

# M9302 Mathematical Models in Economics

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## 0.Game Theory – Brief Introduction

Instructor: Georgi Burlakov



INVESTMENTS IN EDUCATION DEVELOPMENT

# What is Game Theory?

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- We do not live in vacuum.
  - Whether we like it or not, all of us are strategists.
  - ST is art but its foundations consist of some simple basic principles.
  - The science of strategic thinking is called Game Theory.
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# Where is Game Theory coming from?

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- Game Theory was created by  
**Von Neumann and Morgenstern (1944)**

in their classic book

*The Theory of Games and Economic Behavior*

- Two distinct approaches to the theory of games:
    1. Strategic/Non-cooperative Approach
    2. Coalition/Cooperative Approach
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# Where is Game Theory coming from?

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□ The key contributions of John Nash:

1. The notion of Nash equilibrium

2. Arguments for determining the two-person bargaining problems

□ Other significant names:

N-Nash, A-Aumann, S-Shapley&Selten, H-Harsanyi

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## 1.1. Static Games of Complete Information

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# The static (simultaneous-move) games

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- Informally, the games of this class could be described as follows:
  - First, players simultaneously choose a move (action).
  - Then, based on the resulting combination of actions chosen in total, each player receives a given payoff.
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# Example: Students' Dilemma

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- Strategic behaviour of students taking a course:
  - First, each of you is forced to choose between studying HARD or taking it EASY.
  - Then, you do your exam and get a GRADE.
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# Static Games of Complete Information

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Standard assumptions:

□ Players move (take an action or make a choice) simultaneously at a moment

– it is **STATIC**

□ Each player knows what her payoff and the payoff of the other players will be at any combination of chosen actions

– it is **COMPLETE INFORMATION**

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# Example: Students' Dilemma

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## Standard assumptions:

- ❑ Students choose between HARD and EASY SIMULTANEOUSLY.
- ❑ Grading policy is announced in advance, so it is known by all the students.

## Simplification assumptions:

- ❑ Performance depends on CHOICE.
  - ❑ EQUAL EFFICIENCY of studies.
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# The static (simultaneous-move) games

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□ Game theory answers two standard questions:

1. How to describe a type of a game?
  2. How to solve the resulting game-theoretic problem?
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# How to describe a game?

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□ The normal form representation of a game contains the following elements:

1. PLAYERS – generally of number  $n$

2. STRATEGIES –  $s_i \in S_i$ , for  $i = 1, \dots, n$

3. PAYOFFS –  $u_i = u_i(s_1, \dots, s_n)$ , for  $i = 1, \dots, n$

□ We denote the game of  $n$ -players by

$$G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$$

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# Example: Students' Dilemma

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## Normal Form Representation:

1. Reduce the players to 2 – YOU vs. OTHERS

2. Single choice symmetric strategies

$$S_i = \{Easy, Hard\}, \text{ for } i = 1, \dots, n$$

3. Payoff function:

$$u_i = u_i(s_i, s_{-i}) = LEISURE_i(s_i) - GRADE_i(s_i, s_{-i})$$

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# Example: Students' Dilemma

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## Grading Policy:

the students over the average have a  
STRONG PASS (Grade A, or 1),  
the ones with average performance get a  
WEAK PASS (Grade C, or 3) and  
who is under the average  
FAIL (Grade F, or 5).

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# Example: Students' Dilemma

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Leisure Rule: HARD study schedule devotes twice more time (leisure = 1) to studying than the EASY one (leisure = 2).

Player i's choice	Others' choice	LEISURE	GRADE	Player i' payoff
Easy	All Easy	2	3	<b>-1</b>
	At least one Hard	2	5	<b>-3</b>
Hard	At least one Easy	1	1	<b>0</b>
	All Hard	1	3	<b>-2</b>

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# Example: Students' Dilemma

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Bi-matrix of payoffs:

		OTHERS	
		Easy	Hard
YOU	Easy	-1,-1	-3,0
	Hard	0,-3	-2,-2

# How to solve the GT problem?

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## Solution Concepts:

- Strategic Dominance
  - Nash Equilibrium (NE)  
in **static games of complete information**
  - Subgame-Perfect Nash Equilibrium (SPNE)  
in **dynamic games of complete information**
  - Bayesian Nash Equilibrium (BNE)  
in **static games of incomplete information**
  - Perfect Bayesian Equilibrium (PBNE)  
in **dynamic games of incomplete information**
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# Strategic Dominance

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Definition of a *strictly dominated strategy*:

- Consider the normal-form game  $G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$
- Feasible strategy  $s_i'$  is strictly dominated by strategy  $s_i''$

if  $i$ 's payoff from playing  $s_i'$  is strictly less  
than  $i$ 's payoff from playing  $s_i''$ :

$$u_i(s_1, \dots, s_{i-1}, s_i', s_{i+1}, \dots, s_n) < u_i(s_1, \dots, s_{i-1}, s_i'', s_{i+1}, \dots, s_n)$$

for each feasible combination  $(s_1, \dots, s_{i-1}, s_{i+1}, \dots, s_n)$   
that can be constructed from the other players'  
strategy spaces  $S_1, \dots, S_{i-1}, S_{i+1}, \dots, S_n$ .

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# Strategic Dominance

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Solution Principle: Rational players do not play strictly dominated strategies.

