

FIN 7180 (A01/G01) (3.0 CH)
BEHAVIORAL FINANCE
FALL 2024

TERRITORY ACKNOWLEDGEMENT

The University of Manitoba campuses are located on original lands of Anishinaabeg, Ininewuk, Anisininewuk, Dakota Oyate and Denesuline, and on the National Homeland of the Red River Métis.

We respect the Treaties that were made on these territories, we acknowledge the harms and mistakes of the past, and we dedicate ourselves to move forward in partnership with Indigenous communities in a spirit of Reconciliation and collaboration.

INSTRUCTOR

Name:	Chi Liao, PhD	Office	458 Drake
Phone:	(204) 474-9486	Location:	
Email:	chi.liao@umanitoba.ca (replies within 1-2 business days)	Office Hours:	T/R 11:30am – 12:30pm
		Class Room:	Drake Centre 140
		Class Time:	T/R 10:00am – 11:15am

COURSE DESCRIPTION

Traditional finance assumes that financial market participants are fully rational. However, recent evidence has accumulated that contradicts this view. We will examine, in depth, how various psychological biases may impact financial decision-making and financial markets and the extent to which these tendencies lead to outcomes different from those predicted by rational models.

COURSE OBJECTIVES

This course is intended to:

1. Demonstrate how traditional assumptions and models in finance may not be sufficient to explain real-world phenomena, and how behavioral insights complement the traditional finance paradigm.
2. Give you a practical understanding of psychological biases, cognitive errors, emotions, alternative preferences, and other behavioral finance theories and concepts.

3. Help you recognize and correctly apply these behavioral and psychological concepts and theories to financial decision making, markets, and corporate finance.
4. Develop your analytical and critical thinking skills using case studies to examine how concepts from both traditional finance and behavioral finance can explain real-world financial behaviors and phenomena.

COURSE MATERIALS

The following materials are required:

1. **Textbook:** *Behavioral Finance: Psychology, Decision-Making, and Markets*, by L. Ackert & R. Deaves, 2010, Cengage Learning, ISBN 0-324-66117-7
 - We use this textbook (despite it being somewhat outdated given rapid developments in behavioral finance) because it covers all basic behavioral finance concepts in one textbook instead of two. The text is available from the University of Manitoba Bookstore, though you can recommend an e-version of the textbook instead of purchasing it (e.g., at <https://www.vitalsource.com/en-ca/>, though you may find an online rental or used textbook for cheaper if you Google it). I will supplement this textbook with more recent work in behavioral finance.
2. **Course package:** Please follow the step-by-step instructions below to purchase the course package:
 - a) Go to the Ivey Publishing website at www.iveypublishing.ca
 - b) Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
 - c) Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000001qi7i2AA>
 - d) Click "Add to Cart".
 - e) Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
 - f) When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
 - g) Once you have completed your order, click on your username on the top right --> Orders --> Downloads
 - **IMPORTANT:** Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.
 - **NEED HELP?** Email Ivey Publishing's Customer Support Team via a [Service Ticket](#).

3. **iClicker:** All students must register for iClicker **before the second class**. This allows you to participate in in-class preparedness checks using your smartphone, laptop, or desktop. Please see UM Learn for registration instructions. There is no charge for U of M students.

Class slides and additional readings will be available on UM Learn.

Assigned readings should be read prior to the class session for which they are assigned. In-class discussions, exercises, and additional lecture materials will be used to situate the readings within the broader context of behavioral finance.

COURSE ASSESSMENT

Student progress will be assessed through:

- iClicker Preparedness Checks – 10%
- Class Participation – 10%
- Current Events Discussion Lead – 10%
- Individual Assignments (**two; due Oct 17 & Nov 21**) – 30%
- Group Project Proposal (**due Oct 27**) – 5%
- Group Project Presentation (**Nov 28, Dec 3, and 5**) – 15%
- Group Project Report (**due Dec 8**) – 20%

Final grades will be assigned as follows:

Cumulative Marks	Grade	GPA	Performance
Top 5%	A+	4.5	Excellent
Next 15%	A	4.0	Very Good
Next 30%	B+	3.5	Good
Next 25%	B	3.0	Satisfactory
Next 25%	C+	2.5	Marginal
60-64.99	C	2.0	Unsatisfactory
50-59.99	D	1.0	Unsatisfactory
49.99 and below	F	0.0	Unsatisfactory

NOTE: Class attendance is required. Missing more than 20% of this course due to absence from lectures may result in a failing grade. It is your responsibility to inform your professor, in advance if possible, of your absence and the reason for it:

- 1) if **medical**, self-declaration form must be submitted for an illness lasting 5 consecutive days or less <https://umanitoba.ca/governance/governing-documents-students#self-declaration-for-brief-or-temporary-student-absences>, no later than 48 hours after the end of the brief absence; a medical note from your physician must be submitted for an illness lasting more than 5 days;

- 2) if a **work commitment**, a signed letter on letterhead from your supervisor is required in advance, noting clearly the date(s) you must be away for your work commitment(s);
- 3) if for **student competitions**, an email from your Asper team coach must be received in advance indicating the dates you are away at competition.

