcomes short submissions and book reviews from individuals and groups. Essays should: i) be less than 400 words, ii) use inline citations and no reference list, iii) not include a bio (a URL or email is ok). If you are interested in reviewing books and related materials, please email Dan Goldstein. The best way to send your contribution is via email, or as an MS Word email attachment.

Advertising Rates: Advertising can be submitted to the editor. Inclusion of the ad and the space given to the ad is at the editor's discretion. The current charge is \$200 per page. Contact Dan Goldstein for details.

Address Corrections: Please keep your mailing and/or email address current. Address changes or corrections should be sent Bud Fennema. Reports of problems in receiving or opening the pdf file should be sent to the editor.

Society membership: Requests for information concerning membership in the Society for Judgment and Decision Making should be sent to Bud Fennema.

1 Announcements

Ido Erev writes:

We write to invite you to participate in the choice prediction competitions that will be conducted as part of the special issue of the journal *Games* <http://www.mdpi.com/journal/games/> on “Predicting Behavior in Games” <http://www.mdpi.com/si/games/predict-behavior/>.

You are invited to participate as a competitor, and as an organizer. Below you can find two calls that clarify this invitation. The first is the call to participate in the first competition that we organize. The second is a call to propose and organize your own competition.

Call 1. The first “Games” competition: Predicting behavior in market entry games.

The first competition focuses on the prediction of behavior in repeated 4-person market entry games. The organizers first ran (in March 2010 at Harvard) an experimental study of (40) games that were randomly selected from a well-defined space of market entry games. The raw experimental results of this study, referred to as the “estimation experiment,” are presented in the competition’s website (<http://sites.google.com/site/gpredcomp/>). In addition, the competition website includes the rules of the competition, and a link to a paper that summarizes the results of the estimation experiment and explores the value of several baseline models

<http://www.mdpi.com/2073-4336/1/2/117/>

The site explains that the goal of the participants in the competition is to predict the results of a second experiment. This study, referred to as the “competition experiment,” will be run by the organizers in May 2010 (but the results will be kept confidential until 2 September 2010). The competition experiment will use the same method as the estimation experiment, but will study different games (drawn from the same space of games) and different subjects.

To participate in the competition you will have to email us a computer program (in MATLAB, Visual Basic, or SAS) that reads the parameters of the games (the incentive structure) as input, and predicts the main results as output. The

program should be an implementation of your favorite model. To develop and/or estimate your model you are encouraged to analyze the data of the estimation experiment, and to build on the baseline models that were posted in the competition website.

The submitted models will be ranked based on the mean squared deviation between the predictions and the results of the competition experiment. The prize for the winners will include an invitation to publish a paper that describes the winning model in *Games*, and an invitation to a special workshop. The submission deadline for this competition is 1 September 2010. You are allowed to submit one model as a first author and to co-author up to three additional submissions.

Call 2. Invitation to propose and organize a competition. You are invited to propose a choice competition to the special issue of *Games*. The proposed competition should focus on interesting spaces of game, with the hope that they will improve our understanding of the predictive value of different descriptive models.

The format of the competitions should be similar to the format of the competition described above. Specifically, they should be based on two large experimental studies: An estimation experiment, and a competition experiment. The organizers will first run the estimation experiment (on games that will be randomly selected from a well-defined space of games). Then, they will post the results on the web, and publish (in *Games*) a paper that introduces the competition. The paper should summarize the results of the estimation experiment, evaluate leading baseline models, and describe the rules of the competition. The main task in the competition will be to predict behavior in the competition experiment.

Proposals for organization of competitions should describe the motivation and the proposed method (including the space of games you will study). They can use the format of the first five pages of the paper that describes the introduction to the choice prediction competition for market entry games that can be found at <http://www.mdpi.com/2073-4336/1/2/117/>. Please send e-mail proposals and related questions to Ido Erev (erev at tx.technion.ac.il).

Best regards, Ido Erev, Eyal Ert and Al Roth

Wandi Bruine de Bruin (wandi at cmu.edu) writes:

Dear SJDM members in St Louis,

For this year's SJDM conference in St. Louis, I am in charge of organizing the Sunday night social event. I am looking for help from an SJDM member in St. Louis who is familiar with and/or willing to scope out the local dance clubs near the conference hotel. Please do email me if this description fits you or someone you know!

Hoping to see you on a St. Louis dance floor in November,
Wandi

Mark Boslough (mbboslo at sandia.gov) writes:

I am convening a session at the 2010 American Geophysical Union Fall Meeting (December 13-17, San Francisco) that may be of interest to members of this group. [At <http://mail.sjdm.org/pipermail/jdm-society/2010-June/004502.html>] is the description and abstracts from last-year's oral session, which included 3 invited presentations. I would like to encourage more participation from members of the judgment and decision-making community this year. Please let me know if you have any interest in participating or a suggestion for an invited speaker. The abstract deadline is September 2. Please see the AGU meeting website for further information and announcements: <http://www.agu.org/meetings/fm10/>.

Dan Goldstein writes:

DSN to your inbox: Folks can now subscribe to Decision Science News www.decisionsciencenews.com by email. [visit this link to sign up](#). One email is sent per week, and unsubscribing is easy.

Tom Wallsten writes:

The following RFA from the Environmental Protection Agency will be of interest to some: Research to Improve Risk Communication Strategies During and After the Decontamination/Clearance Phase of an Intentional Biological Release

Open: April 5, 2010

Closing: July 8, 2010

The url is: http://epa.gov/ncer/rfa/2010/2010_risk_comm.html

Please find the latest edition of SJDM's journal Judgment and Decision Making at <http://journal.sjdm.org/>

The Journal of Marketing Research calls for submissions for a special interdisciplinary issue on consumers' financial decision making. Consumer welfare is strongly affected by household financial decisions large and small: choosing mortgages; saving to fund college education or retirement; using credit cards to fund current consumption; use of very high interest pay-day loans or tax refund loans; choosing how to decumulate savings in retirement, perhaps by use of annuities; deciding how to pay for health care and insurance; and investing in the stock market to increase personal wealth. In all of these domains, consumers are often poorly informed and susceptible to making serious errors that have large personal and societal consequences. Basic research in judgment and decision making, psychology, consumer research, behavioral finance, and behavioral economics can inform our understanding of how consumers actually make such decisions and how consumers can be helped to make better decisions by innovations in public policy, business, and consumer education. We invite scholars from all of these fields to submit papers for the special issue. We also welcome papers about consumer financial decision-making and the law, and empirical papers on public policy interventions that can improve consumers' financial decisions. We expect this special issue to lead to significant cross-fertilization across fields and therefore to papers of particularly high impact. The special issue will be supported by the Russell Sage Foundation and the Alfred P. Sloan Foundation as part of their joint initiative in support of interdisciplinary behavioral research on consumer finance.

Please submit manuscripts to http://mc.manuscriptcentral.com/ama_jmr ; enter "Author Center" then "Submit a New Manuscript" then designate the manuscript type as Special Issue New Submission." Please include a covering letter noting that the manuscript is for the special issue.