The solution process is called “*iterated elimination of strictly dominated strategies*”.

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# Example: Students' Dilemma

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- Solution by iterated elimination of strictly dominated strategies:

		OTHERS	
		<del>Easy</del>	Hard
YOU	<del>Easy</del>	-1,-1	-3,0
	Hard	<u>0</u> , -3	- <u>2</u> , - <u>2</u>

After elimination a single strategy combination remains:  
Easy is strictly dominated by Hard for YOU.  
Easy is strictly dominated by Hard for OTHERS.  
{HARD; HARD}

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# Weaknesses of IESDS

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- Each step of elimination requires a further assumption about what the players know about each other's rationality
  - The process often produces a very imprecise predictions about the play of the game
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# Example: Students' Dilemma -2

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- Leisure Rule: HARD study schedule devotes all their time (leisure = 0) to studying.

Player i's choice	Others' choice	LEISURE	GRADE	Player i' payoff
Easy	All Easy	2	3	<b>-1</b>
	At least one Hard	2	5	<b>-3</b>
Hard	At least one Easy	<b>0</b>	<b>1</b>	<b>-0</b>
	All Hard	<b>0</b>	<b>3</b>	<b>-2</b>

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# Example: Students' Dilemma -2

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- Solution by iterated elimination of strictly dominated strategies:

		OTHERS	
		Easy	Hard
YOU	Easy	<del>-1</del> , <del>-1</del>	<del>-3</del> , <del>-1</del>
	Hard	<del>-1</del> , <del>-3</del>	<del>-3</del> , <del>-3</del>

**No single strategy could be eliminated:**

**{EASY/HARD; EASY/HARD}**

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# Nash Equilibrium

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□ Definition (NE): In the n-player normal form game

$$G = \{S_1, \dots, S_n; u_1, \dots, u_n\}$$

the strategies  $(s_1^*, \dots, s_n^*)$  are a Nash equilibrium if,

for each player  $i$ ,

$s_i^*$  is (at least tied for) player  $i$ 's best response to the strategies specified for the n-1 other players:

$$u_i(s_1^*, \dots, s_{i-1}^*, s_i^*, s_{i+1}^*, \dots, s_n^*) \geq u_i(s_1^*, \dots, s_{i-1}^*, s_i, s_{i+1}^*, \dots, s_n^*)$$

for every feasible strategy  $s_i$  in  $S_i$ ; that is,  $s_i^*$  solves

$$\max_{s_i \in S_i} u_i(s_1^*, \dots, s_{i-1}^*, s_i, s_{i+1}^*, \dots, s_n^*)$$

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# Relation between Strategic Dominance and Nash Equilibrium

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- If a single solution is derived through iterated elimination of strictly dominated strategies it is also a unique NE.
  - The players' strategies in a Nash equilibrium always survive iterated elimination of strictly dominated strategies.
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# Example: Students' Dilemma - 2

## Grading Policy:

the students over the average have a  
STRONG PASS (Grade A, or 1),  
the ones with average performance get a  
**PASS (Grade B, or 2)** and  
who is under the average  
FAIL (Grade F, or 5).

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# Example: Students'Dilemma - 2

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- Leisure Rule: HARD study schedule devotes all their time (leisure = 0) to studying than the EASY one (leisure = 2).

Player i's choice	Others' choice	LEISURE	GRADE	Player i' payoff
Easy	All Easy	2	3	<b>-1</b>
	At least one Hard	2	5	<b>-3</b>
Hard	At least one Easy	0	1	<b>-1</b>
	All Hard	0	3	<b>-3</b>

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# Example: Students' Dilemma -2

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- Solution by iterated elimination of strictly dominated strategies:

		OTHERS	
		Easy	Hard
YOU	Easy	<u>0,0</u>	-3,-1
	Hard	-1,-3	<u>-2,-2</u>

**No single strategy could be eliminated:**

**{EASY/HARD; EASY/HARD}**

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# Example: Students' Dilemma -2

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□ Nash Equilibrium Solution:

		OTHERS	
		Easy	Hard
YOU	Easy	<del>0</del> , <del>0</del>	<del>3</del> , <del>1</del>
	Hard	<del>1</del> , <del>3</del>	<del>2</del> , <del>2</del>

**Two Nash Equilibria:**  
**{EASY/EASY; HARD/HARD}**

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# Example: Students' Dilemma - 2

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Some useful policy implications:

- Harsh grading of the mediocre behavior would motivate the rational students to study hard.
  - Extremely time-consuming studies discourage rational students and make them hesitant between taking it easy and studying hard.
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# Summary

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- The simplest class of games is the class of Static Games of Complete Information.
  - By 'static' it is meant that players choose their strategies simultaneously without observing each other's choices.
  - 'Complete information' implies that the payoffs of each combination of strategies available are known to all the players.
  - Static games of complete information are usually represented in normal form consisting of bi-matrix of player's payoffs.
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# Summary

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- A strategy is strictly dominated if it yields lower payoff than another strategy available to a player irrespective of the strategic choice of the rest of the players.
  - The weakest solution concept in game theory is the iterated elimination of strictly dominated strategies. It requires too strong assumptions for player's rationality and often gives imprecise predictions.
  - Nash Equilibrium is a stronger solution concept that produces much tighter predictions in a very broad class of games.
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