The professor will then decide how to deal with the impact of the missed classes on your final grade.

iClicker Preparedness Checks: At the **very beginning of each class**, I will use iClicker to ask you questions pertaining to your readings and/or to recall material from earlier weeks. These will tend to be simple true/false or multiple-choice questions, though some may be more challenging and cover more nuanced details. These checks will begin the second class, so please register for iClicker before the second class. Please see instructions on UM Learn for download and registration instructions.

This component of your grade will be equally weighted across all classes in which we use iClicker. Your lowest iClicker grade will be omitted from the final calculation. Note that if you are absent or late to class and miss the preparedness check, you will forgo this portion of your grade for that particular class. It is your responsibility to sign in to iClicker early enough to ensure that your iClicker is working properly. Since your lowest score will be omitted, no makeup checks or adjustments will be offered, except in the case of excused absences.

Class Participation: Because this course relies heavily on application and discussions of materials, a portion of your grade will be determined by your contribution to these discussions. This form of active learning means that you take responsibility both for your learning and helping others to learn more about the material. This course is about building skills to enable you to be a better employee, team member, manager, and leader. Active learning in the course is your way to demonstrate the attitudes, behaviors, and leadership that are required of these roles.

You will be graded on the quality, and to a lesser extent, the quantity of your contributions to class discussions. Coming to class having read the assigned material will help you greatly in this regard.

Missing class will impact your class participation grade although you may have participated actively on other days. Likewise, attendance by itself will not earn you any points. You can have 100% attendance and still get a 0 on class participation if you did not contribute to the class discussions. It is important that you attend class regularly and participate actively in class discussions to get a good class participation grade.

Class participation will include an overall assessment of your contributions in a number of categories:

- **Preparation:** Showing evidence of having carefully completed and prepared for each class by making contributions that show a clear and informed understanding of the materials.
- **Participation and contribution in class discussions:** Offering informed, constructive, original contributions that build on what classmates have already said to move the discussion forward, offer original insights, share useful examples, applications, experiences, or current events, and integrate ideas from the readings into the discussion.
 - Effective contributions: Great contributors in the classroom (just like in the workplace) don't simply take up airtime. They listen intently to others and their contributions respond to and build on the ideas others offer. Their reflections show a deep understanding of the ideas and situations being discussed. Note that simply summarizing readings are not an example of effective participation.
 - Cold-calling/hot seat: I will call on students to participate in several ways – asking them for details on readings, asking their opinion, asking them to apply ideas from the readings, etc. For basic matters (like definitions from the readings or details from a case), you are expected to answer. If I ask for opinions, analysis, etc., you can ask me to come back to you later in the discussion (without it counting against you). It's okay to need to think a little more before jumping in (but it's not okay to simply opt out of the discussion entirely.)
 - Direct student-student interaction is encouraged. Such interaction should be both positive and courteous even when opinions differ.

You may ask me for feedback on your participation at any point in the term. I am also happy to discuss strategies to improve your participation.

Individual Assignments: You will submit **two** analysis papers (each worth 15% of your grade) throughout the term. The analysis is intended to develop your ability to apply the concepts we learn in class to real-world experiences, events, and/or issues. The focus of your analysis is up to you, but the goal is for you to think critically about whether what you see is consistent with assumptions of "rationality" and the outcomes expected in a traditional finance framework, and identify and describe any underlying behavioral concepts that may help explain what you are seeing. If there is an issue that could be addressed to improve outcomes, you may also want to think about your recommendations for how to mitigate, resolve, and/or improve these issues by using your knowledge of behavioral concepts, as well as barriers to their adoption. This is not required but may be a useful exercise to determine if improvements can be made going forward.

Your analysis paper, for example, may analyze how your personal experiences (or you may want to interview a family member or friend) have affected your (their) preferences, beliefs/views, and

decision-making. You could also analyze an industry or societal issue, an issue you have come across at work, or a current event, situation, issue, etc. that you find to be particularly interesting; in these cases, you may want to consider various stakeholders as well as ethical issues.