Guest Editor-in-Chief

John Lynch, University of Colorado-Boulder

Guest Editors

Shlomo Benartzi, UCLA

Stefano DellaVigna, University of California-Berkeley

George Loewenstein, Carnegie-Mellon University

Submission Deadline: July 30, 2010

Expected Publication Date: November 2011

Scott Armstrong writes:

After a 16-year effort, my book, *Persuasive Advertising*, is now available from Palgrave Macmillan, set to ship in June in the UK and in July for the US. It is a book for all who commission, design, or evaluate advertisements. It presents 194 principles drawn from more than 3,000 empirical studies (some previously unpublished) in advertising, psychology, consumer behavior, law, mass communication, and politics. The principles provide understandable and accessible guidance for all types of advertising, including print, Internet, television, streaming video, and radio. Many of the principles will be surprising to advertisers. though less so for JDM people. Further information at <http://adprin.com>.

Paul Brest writes:

We would like to let SJDM members know about the publication of our textbook, *Problem Solving, Decision Making, and Professional Judgment: A Guide for Lawyers and Policy Makers* by Oxford University Press, <http://www.oup.com/us/catalog/general/subject/Law/LawSociety/?view=usa&ci=9780195366327>. Review copies can be ordered on line. The core mission of the book is captured by these paragraphs in the preface:

“This book is concerned with a set of qualities and skills that we believe to be important across the entire range of careers that lawyers and policy makers pursue—skills that are also important in people’s everyday lives as citizens and consumers. The qualities are sometimes defined in terms of judgment or practical wisdom; the skills in terms of problem solving and decision making. ”The title of this book uses the terms problem solving and decision making in their conventional senses. It uses judgment in two quite different ways. In common parlance, the term implies good judgment—the capacity to assess situations shrewdly and to draw sound conclusions. We hope that the book will contribute to improving readers’ judgment in this sense. But we also draw heavily on the field of social science known as “judgment and decision making” (JDM), in which “judgment” refers mainly to the processes of empiricism—how one ascertains facts and makes

predictions about the physical and social world. “Much JDM research asks how people actually come to judgments and make decisions; it focuses particularly on the systematic errors made by intuitive decision makers—all of us, much of the time. In addition to introducing basic analytic and quantitative tools of decision making, the book surveys the JDM literature in the hope that understanding these errors can at least sometimes help avoid them.”

We have supplemented the book with an interactive website for instructors, which includes a teacher’s manual, sample problems, PowerPoint slides, links to videos, media coverage of relevant issues of law and policy, and other course materials. For samples, see <http://www.oup.com/us/companion.websites/9780195366327/instructor/?view=usa>

Paul Brest. pbrest at hewlett.org

Linda Krieger. lkrieger at hawaii.edu

Valerie Reyna contributes this open letter to the President’s Council of Advisors on Science and Technology sent by The Federation of Associations in Behavioral & Brain Sciences on April 19, 2010.

Dear Drs. Holdren, Lander, and Varmus: As organizations committed to seeing science contribute to this nation’s progress and prosperity, we appreciate your leadership in addressing important science policy issues and write to raise your awareness about one issue in particular. This is a culture-of-science problem that could harm the progress of science as a whole if not addressed. The issue is not new, but it is emerging again in the context of heightened attention to science, technology, engineering, and mathematics (STEM) education.

Virtually every scientific society recognizes the importance of exciting and engaging young people in science, and uniting behind this goal is necessary if we want to succeed. The behavioral and social sciences, including the field of education research, are part of the larger family of science and must also be recognized for their role in a broad STEM education curriculum. Unfortunately, the science and science policy communities have been inconsistent in acknowledging the role of the behavioral and social sciences in STEM education, and we hope that you will take the lead in affirming that all sciences are needed for the nation to address the nation’s many challenges.

The behavioral and social sciences are an important part of STEM for the following reasons:

(1) *The Behavioral and Social Sciences Are Critical to the Nation's Prosperity and the Well-Being of its Citizens*

Research in the behavioral and social sciences will lay the foundation for addressing society's most pressing challenges in education, energy conservation, health-care, crime prevention, human conflict, innovation, and confidence in economic markets. For example, the development and progression of many illnesses and health problems, from cancer, heart disease, and HIV to diabetes and childhood obesity, depend on behavior, and behavior is fundamentally affected by interactions with other people. Additionally, theory and research growing out of the behavioral and social sciences are playing a critical role in research that crosses disciplinary boundaries. As a result, knowledge acquisition in the behavioral and social sciences increasingly requires advanced technical expertise. The study of human thought processes, for example, now involves the use of fMRI, MEG, and EEG - tools whose scientific purpose is to understand the workings of the mind. As part of STEM, the behavioral and social sciences are positioned to attract the next generation of scientists into these important areas of study. The federal government must have a comprehensive investment in all areas of science and science education to sustain America's competitiveness.

(2) *The National Academy of Sciences Recognizes the Need for Sustained Investment in the Behavioral and Social Sciences to Remain Competitive*

The National Academy of Sciences, in *Rising Above the Gathering Storm*, made clear that the United States needs to continue its investment in all sciences in order to maintain its lead in science and technology and allow it to compete successfully in the 21st century, while also giving needed attention to basic research investments in particular areas, investments that, according to the report, should be evaluated on a regular basis. Included in a recommendation to strengthen the nation's investment in long-term basic research was an action item, which stated:

Special attention should go to the physical sciences, engineering, mathematics, and information sciences and to the Department of Defense basic-research funding. This special attention does not mean that there should be a disinvestment in such important fields as the life sciences or the social sciences. A balanced research portfolio in all fields of science

and engineering is critical to U.S. prosperity. Increasingly the most significant new scientific and engineering advances are formed to cut across several disciplines [emphasis added]. This investment should be evaluated regularly to realign the research portfolio to satisfy emerging needs and promises - unsuccessful projects and venues of research should be replaced with research projects that have greater potential.

The nation must invest in particular areas of science where it is losing ground, but in doing so, the United States cannot afford to lose ground in other areas of science or to devalue areas of science so vital to the capacity building of our nation.

(3) Children Can Become Engaged in Many Areas of Science Through Educational Experiences in the Behavioral and Social Sciences

The NAS report, *Rising Above the Gathering Storm*, recommended that efforts be made to “increase America’s talent pool by vastly improving K-12 science and mathematics education.” There are suggested action items to provide scholarships to recruit science and mathematics teachers, expand training and education programs, and create incentives for students to pursue advanced work in science and mathematics. The scholarship program, in particular, would provide an award for bachelor’s degrees in the physical or life sciences, engineering, or mathematics. Targeted investments to recruit teachers and students in particular areas may be needed; however, the nation’s science leaders should exercise caution in assuming that students cannot become engaged in science through classroom, lab experiments, or field work in a wide range of sciences, including the behavioral and social sciences. Indeed, the pathways to careers in science are not fully understood. Providing opportunities for students at all levels to explore the full range of sciences and become engaged at any point with any science will help us build the foundation for the 21st century. The briefest reflection on the challenges we face in the United States and world-wide makes vivid that we will need all sciences to compete successfully. Further, advances in science that reach across disciplines will require all the knowledge, tools, and technologies at our disposal.

