

# Adam Mastroianni

381 Henry R. Kravis Hall, 665 W 130<sup>th</sup> St.  
New York, NY 10027  
[amm2580@columbia.edu](mailto:amm2580@columbia.edu)

## Academic positions

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**Postdoctoral Research Scholar** 2021-present  
Columbia Business School, Management Division

## Education

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**Harvard University**, Cambridge, MA 2021  
PhD Psychology

**University of Oxford**, Oxford, UK 2016  
MPhil Evidence-Based Social Intervention and Policy Evaluation  
• Rhodes Scholarship

**Princeton University**, Princeton, NJ 2014  
BA Psychology, highest honors

## Publications & papers under review

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**Mastroianni, A.M.** & Gilbert, D.T. The illusion of moral decline. (invited to revise and resubmit at *Nature*, 9/8/22)

**Mastroianni, A.M.** & Dana, J. (2022). Widespread misperceptions of long-term attitude change. *Proceedings of the National Academy of Sciences*.

**Mastroianni, A.M.**, Gilbert, D.T., Cooney, G., Wilson, T.D. (2021). Do conversations end when people want them to? *Proceedings of the National Academy of Sciences*.

- Selected by PNAS as one of its [top ten stories of 2021](#) for making “a large impact on public understanding of science and scientific inquiry”
- Altmetric score: 1060+ (top 5% of all research)
- Covered by over 50 news outlets, including:
  - *Print*: [Science](#), [Nature](#), [The New York Times](#), [The Atlantic](#), [Scientific American](#), [CNN](#), [Forbes](#), [Bloomberg](#)
  - *Radio/Podcast*: [Science Friday](#), [Wait Wait...Don't Tell Me!](#), [The Guardian Science Weekly](#), [Times Radio UK](#)
  - *TV*: [Jimmy Kimmel Live!](#), [Late Night with Seth Myers](#)

**Mastroianni, A.M.\***, Cooney, G.\*, Boothby, E. J., Reece, A. G. (2021). The liking gap in groups and teams. *Organizational Behavior and Human Decision Processes*, 162, 109-122.

Cooney, G.\*, **Mastroianni, A.M.\***, Abi-Esber, N.\*, Wood Brooks, A. (2020). The Many Minds Problem: Disclosure in dyads vs. larger groups. *Current Opinion in Psychology*, 31, 22-27.

\*authors contributed equally to this work.

## Research in progress

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**Mastroianni, A.M.** & Davidai, S. Brains are surprisingly sticky. (manuscript in prep)

- Participants overestimated their ability to change an opponent's mind.
- They also overestimated how much an argument from an *ally* would change an *opponent's* mind.
- And they overestimated how much an argument from an *opponent* would change an *ally's* mind.

**Mastroianni, A.M.\*** & Ludwin-Peery, E.\* Things could be better. (manuscript in prep)

- When participants imagined how things could be different, they overwhelmingly imagined how things could be better.
- This was true for every item tested, and the effect was robust to different prompts.
- Polish participants answering in English showed the same effect.

- Chinese participants answering in Chinese showed the same effect.

**Mastroianni, A.M.** & Dana, J. Measuring perspective-taking with perspective-faking: the Ideological Turing Test. (manuscript in prep)

- Democrats and Republicans wrote statements claiming to support the opposite side.
- Readers from the opposite side could not tell real statements from fake statements.

Abi-Esber, N., **Mastroianni, A.M.**, Brooks, A.W. Interpersonal cues mislead inferences. (manuscript in prep)

- When predicting a candidate's job performance, watching an interview was no better than simply guessing average performance.
- Receiving only prosodic or nonverbal information was less misleading than receiving only verbal information, especially for subjectively-evaluated tasks.

**Mastroianni, A.M.**, Nichols, K. & Gilbert, D.T. Intergenerational perception. (manuscript in prep)

- People of all ages believe that they become warmer and more competent as they age, until they reach old age.
- However, even the oldest participants do not believe they have yet lost warmth or competence.
- People believe that their cohort is warmer and more competent than all cohorts junior to them, and that their cohort is as warm and competent as all cohorts senior to them.

Levari, D., **Mastroianni, A.M.**, Verrey, J., & Gilbert, D.T. Here, let me do it: task takeover hurts team performance. (manuscript in prep)

- Participants watched a partner complete an online maze and could take over at any time.
- People who took over ultimately made their team worse off and earned less money.