An analysis paper should provide a short, relevant summary of the reading(s), article, situation, issues, etc. that you are analyzing. (This summary is of less value in the assessment of your work than the critical analysis, which is the key to this assignment. A paper that is primarily a summary will result in a failing grade.) The summary should be followed by a critical analysis that reflects on your chosen experience, event, or issue through the lens of behavioral finance. Now that you have been introduced to behavioral finance concepts, the goal is to revisit this situation with a fresh perspective. Think critically about how behavioral (or rational) finance concepts apply and how these concepts can help you better understand what happened, why it happened, and what lessons can be drawn from it.

Do not simply list many concepts superficially. Be careful to think about which class concepts apply, and explain how and why they are relevant. If your analysis is related to or similar to a topic covered in class, a deeper and more insightful analysis that goes beyond the classroom discussion will be expected.

A peripheral goal of this assignment is to develop your ability to provide a clear exposition of your ideas in writing and improve your professional writing skills. Your opinions and ideas are only as good as your ability to communicate them. Please ensure your ideas are not masked by poor writing. I suggest using the writing tutors available from the [U of M Academic Learning Centre](#). Further, I encourage you to explore the Asper Writing Course (ASPER_WRITING_CO) on UM Learn.

You should work on the Individual Assignment individually. If you need help with the assignment, talk to me. Seeking help from or collaborating with anyone else constitutes academic dishonesty. Please consult the Academic Integrity Sheet attached to this outline to see what is (un)acceptable. When in doubt, check with me.

Your analysis should be a maximum of **two 1.5-spaced pages** (Times New Roman size 12) with 1-inch margins with a page for references (APA) and figures, if applicable. Each analysis will be evaluated according to the following criteria:

- Identification and Application of Concepts (50%): Demonstrate thorough understanding and application of both rational and behavioral finance concepts in a real-world context.
- Logical Reasoning and Cohesion (30%): Present clear, logical, and cohesive arguments throughout your analysis.
- Writing Quality (20%): Ensure clarity, conciseness, and logical structure in your writing, with adherence to the prescribed format and page limit.

The first analysis is due on **October 17** and the second analysis is due on **November 21**. **At least one of the two analysis papers must be related to finance.**

Current Events Discussion Lead: You will lead a class discussion based on a newspaper article about a current event from the last few years, **related to finance**. The goal is to engage with your classmates on a current event and correctly apply behavioral and psychological concept(s) to this real world occurrence. Newspaper and magazine articles (e.g., The Wall Street Journal, The New York Times, The Globe and Mail, etc.) are available online via [U of M Libraries](#). Your current event topic should not be the same as the topic(s) for your Individual Assignment, or you will receive a grade of 0.

You are responsible for finding a current event article from the past few years. For your discussion lead, provide a brief summary of the article, lasting no more than 1.5 minutes. Focus on summarizing the parts of the event that are relevant to the discussion and avoid unnecessary details. Additionally, prepare 2 to 3 discussion questions for the class, with correct answers ready to guide the discussion. The discussion you lead should last approximately 10 minutes. Remember, the goal is to engage the class in a discussion that puts the current event into perspective using concepts learned in the course, not to make a presentation. A presentation with little discussion and participation from the class will receive a low grade.

You will be graded on the following criteria:

- Application of Course Concepts (50%): Accurately applies relevant rational and behavioral finance concepts to the current event, demonstrating clear understanding.
- Quality of Discussion Questions (25%): Develops insightful, course-related questions that effectively stimulate meaningful class discussion.
- Discussion Leadership and Engagement (25%): Leads a focused and engaging discussion, ensuring active participation and effective time management.

Each current event/topic should only be presented once. Once you have decided on a current event, please make a post in the "Current Events Topic" thread on the Discussion Board on UM Learn. Topics are "claimed" on a first-come-first-serve basis and ensures no one else presents on the same current event. If you present on a current event that someone else has claimed on the Discussion Board, you will receive a grade of 0.

Instructions to sign-up for discussion lead dates will be provided on UM Learn.

Group Project: The project instructions will be posted on UM Learn and explained in class. You will be assigned to a team of 4 or 5 students for this project. Teamwork is expected. As in the workplace, it is essential to learn how to function effectively within teams and contribute to group goals. It is your responsibility to ensure you are adequately and consistently meeting your obligations and responsibilities to the team. It is also your responsibility to inform fellow team members if they are not meeting their obligations.