(4) Behavioral and Social Sciences Contribute to STEM as Core Sciences and Through the Application of these Sciences to STEM Education

The behavioral and social sciences are viewed, at present, as playing a largely supportive role in STEM education. The view is that applying the theories, methods, and models of the behavioral and social sciences will advance education and learning in the mathematical and physical sciences. There is recognition that behavioral and social sciences research can improve our understanding of cognitive reasoning, the impact of contextual factors such as poverty and enriched home environments on children's academic attainment and achievement; and the influence of teachers with substantive science knowledge on children's test scores, to name a few areas, but the interest in this work is in a limited band of scientific literacy. There is far less awareness of a science underlying all of these questions—a science that is itself part of STEM. Over many decades, from the first inclusion of the social and behavioral sciences at NSF in the mid- 1950s, Congress and federal agencies have increasingly recognized the significant contributions that can be made through investments in these sciences. Specifically, the NSF recognized the important role of the social and behavioral sciences when, in 1991, it created a research directorate (one of seven NSF directorates) to facilitate fundamental research in these sciences. A few years later, in 1993, Congress established the Office of Behavioral and Social Sciences Research in the Office of the Director at the National Institutes of Health. Today, according to reports to Congress, NIH provides about \$3 billion in funding to support behavioral and social sciences research across the agency because it sees this research as necessary to fulfill its mission of improving the health of the nation.

Likewise, the Department of Defense and national security agencies are increasingly calling upon the behavioral and social sciences to understand complex problems that they face. In his April 2008 speech to the Association of American Universities, Secretary Robert Gates indicated that it was time to enhance the Defense Department's support for university research, much of it in the behavioral and social sciences. A National Academies' report, *Human Behavior in Military Contexts*, reinforces the importance of these sciences to the nation's security. The Science and Technology Directorate at the Department of Homeland Security also recognizes the importance of the social and behavioral sciences through its Human Factors division and its support for the Center of Excellence on the Study of Terrorism and Response to Terrorism housed at the University of Maryland.

Research in the behavioral and social sciences is addressing many questions related to national security. For example, how should the government train intelligence analysts or soldiers so that they can optimally sift through large amounts of information (verbal, written, spatial), identify what is important, and make decisions quickly? Also, how should the United States interact with local leaders and populations in high-risk areas to reduce conflict and build trust in order to reduce the likelihood that young men and women will be drawn to terrorist groups? Further, the Department of Education's Institute of Education Sciences has a large research portfolio dedicated to the advancement of research on education and learning. Based on data collected through its National Center for Education Statistics (NCES), education researchers and other behavioral and social scientists with wide ranging expertise are working with large datasets and linking them, where possible, across districts and over time in order to better understand how to improve student educational outcomes. The scientific workforce of the future must have the capacity to undertake such inquiries.

Behavioral and social sciences are part of STEM, and we urge the nation's science leaders to communicate the importance of all the sciences to building a solid foundation for the United States.

(5) *The National Science Foundation Has Promoted the Integration of the Behavioral and Social Sciences into STEM and STEM Education*

The National Science Foundation has itself invested in improving education in the social, behavioral, and economic sciences (SBE). In 2003, the SBE Directorate held a national workshop on the issue and the following year issued a plan of action for improving SBE science education at all levels of education. According to the NSF-supported report, *Education and Training in the Social, Behavioral, and Economic Sciences: A Plan of Action*, "a recurrent theme is the need for greater acknowledgement that the SBE sciences are an integral part of science, technology, engineering, and mathematics (STEM) ... No place is more ripe for building this awareness than in science education itself and, in particular, in K-12 education, where the SBE sciences are conspicuously absent from introductory materials on the nature of science and the identification of phenomena that are amenable to scientific analysis. Public comprehension of the SBE sciences would be greatly advanced by inclusion of the SBE sciences at early stages of science learning." The 2003 Plan of Action offered systematic and feasible recommen-

dations at each level of science education and emphasized the need for more rather than less attention. The behavioral and social sciences from every vantage of the public interest have much to contribute as an integral part of a broad STEM education curriculum, and this is the time to act. Given the number of students who express interest in the behavioral and social sciences, these fields could potentially serve as a gateway to a career in many scientific areas.

(6) Exposure to Behavioral and Social Sciences in a Broad Science Education Curriculum Can Help Students Develop Critical Thinking Skills

The National Science Board, in its January 2009 STEM education recommendations to the incoming administration, called on this administration to “lead the process of articulating the core concepts and skills that all students should master” and to “help develop assessments that promote student learning in STEM and encourage critical thinking, communication, and problem-solving skills.” The behavioral and social sciences, as part of STEM, can contribute in meaningful ways to developing critical thinking and problem-solving skills in children and, in turn, help the federal government “ensure that [it develops] the talents of all children who have the potential to become STEM innovators or excellent STEM professionals.”

(7) Congress, through the America COMPETES Act, Has Signaled Support for the Behavioral and Social Sciences

The America COMPETES Act does not specifically define STEM, but the Act includes the social sciences in a list of areas the NSF Director must consider in determining how to meet critical national science needs. The Act states:

...the Director shall include consideration of the degree to which awards and research activities that otherwise qualify for support by the Foundation may assist in meeting critical national needs in innovation, competitiveness, safety and security, the physical and natural sciences, technology, engineering, social sciences [emphasis added], and mathematics. The Act also requires the Director to give priority within all of these areas to awards that enhance the competitiveness, innovation, or safety and security in the United States. As with other sciences, the behavioral and social sciences have much to contribute to U.S. safety and prosperity, and the Act itself appears to direct inclusion in the re-

search and training programs of NSF as a means of keeping the United States competitive and building a solid foundation for the future.

Currently, Congress is considering reauthorization of the America COMPETES Act. Our inquiries indicate that there is no intention to narrow the range of sciences that are part of STEM, but instead to authorize funding and programs that encourage interdisciplinary and multidisciplinary research and education. We fully support these efforts by Congress and encourage the administration to also make clear that all sciences, including the behavioral and social sciences, are necessary to address the nation's many needs.

Science is a universal way of knowing the world, and the scientific method is valid across all domains in which nature is explored. As the nation's science leadership, we call on you to address this culture-of-science problem. The behavioral and social sciences are part of the larger family of sciences needed to address the nation's challenges. We encourage you to affirm this and make clear the need for a broad and robust STEM education curriculum that includes all sciences as a way to attract the brightest students and expand the possibilities for engaging them in science.