\*authors contributed equally to this work

## **Selected Academic Awards & Honors**

<b>Derek Bok Certificate of Distinction and Excellence in Teaching (7x)</b>	2018-2021
<b>Hoopes Prize</b> Recognized for mentoring one of the top Harvard College senior thesis projects.	2019
<b>Student Paper Award</b> , Judgement and Decision Making Preconference at SPSP	2019
<b>Rhodes Scholarship</b>	2013

## **Teaching**

**Managerial Negotiations** Spring 2022

Average evaluation: 4.9/5

Student feedback:

- “Adam was my favorite professor thus far as well. He was extremely engaging, knowledgeable, and relatable. He exuded passion for the topic, and clearly wanted us to learn something rather than just get a passing grade. I recommend this class, and Adam, to everyone I know who hasn't taken Managerial Negotiations yet.”
- “Great teacher. Extremely intelligent and personable. I would definitely take another one of his courses if I got the opportunity. CBS is lucky to have him!”
- “Prof. Mastroianni brought great energy, enthusiasm and passion for the subject to each and every class. He pushes students to dig deeper into their responses by questioning certain parts of their statement, which I find hugely valuable in fleshing out the basis of an idea. Also, is generally funny, which is an added perk.”
- “Take. This. Course. Easily my favorite class at CBS so far [...] I can't recommend it or Adam's instruction more.”
- “Professor Mastroianni is a gem. He is incredibly knowledgeable, humble, and funny.”

**Instructional Styles in Psychology** Fall 2020/Spring 2021

As a Bok Center Pedagogy Fellow, I trained new graduate student teachers in a weekly seminar.

**Doing Psychological Science (9x)** February 2017-present

Average evaluation (for semesters with six or more students): 5/5

**Introduction to Psychological Science** Fall 2020  
(Harvard does not report evaluation data for sections containing fewer than six students)

**Research Methods in Psychology (2x)** Spring 2019, 2020  
Average evaluation: 4.6/5

**Social Psychology** Fall 2018  
Average evaluation: 4.6/5

**“The Surprising Psychology of Everyday Life”** January 2017  
Designed and taught a five-lecture introductory psychology course to over 120 undergraduate and graduate students, as well as members of the public. Prepared original slides and reading assignments on topics ranging from judgment and decision making to happiness to intergroup conflict. Average evaluation: 4.8/5.

**ImprovBoston Comedy School** 2018- 2020  
Professional improv instructor at ImprovBoston, an improv theater in Cambridge, Massachusetts. Taught weekly courses to upper-level improv students.

### **Public writing**

[Experimental History](#). I write a biweekly, general interest newsletter about psychology.

- Read by 5,400+ subscribers
- Featured in [The Atlantic](#)
- Multiple posts with 40,000+ page views

### **Invited talks, symposia, and presentations**

I regularly present research at the following conferences:

- Society for Personality and Social Psychology (7x)
- Society for Judgment and Decision Making (4x)
- Society for Experimental Social Psychology (2x)
- International Association for Conflict Management (2x)
- Academy of Management (1x)

I have given invited talks at the following universities:

- Dixie State University (2021)
- University of California, Los Angeles (2020)
- Harvard Business School (2020)
- Brown University (2019)
- New York University (2019)
- Yale School of Management (2019)

### **Additional Professional Experience**

**Resident Tutor, Quincy House, Harvard University** 2017-2020  
Academic advisor to and mentor to undergraduate students. Guided applicants through the fellowships process.

**Cast Member, ImprovBoston** 2017-2020  
Performed weekly shows at professional improv theater

**Analyst, Princeton Biopartners** 2020-2021  
Synthesized evidence, researched markets, and evaluated acquisitions for clients in the pharmaceutical sector.

### **Mentorship**

One of the most rewarding aspects of my work as an academic advisor, as well as a Resident Tutor, has been mentoring students. Below is a non-comprehensive list of students I've worked with closely, and their next steps.

A. Cooper. *Harvard-Cambridge Scholarship*.

E. Wong. *Marshall Scholarship*.

E. Neumann. *PhD student in psychology at Stanford University*.

R. Barrett. *PhD student in sociology at Yale University.*  
T. Su. *Lab manager at Northwestern University Kellogg School of Business.*  
S. Courvoisier. *Yale Law School.*  
K. Firester. *Mitchell Scholarship.*  
J. Verrey. *Hoopes Prize (top senior thesis) and Gordon Allport Prize (top social psychology thesis).*  
V. Mohanty. *Marshall Scholarship.*  
K. Nichols. *Lab manager at Princeton University.*  
A. Yang. *Rhodes Scholarship.*  
R. Schafer-Ray. *Public Service Fellowship.*  
L. Peña. *University of Cambridge.*  
S. Alzahawi. *PhD student at Stanford Graduate School of Business.*  
D. Grant. *PhD student in psychology at University of Colorado, Boulder.*  
Y. Park. *Lab manager at Wharton School of Business.*  
L. Bickel. *Lab manager at Brown University.*

I also mentor students from underrepresented backgrounds through Harvard's [PPREP](#) program.

### **Outside Activities**

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- Improv, standup, and sketch comedy
- Escape rooms and puzzle design