If a group member or members are consistently failing to contribute adequately to the project, the group may, after consultation with me, choose to remove that member or members. If this occurs, the removed member(s) will be required to complete the group project on their own,

without further support from the original group. Furthermore, to ensure that all group members are contributing adequately, after your group has submitted its project, there will be an optional and confidential peer evaluation. Those receiving a poor peer evaluation will be downgraded.

In the event one group member commits academic dishonesty such as plagiarism, the entire group will be subject to disciplinary hearings until the "guilty" person is identified. Therefore, it is in your best interest to check and confirm the group submission does not suffer from academic dishonesty before it is submitted.

The project proposal (5%) will be due on UM Learn at **11:59pm on October 27**.

The group project presentations (15%) will take place in class on **November 28, December 3, and December 5**. Please note that you will receive a grade of 0 if you are not present during your group's presentation.

The group project report (15%) is due on UM Learn at **11:59pm on December 8**.

COURSE SCHEDULE

Course Schedule: Please see UM Learn for a table outlining topics and associated readings to be covered in this course. Readings and topics may be modified as needed. You will be informed about changes ahead of time.

Professionalism: Professional behavior is expected throughout the course, as required in any workplace. This professionalism requirement extends to emails and interactions inside and outside of class with myself and other students.

Group Work: You are expected to treat group work as you would in a business setting, ensuring professional behavior at all times. Professional behavior in group settings includes (but is not limited to) the following:

- Ensuring all group members voice their opinions, thoughts, and concerns;
- Taking personal responsibility to voice thoughts to benefit the group's learning;
- Contributing to the learning of the group by giving equal time and work quality as others in the group; and
- Committing to a standard of work agreed upon by the group

Late Submissions: In fairness to all students, you are expected to submit deliverables by the deadlines indicated. Unexcused late submissions will lose 20% per day. You will receive a grade of 0 if you are not present during a group presentation.

Out-of-Class Communication: UM Learn is the primary way for accessing course material. For example, PowerPoint files, assignment/project guidelines, other class-related files, and intermediate grades will be posted on UM Learn. Any announcements outside of class will be

posted on UM Learn. It is your responsibility to check your UM Learn account frequently so that you don't miss these communications from me. UM Learn will also be used to submit your individual assignments and the group project.

If you choose to contact me via email, I typically respond within 1-2 business days. If emailing me, please **include "FIN 7180" and your section in the subject line of the email**; failure to do so may result in a delayed response. I will try to respond to your questions by e-mail whenever possible – when impractical to do so, I will arrange with you a time to meet.

Referencing Style for Written Work: For citations in written work, you may use APA, MLA, or Chicago style. However, use only one of these styles throughout your written report and use it consistently. To learn how to use a particular style, visit this [website](#) or consult a librarian.

ACADEMIC REGULATIONS AND STUDENT SERVICES

HUMAN ETHICS APPROVAL FOR DATA COLLECTION

As part of coursework, if you will be collecting data from people who are not students in this class, you must obtain Human Ethics approval from the UofM's Research Ethics Board (REB) prior to data collection. This applies to data collection such as surveys, interviews, focus groups, experiments, video recording, etc., where a respondent is solicited for participation.

If the entire class will be working on the same project, your instructor will apply for human ethics approval from the REB. If individuals or small groups of students will be working on different projects, it is the responsibility of the students to obtain approval (only one group member needs to apply). Your instructor will tell you whether s/he will be or you need to. **When in doubt, please talk to your instructor.**

Instructions and forms to apply for human ethics approval can be found at:
<http://umanitoba.ca/research/orec/ethics/guidelines.html>

In most cases, you will be using the "Protocol Submission Form" which is under the "REB Forms - Fort Garry Campus" heading.

It can take up to six weeks to process human ethics applications and obtain approval. Therefore, plan early. Note that approval must be obtained prior to data collection and cannot be obtained during the data collection phase or retroactively. Violation can get you, your instructor, and the Asper School in serious trouble with the REB.

The following do not require REB approval:

- a) Projects where students are conducting the research on themselves during class time;

- b) Projects involving the use of records or information that is in the public domain, including the use of anonymous secondary data and surveys or questionnaires that have already been published;
- c) Projects involving the use of naturalistic observation where there is no reasonable expectation of privacy (i.e. public park).
- d) Practicum or job training projects where students are fully integrated into the organization's operational practices and are not conducting research;
- e) Projects where the intent is to use the information to provide advice, diagnosis, identification of appropriate interventions or general advice for a client;
- f) Projects where the intent is to develop skills which are standard practice within a profession (e.g. observation, assessment, intervention, evaluation, auditing); or
- g) Projects where the information gathering processes are part of the normal professional relationship between the student and the participants.