We would be pleased to work with you in this effort. If we may be of assistance in any way, please do not hesitate to contact Paula Skedsvold, Federation of Associations in Behavioral & Brain Sciences (pskedsvold@fabbs.org, (202) 336-5920) or Howard Silver, Consortium of Social Science Associations (silverhj@coffa.org, (202) 842-3525)

Sincerely,

American Educational Research Association; American Political Science Association; American Psychological Association; American Society of Criminology; American Sociological Association; American Statistical Association; Association for Behavior Analysis International; Association for Psychological Science; Association of American Geographers; Association of American Law Schools; Cognitive Science Society; Consortium of Social Science Associations; Federation of Associations in Behavioral & Brain Sciences; Human Factors and Ergonomics Society; International Society for Developmental Psychobiology; Law and Society Association; Linguistic Society of America; Massachusetts Neuropsychological Society; Midwest Political Science Association; National Academy of

Neuropsychology; Population Association of America; Psychonomic Society; Rural Sociological Society; Society for Behavioral Neuroendocrinology; Society for Computers in Psychology; Society for Industrial and Organizational Psychology; Society for Judgment and Decision Making; Society for Mathematical Psychology; Society for Personality and Social Psychology; Society for Personality Assessment; Society for Psychophysiological Research; Society for Research in Child Development; Society for Research in Psychopathology; Society of Experimental Social Psychology

Natasha Copeland (Natasha.Copeland@tandf.co.uk) of Psychology Press seeks a reviewer for the following book. Please contact her if you would like to review it for this newsletter:

Mathematical Reasoning: Patterns, Problems, Conjectures, and Proofs by Raymond Nickerson <http://www.psypress.com/mathematical-reasoning-9781848728271>

Dan Goldstein writes:

I would like to encourage all Society members to try the open-source R language for their statistical needs. Because it is extremely powerful, completely free, and unencumbered by restrictive licenses, R has quickly become a lingua franca among statistical scientists. Since it runs on Windows, Mac, and Linux and can be downloaded and installed in minutes, it is ideal for teaching and for publishing code in journal articles. I've made a couple [R video tutorials](#). Jon Baron has written an excellent guide for those interested in [psychological research with R](#). The home of the R project is <http://cran.r-project.org/>.

2 Conferences

2010 Society for Judgment and Decision Making (SJDM) Meeting

November 20-22, 2010

Drury Plaza Hotel

St. Louis, Missouri

Conference information can be found at <http://www.sjdm.org/>. The deadline for submission of abstracts for presentations, symposia, and posters for the 2010 meeting has been extended to July 2, 2010. See <http://www.sjdm.org/programs/2010-cfp.html> for the call for proposals.

The Diagnostic Errors in Medicine 3rd International Conference

October 25-27, 2010

Sheraton Centre Toronto Hotel

Toronto, Ontario, Canada

http://www.smdm.org/diagnostic_errors/2010DEM.shtml

We are pleased to announce the 3rd international conference on Diagnostic Error in Medicine 2010 to be held in association with the annual meeting of the Society for Medical Decision Making. We hope to build on the past two successful meetings by continuing the discussion of diagnostic errors and expanding the constituency of advocates dedicated to addressing this key problem.

Purpose and scope: The ultimate goal of this conference is to improve patient safety by reducing the likelihood of diagnostic error in medicine. Minimizing diagnostic error is an essential component of safe patient care, and towards this end the conference activities are organized to summarize the current state of the field, review active research, and consider emerging educational and research themes that should be implemented to minimize diagnostic error.

Audience: Practicing clinicians, cognition scientists, safety officers and risk managers, informatics professionals, clinical and basic investigators, educators, and trainees. Patients who may have experienced diagnostic error who wish to contribute to a positive dialogue are especially welcome

Objectives: The conference goal is to build a scientific and practical understanding of diagnostic error in medicine and foster the development of solutions by:

- Focusing attention on the frequency, impact, and public health significance of medical misdiagnosis
- Developing a core constituency of committed advocates from diverse backgrounds and perspectives
- Discussing the nature, causes, and remedies for diagnostic error in medicine,
- Sharing research methods and results relevant to clinical reasoning, diagnostic error, and misdiagnosis-related harm

Call for abstracts: Oral and Poster Abstract Submission are being accepted through July 15, 2010. Please visit the DEM website to submit your abstract proposal. Oral Presentations are scheduled for Monday, October 25, 2010 from 2:00 - 3:00 pm. Poster Presentations are scheduled for 3:00 - 4:30 pm and will be in conjunction with the SMDM Poster Presentation.

We invite poster submissions that address the epidemiology of diagnostic error, factors that predispose to diagnostic error, or strategies to reduce diagnostic error or improve detection. In addition, medical trainees are encouraged to submit case presentations on diagnostic errors they have encountered. Abstracts submitted for the SMDM meeting may also be submitted for consideration for Diagnostic Errors in Medicine and will be considered independently.

Important dates:

September 3, 2010	Early Bird Registration Deadline
September 23, 2010	Hotel Reservation Deadline to get the Group Rate
October 1, 2010	Cancellation Deadline
October 25 - 27	2010 DEM Annual Meeting Dates

Call for Papers: 2010 LabSi Conference on Neuroscience and Decision Making, Collegio S. Chiara, University of Siena, Italy, September 20 to 21, 2010

The purpose of this conference is to provide an open discussion forum for research in the intersection of neuroscience, psychology and economics of decision-making and to set a stage for the presentation of recent contributions.

The last decades of brain research have led to the emergence of a new field, which investigates the entire process of decision-making from the phases of information collecting and processing to the impact of cognitive processes in economic and social interaction. This field

involves a new kind of scientist, trained in different disciplines, comfortable in working with experimental data, and conversant with the mathematical foundations of decision making. In order to promote the integration of neuroscience and decision making as a whole, we invite researchers and students to submit papers on the following topics:

- Cognitive biases in information collection and processing
- Neural basis of the processes of preference formation
- The role of emotion and motivation in decision making
- Psychological and neural basis of attention in decision making
- Behavioral and neural basis of self control and emotion regulation
- Behavioral and neural basis of intertemporal choice
- The role of memory in decision making
- Cognitive foundations of learning processes
- Behavioral and cognitive studies on economic and financial markets
- Cognitive studies on social interactions
- The role of cognitive biases in organizations and institutions

Paper abstracts should be submitted to: labsiconference@gmail.com. The deadline for submission is June 30, 2010. Acceptance will be communicated within July 10, 2010.

Keynote Speakers: Stefano Cappa (Università S. Raffaele Milano), Angela Sirigu (CNRS Lyon), Marcel Zeelenberg (Tilburg University)

Organizing Board: Nicola Dimitri, Valeria Faralla, Antonio Federico, Alessandro Innocenti, Sandro Nannini, Alessandra Rufa, Alessandro Santoni.

Updated information is posted on the conference website: <http://www.labsi.org/conference2010>

Second Annual Meeting of the Academy of Behavioral Finance & Economics-2010 September 15-17, 2010, Chicago, Illinois <http://www.aobf.org/>

Keynote Speaker: Werner De Bondt, Driehaus Professor in Behavioral Finance, DePaul University

Objectives and Scope: The Academy of Behavioral Finance & Economics offers a dedicated forum for exchange of research findings and professional advancement related to the fast-growing field of behavioral finance and economics. Given the well recognized reality that “to make a decision, emotion is the necessary trigger (and) without emotion, one would be reduced to the state of an idiot savant who goes on endlessly calculating without the ability to make a choice” (Olsen, 2008), the objective of the annual conference is to encourage and distribute research and inquiry in the very promising area of Behavioral Finance and Economics.

The 2010 North American Conference of the Association for Consumer Research will be held at the Hyatt Regency Riverfront in Jacksonville, FL from Thursday, October 7 through Sunday, October 10, 2010. Conference website: <http://www.acrweb.org/acr/>

The First Annual Boulder Summer Conference on Consumers’ Financial Decision Making, June 27-29, 2010. Hotel Boulderado, Boulder, Colorado, will provide an opportunity for interdisciplinary exchange of ideas among researchers working on problems of consumer financial decision-making. Consumer welfare is strongly affected by household financial decisions large and small: choosing mortgages; saving to fund college education or retirement; using credit cards to fund current consumption; choosing how to decumulate savings in retirement; deciding how to pay for health care and insurance; and investing in the stock market. In all of these domains, consumers are often poorly informed and susceptible to making serious errors that have large personal and societal consequences.

Basic research in judgment and decision making, psychology, consumer research, behavioral finance, and behavioral economics can inform our understanding of how consumers actually make such decisions and how consumers can be helped to make better decisions by innovations in public policy, business, and consumer education.

The conference is co-sponsored by the Center for Research on Consumers’ Financial Decision Making at the University of Colorado and by the Leeds School of Business. Please see the conference website at: <http://leeds.colorado.edu/bouldersummerconference>

The bi-annual Swait, Johnson, and Adamowicz choice modeling course will be offered in beautiful Banff, Canada this August.

This course is designed primarily for faculty members and doctoral students. It is not a how-to course in running logit models; rather, its purpose is to highlight advances in choice

theory and methods and to demonstrate how they might be addressed through advanced choice models. To quote the website: “Understanding how people make choices is important for the design of public policies, marketing strategies, product R&D and business investment decisions. Recent advances in theory and empirical methods have resulted in significant improvement in our understanding of human choice behaviour and our ability to analyze and predict it. This course will provide an overview of theory and methods in modelling choice behaviour and will include empirical analysis of selected examples.”* For more information, please have a look at the website: choicemodeling.org.

Neuroeconomics: Decision Making and the Brain
VII Annual Meeting of the Society for Neuroeconomics
Meeting dates: October 15 - 17, 2010
Location: Evanston, Illinois
Presidential Lecture: Dr. Wolfram Schultz

The Society for Neuroeconomics promotes interdisciplinary research aimed at advancing our understanding of the computational and neurobiological basis of decision-making. The meeting is attended by scholars of all levels from all areas of neuroeconomic research including the fields of economics, psychology, and neuroscience, as well as by leaders in fields such as finance and medicine. The meeting’s format, consisting of general sessions only, poster sessions, and organized receptions and meals, provides ample opportunities for networking and off-line discussions. Details of the meeting will be continually updated at <http://www.neuroeconomics.org/conference>

The Institute for Research in Marketing at the University of Minnesota’s Carlson School of Management will be hosting a 2-day conference on the role of Marketing in fostering the adoption of sustainable (green) products, October 20-22, 2010.

The following have already indicated their plans to participate: Professor Bob Cialdini, Arizona State University, U. S. Senator Al Franken, U. S. Senator Amy Klobuchar, Marilyn Carlson Nelson - CEO Carlson Companies, and senior executives from several other major corporations including Best Buy, 3M, Kraft, Cisco, General Mills, Unilever and Medtronic, as well as policy makers from the White House, EPA, Dept. of Energy and Dept. of Commerce are expected to attend. This conference presents a unique opportunity to influence policy making at the highest levels of the US Government as well as corporate America.

Tentatively titled “The Sustainability Summit,” the conference will bring together: senior industry leaders from major corporations, policy makers from Federal, State and local government, academics from Marketing, Psychology, Economics, and Sociology, to document the existing “state-of-the-art” on what we know about the consumer behavior of green products, and what we need to discover moving forward.

This call for proposals asks you to submit a 2-page abstract on current completed or on-going research on the general topic of influencing consumers to adopt sustainable products and practices, broadly construed. We invite academic researchers to submit abstracts of either a completed paper or on-going research for possible presentation at the conference. The work may draw from any of the disciplines that inform marketing and consumer behavior. Analytical work as well as empirical work is welcome. For empirical work, there should be clear evidence that data collection and analysis will be complete by the time of the conference. Your proposal should be submitted no later than July 15, 2010 via email to rmonro at umn.edu. Please provide a link to your vita as well. Decisions will be made by mid-August. The Institute’s research review committee will review the submissions and select a small number for presentation at the conference. The Institute will provide travel and conference attendance grants for invited academic speakers. Please let me know if you have any questions about this call. You may e-mail me at arao at umn.edu

A concept note providing more detail can be found at

<http://www.sjdm.org/mail-archive/jdm-society/2010-May/004490.html>

Akshay R. Rao

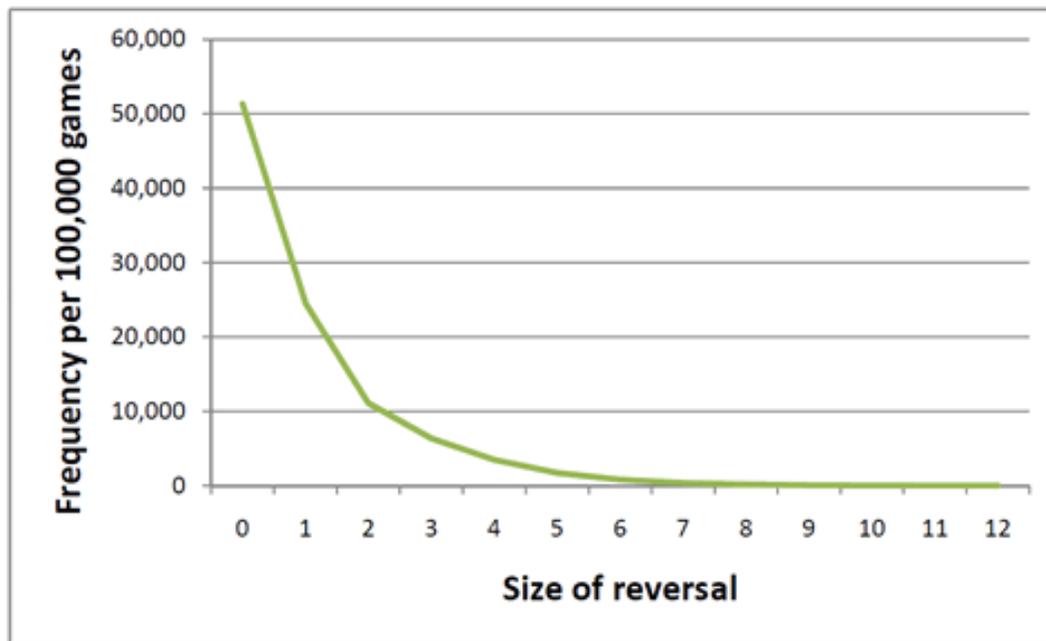
General Mills Chair in Marketing

Carlson School of Management

University of Minnesota

3 Essay

THE ABILITY OF WINNERS TO WIN AGAIN
(Reprinted from Dan Goldstein / decisionsciencenews.com)



Even people who aren't avid baseball fans (myself included) can get something out of this one.