If you have any questions, please contact humanethics@umanitoba.ca or your instructor.

UNCLAIMED ASSIGNMENT POLICY

Pursuant to the FIPPA Review Committee's approved recommendations of August 15, 2007, all unclaimed student assignments will become the property of the faculty and will be subject to destruction six months after the completion of any given academic term.

STUDENT SERVICES AND SUPPORTS

The University of Manitoba provides many different services that can enhance learning and provide support for a variety of academic and personal concerns. You are encouraged to visit the below websites to learn more about these services and supports. If you have any questions or concerns, please do not hesitate to contact your instructor or the Graduate Program Office.

For Information on...	...follow this link
Course Outlines, Year-at-a-Glance, Concentrations, Textbooks, VW Dates and Final Exams	Asper Graduate Student Resources
Exam Rescheduling Policy - <i>Please refer to Missing a Test/Exam on page 18 of the MBA Student Handbook</i>	MBA Student Handbook
Help with research needs such as books, journals, sources of data, how to cite, and writing	Library Resources
Tutors, workshops, and resources to help you improve your learning, writing, time management, and test-taking skills	Writing and Learning Support
Support and advocacy for students with disabilities to help them in their academic work and progress	Student Accessibility Services
Copyright-related questions and resources to help you avoid plagiarism or intellectual property violations	Copyright Office

Student discipline bylaws, policies and procedures on academic integrity and misconduct, appeal procedures	Academic Integrity
Policies & procedures with respect to student discipline or misconduct, including academic integrity violations	Student Discipline
Students' rights & responsibilities, policies & procedures, and support services for academic or discipline concerns	Student Advocacy
Your rights and responsibilities as a student, in both academic and non-academic contexts	Your rights and responsibilities
Full range of medical services for any physical or mental health issues	University Health Service
Information on health topics, including physical/mental health, alcohol/substance use harms, and sexual assault	Health and Wellness
Any aspect of mental health, including anxiety, stress, depression, help with relationships or other life concerns, crisis services, and counselling.	Student Counselling Centre
Support services available for help regarding any aspect of student and campus life, especially safety issues	Student Support Case Management
Resources available on campus, for environmental, mental, physical, socio-cultural, and spiritual well-being	Live Well @ UofM
Help with any concerns of harassment, discrimination, or sexual assault	Respectful Work and Learning Environment
Concerns involving violence or threats, protocols for reporting, and how the university addresses them	Violent or Threatening Behavior

ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any misconduct in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic misconduct under the heading "Plagiarism and Cheating." Specifically, acts of academic misconduct include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- Submitting the same paper, portions thereof, or any work previously submitted in the same course or a different course, without discussion with the instructors involved

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic misconduct. Because of the unique nature of group projects, all group members must exercise extraordinary care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur on a group project, all group members will be held jointly accountable, no matter what their individual level of involvement in the specific violation.

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic misconduct involving a graduate student (i.e. MBA, MFin, MSCM, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

AI TOOLS

AI tools can be used to enhance learning and problem-solving skills, but they should not replace independent thinking and learning. Students must exercise critical thinking when using AI tools and acknowledge their use in academic work. Prohibited uses include generating or completing academic work with AI tools without appropriate acknowledgement. Academic honesty is paramount, and students should accurately represent their individual effort and knowledge. Faculty will provide guidance on AI tool usage and incorporate discussions on AI ethics and academic integrity. Violations may lead to disciplinary actions, including academic penalties or suspension.

FACULTY BIOGRAPHY

I.H. Asper School of Business, The University of Manitoba

Chi Liao

Accounting and Finance
I.H. Asper School of Business

Chi Liao is an Associate Professor of Finance and the Associates Fellow in Finance at the Asper School of Business. Dr. Liao's research in household finance and behavioural finance focuses on the determinants of financial decision making, both individual and corporate, with the goal of developing a better understanding of observed behaviour. Her research has been published in leading finance and entrepreneurship journals including the Review of Finance and the Journal of Business Venturing. She has been interviewed and cited in the Wall Street Journal and CNBC, as well as locally by the Winnipeg Free Press, Global News, and CTV News. At the Asper School, Dr. Liao has taught courses at the Undergraduate, MBA, MFin, and PhD levels.

Dr. Liao has a PhD in Finance from the Rotman School of Management at the University of Toronto. She has an Honors Bachelor's degree in Mathematics (BMath) from the University of Waterloo and an Honors Bachelor's degree in Business Administration (BBA) from Wilfrid Laurier University.