When two baseball teams play each other on two consecutive days, what is the probability that the winner of the first game will be the winner of the second game? If you like fun, write down your prediction.

My father-in-law told him that recently the Mets beat the Phillies 9 to 1, but the very next day, the Phillies beat the Mets 10 to 0. How could this be? If the Mets were so good as to win by 8 runs, how could the exact same players be so bad as to lose by 10 runs to the same opponents 24 hours later?

Let's call this situation (in which team A beats team B one day, but team B beats team A the very next day) a "reversal", and we'll say the size of the reversal is the smaller of the two margins of victory. In the above example, the size of the reversal was 8.

Using R (code provided [here](#)), I obtained statistics on all major league baseball games played between 1970 and 2009 and calculated how often each type of reversal occurs per 100,000 pairs of consecutive games. The result is in the the graph above. Big reversals are rare. A reversal of size 8 occurs in only 174 of 100,000 games; a size 12 reversal happens but

10 times per 100k. A size 13 reversal never happened in those 40 years. One might think this is because it would be uncommon for a team that is so good to suddenly become so bad and vice versa, but note that big margins of victory are rare: only 4% of games have margins of victory of 8 runs or larger.

Back to our question:

If a team wins on one day, what's the probability they'll win against the same opponent when they play the very next day?

I asked two colleagues knowledgeable in baseball and the mathematics of forecasting. The answers came in between 65% and 70%.

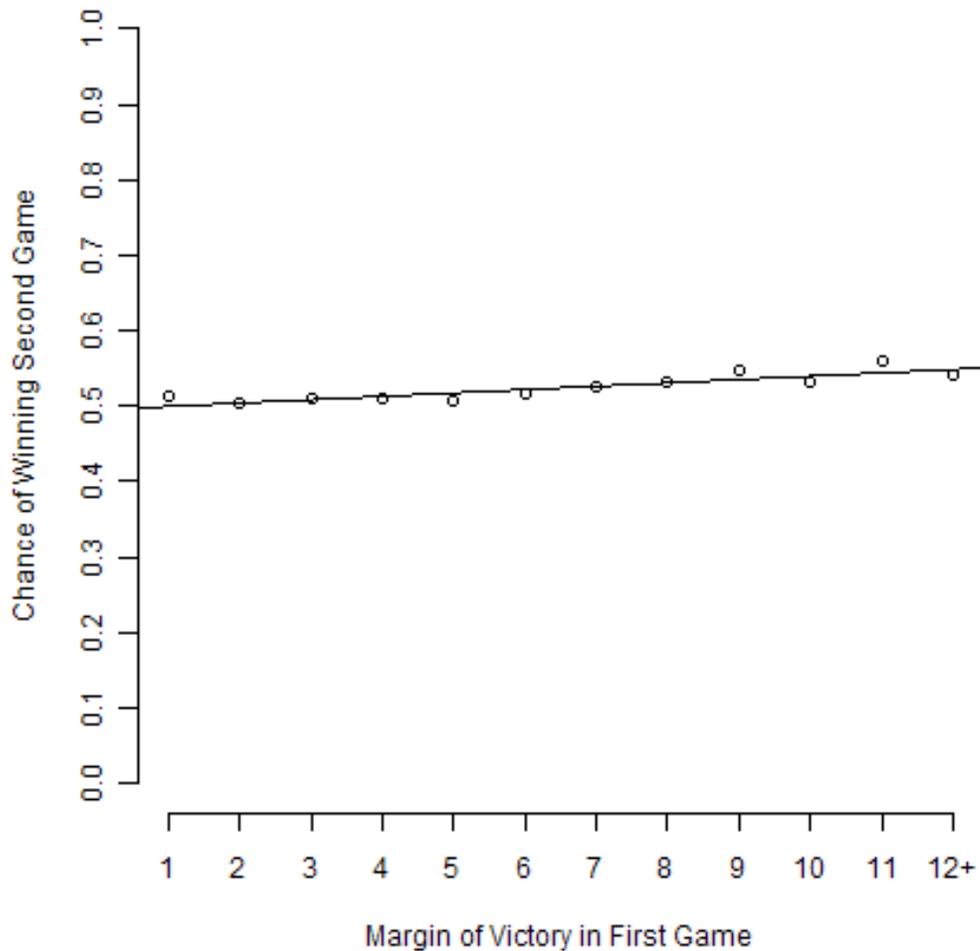
The true answer: 51.3%, a little better than a coin toss.

That's right. When you win in baseball, there's only a 51% chance you'll win again in more or less identical circumstances. The careful reader might notice that the answer is visible in the already mentioned chart. The reversals of size 0, (meaning no reversal, meaning the same team won twice) occur 51,296 times per 100,000 pairs of consecutive games.

(At this point, I must admit that it is entirely possible that I've made a computational error, and welcome others to reproduce the analysis with the code or pre-processed data at the above link.)

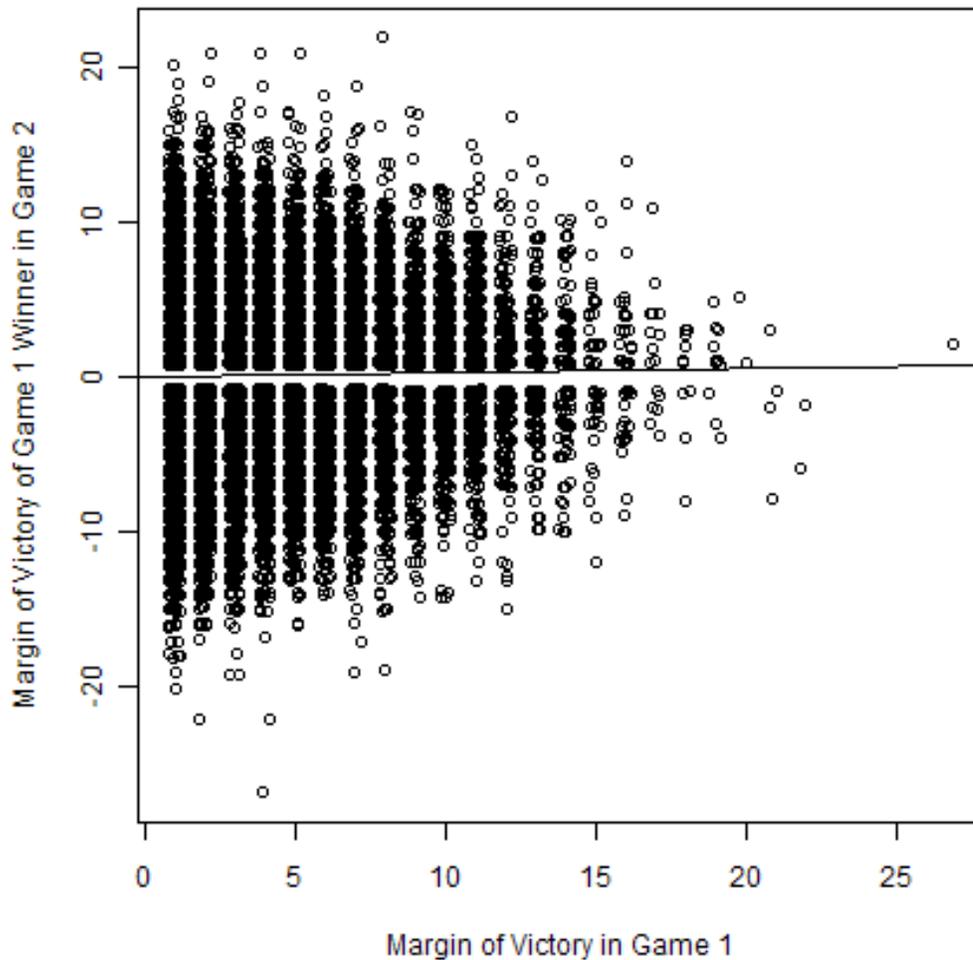
What of the adage "the best predictor of future performance is past performance"? It seems less true than Sting's observation "History will teach us nothing". Let's continue the investigation.

Here we plot the probability of winning the second game based on obtaining various margins of victory in the first game. We simply calculated the average win rate for each margin of victory up to 11 games, which makes up 98% of the data, and bin together the remaining 2%, comprising margins of victory from 12 to 27 runs. (Rest assured, the binning makes the graph look prettier, but does not affect the outcome.)



The equation of the robust regression line is: $\text{Probability}(\text{Win_Second_Game}) = .498 + .004 * \text{First_Game_Margin}$ which suggests that even if you win the first game by an obscene 20 runs, your chance of winning the second game is only 57.8%

Still in disbelief? Here we do no binning and plot the margin of victory (or loss) of the first game winner as a function of its margin of victory in the first game. The clear heteroskedasticity is dealt with by iterative reweighted least squares in R's `rlm` command. Similar results are obtained by fitting a loess line. This model is $\text{Expected_Second_Game_Margin} = -.012 + .030 * \text{First_Game_Margin}$



One final note. The 51.3% chance you'll win the second game given you've won the first is smaller than the so called "home team advantage", which I found to be a win probability of 54.2% on first games and 53.8% on second games.

- When the home team wins the first game, it wins the second game 54.7% of the time.
- When the visitor wins the first game, it wins the second game 47.2% of the time.
- When the visitor loses the first game, it wins the second game 45.3% of the time.

Surprisingly, when it comes to winning the second game, it's better to be the home team who just lost than the visitor who just won. So much for drawing conclusions from winning.

I've always wondered why teams are so eager to fire their coaches after they lose a few big games. Don't they realize that their desired state of having won those same few big games would have been mostly due to luck?

There you have it. Either I've made an egregious error in calculation or recent victories are surprisingly uninformative.

Those interested in seeing the code behind these analyses can get it [from Decision Science News](#).

4 Jobs

The Department of Psychology of Rutgers University School of Arts & Sciences invites applications for a tenure track position at the rank of Assistant Professor to begin September 1, 2011 in Decision Sciences broadly construed to include cognitive mechanisms of decision-making in complex environments, such as action planning, behavioral economics, heuristics and biases, perception, statistical reasoning, and motor control. The successful candidate would benefit from a rich environment for research in cognition and might interface with strong units in Cognitive Science, Perceptual Science, Behavioral Neuroscience, Computer Science, and Business.

The successful candidate must have a PhD, will be expected to develop and maintain active, extramurally-funded research programs, and will participate in undergraduate and graduate teaching. Our focus is on junior faculty positions, but outstanding candidates at all ranks will be considered. Salary, start-up funds, and other considerations will be consistent with Rutgers' commitment to recruit and retain exceptional individuals.

Rutgers is an Equal Opportunity/Affirmative Action Employer and has a strong institutional commitment to increasing ethnic diversity among the faculty. Applicants should submit a CV, personal statement of research aims and teaching philosophy, representative reprints and 3 letters of recommendation. Review of applications will begin on September 15, 2010 and continue until positions are filled.

Information on how to submit application materials electronically will be posted soon on <http://psych.rutgers.edu/jobs.html>

The Center for Risk Management and Decision Processes at the Wharton School of the University of Pennsylvania is seeking applicants for one or two postdoctoral fellowship positions in the area of catastrophic risk, with a particular focus on natural hazards and environmental risks. Fellows would work on NSF and foundation-funded projects covering a range of topics related to catastrophic risk, including psychological studies of risk perception, adaptation to natural hazards, and the economic management of disasters.

Researchers from a broad range of disciplines are encouraged to apply, including experimental psychology, economics, geography, and environmental science. Fellows would be working at the Wharton School under the supervision of the Center's co-directors Howard Kunreuther and Robert Meyer and managing director Erwann Michel-Kerjan. Positions would begin Fall of 2010 or sooner. Please email your C.V. and 1-2 representative publications to the attention of Chioma Fitzgerald (ccf at wharton.upenn.edu).

The University of Erfurt, Germany, has two positions (1 PhD candidate/research assistant & 1 Post-Doc) (with Professor Bettina Rockenbach) starting as soon as possible. We are a highly motivated team with excellent research possibilities (running a well established experimental laboratory).

Candidates must have a good command of German since they are expected to do some teaching.

For more information please visit our website www.uni-erfurt.de/mikrooekonomie and www.uni-erfurt.de/elab

Accepting Applications for Research Lab Manager. The University of Chicago Booth School of Business is seeking a full-time, benefits-eligible Assistant Lab Manager. This position consists of managing two laboratories in The Center for Decision Research: the Decision Research Lab (DRL) and the Psychology of Belief and Judgment Lab (PBJ). Both of these labs are devoted to the empirical study of human judgment and decision making. The DRL Assistant Manager assists the DRL Manager in all levels of laboratory activities. The main responsibilities include working with faculty, graduate students, post-docs, undergrads, and staff to schedule, conduct, and manage various research experiments with human participants.

The PBJ Lab is directed by Eugene Caruso and Jane Risen, who are faculty members in the Center. The PBJ Lab Manager oversees research projects that are focused on studying the underlying psychological processes that influence the beliefs people hold about the world and the judgments they make about themselves and others. In addition to conducting these experiments, the Lab Manager will oversee and manage the lab's research assistants, website, budget, and administration. Furthermore, there is the opportunity to contribute to the design and direction of research projects; the depth or breadth of this involvement will be in accordance with the employee's long-term career goals.

Full details can be found in the attached document. The position begins August 2010 (although an earlier start date is possible). We will begin reviewing applications as we receive them and continue until the position is filled. To apply, please send a resume, the names and contact information of two references, and a brief cover letter summarizing the reasons for your interest in this position via email to Jasmine Kwong: jasmine.kwong@chicagobooth.edu

The Department of Psychology at Princeton University announces an opening for a Postdoctoral Research Associate. Applicants should have a recent PhD degree in cognitive psychology, with an emphasis on reasoning and decision-making research. Applicants should be comfortable working as part of an interdisciplinary team of psychologists and economists. The research focus will be on decision-making in contexts in which people are stressed for time and/or money, and will likely involve, among others, low-income participants, domestically as well as internationally. Some programming experience preferred. The position is for one year, with the possibility of a second year appointment.

Deadline for full consideration is June 30, 2010. Applicants should apply online at <https://jobs.princeton.edu> under Requisition Number: 1000351 and submit a cover letter, a CV and names and contact information for two references. Princeton University is an equal opportunity employer and complies with applicable EEO and affirmative action regulations.

Dear graduating PhD students, current Postdocs, and/or their supervisors: Constantine Sedikides and I (Alison Lenton) have been awarded a 30-month grant by the UK's Economic and Social Research Council to investigate the causes and consequences of state authenticity (i.e., the sense of feeling "real"). To this end, we're seeking to hire a full-time postdoctoral researcher to begin 1 October 2010. This person will be based in Edinburgh, Scotland in the Department of Psychology at the University of Edinburgh. Details about the post and how to apply can be found in the attachment. Please note that the deadline for applications is 2 July 2010 and the interviews will be held 23 July 2010. Informal inquiries about the post may be directed to me via email.

We look forward to receiving your (or your supervisee's) application!

Regards,

Alison (& Constantine)

Alison P. Lenton, PhD

Edinburgh EH8 9JZ (UK)

a.lenton at ed.ac.uk

Applications are invited for 5 PhD fulltime research studentships within the Department of Cognitive Sciences and Education at the University of Trento (Italy). The studentships are for a period of three years, subject to satisfactory progress. They provide payment of tuition fees plus an annual stipend of 13,638.47 euros. The topics of study have not been predetermined, but selection of applicants will be subject to the availability of appropriate supervision. Therefore applicants are advised to contact potential supervisors in the Depart-

ment or the Head of the PhD School before submitting an application. Information on staff research activities may be obtained from the [departmental Web site](#).

Requirements: Applicants should have a good University degree (e.g., BA, MSc), and preferably postgraduate experience or qualifications relevant to research. Applicants are expected to submit a research proposal (no longer than 4,400 words) with the application form. Interviews will be held in September for applicants who are short-listed.

How to apply: An application form can be downloaded from the following web page: <http://portale.unitn.it/en/ec/phd/cse.htm> Please return the completed application form, stating on the envelope “Concorso per la Scuola di Dottorato di Ricerca in Scienze Psicologiche e della Formazione - 26° ciclo” with curriculum vitae, research proposal, copies of academic qualifications, references and any other required documentation to: Magnifico Rettore dell’Universit? degli Studi di Trento, Via Belenzani n. 12 - 38100 Trento; for on-line submissions see the site: <http://www4.unitn.it/Apply/en/Home> Reference letters should also be sent to: Coordinatore della Scuola di Dottorato in Scienze Psicologiche e della Formazione c/o Ufficio protocollo, Palazzo Istruzione, Corso Bettini n. 84 - 38068 Rovereto TN - Italia, or they can be sent by fax (same address): +39 0464 808415.

The closing date for the applications is 31 August 2010. For further information about these PhD studentships and the rules to follow in the applications see: <http://portale.unitn.it/en/ec/phd/cse.htm>

Incentive Mechanisms in Social Computing. Applications are invited for the position of Post-doctoral Research Fellow as part of a joint research project between the Masdar Institute of Science & Technology and Massachusetts Institute of Technology (MIT). The project’s Principal Investigators are:

- Dr. Iyad Rahwan, Masdar Institute & MIT (www.mit.edu/~irahwan)
- Prof. Alex (Sandy) Pentland, MIT (<http://web.media.mit.edu/~sandy>)

The successful candidate will work on a collaborative interdisciplinary research project. The project, titled *Influencing Collective Human Behavior Using Distributed Intelligent Systems*, aims to help people use resources more efficiently. The project will have (1) a theoretical component focusing on game-theoretic and incentive mechanism design issues, and (2) an empirical component to test these techniques in behavioral experiments using lab experiments and real deployment through mobile computing and sensor technologies.

For further details, please see: http://www.mit.edu/~irahwan/docs/20100529_postdoc_advert.pdf

Position: A 12 month research fellow position (29,853 - 33,600GBP depending on experience), to investigate the components of decision aid interventions that help people make informed decisions about dialysis modality, funded by FIMDM (the Foundation of Informed Medical Decision Making), in the Leeds Institute of Health Sciences, University of Leeds, Leeds, UK.

Time-line 2010: application - 5th July; interviews - morning 19th July; start date - Aug/Sept The project uses quantitative methods to compare the impact of delivering information in different ways on participants' reasoning, and choices, about kidney dialysis treatment; qualitative methods are needed to pilot materials. The project should interest those with some experience in one or more of the following: decision making; cognitive science; research methods; health psychology; decision aids; patient information; long term health conditions.

The successful candidate will take responsibility for the project management and execution of the studies. They will be expected to manage their own workload to meet project time-lines; duties include organising meetings, completing ethics forms, recruiting participants, developing and evaluating component parts of decision aid interventions, analysing interview and questionnaire data, writing reports, disseminating findings, and writing grant applications.

The successful candidate will work with a multi-disciplinary team experienced in researching patient decision making: Hilary L Bekker, University of Leeds, UK; Anne Stiggelbout, University of Leiden, NL; Barbara Summers, University of Leeds, UK; Anna Winterbottom, Bradford Royal Infirmary, UK; Andrew Mooney, St James Hospital, Leeds, UK; Gary Latchford, St James Hospital, Leeds, UK; Martin Wilkie, Sheffield Teaching Hospital, Sheffield, UK.

For details about the application process contact Daniel Macauley (+44 (0) 113 343 0831; d.j.macauley at leeds.ac.uk). For details about the post contact Hilary Bekker, Leeds Institute of Health Sciences, University of Leeds, Charles Thackrah Building, 101 Clarendon Road, Leeds LS2 9 LJ; Tel: +44 (0) 113 343 2726; Email: h.l.bekker at leeds.ac.uk

5 Online Resources

SJDM Web site

<http://www.sjdm.org>

Judgment and Decision Making – The SJDM journal, entirely free and online

<http://journal.sjdm.org>

SJDM Newsletter – Current and archive copies of this newsletter

<http://www.sjdm.org/newsletters>

SJDM mailing list – List archives and information on joining the email list

<http://mail.sjdm.org/mailman/listinfo/jdm-society>

Decision Science News – Some of the content of this newsletter is released early in blog form here

<http://www.decisionsciencenews.com>
