Neuromarketing
(M-PSI/03)
Laurea Magistrale (MSc) in Marketing
ECTS 6
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Prerequisites/requirements
- Advanced knowledge of marketing and good knowledge of quantitative analysis.
- Good knowledge of Microsoft PowerPoint and Excel
- Personal laptop in class

Expected learning outcomes
The course aims to provide a detailed overview of the current and future uses of neuroscience in business.
Today marketing specialists, campaign managers, entrepreneurs, product managers, user experience experts, pricing experts, service designers need to deal with brain mechanisms that affect the consumer choice in order to design successful products and provide successful services. Consumer psychology during the last decades has widely demonstrated how consumer choices are not rational. Neuromarketing techniques allow the investigation of affective and cognitive processes beyond the threshold of awareness that play a crucial role during the purchase decisions.
How neuromarketing can help us to generate an effective marketing campaign, being aware of the neural correlates of attention, emotion, interest, cognitive effort will be discussed in class.
The focus of topics presented during the class will answer the following questions:
What exactly is Neuromarketing?
Why should we use Neuromarketing and how to integrate it with traditionl techniques?
Why we are not rational-consumer?
When and where neuromarketing technologies are really necessary to use?
How the largest companies in the world use Neuromarketing?
How to interpret neuromarketing data?
How to design an effective neuromarketing study?

The objectives of this class are:
(1) to acquire knowledge related to neuromarketing theories and applications;
(2) to learn how brain mechanisms can influence the consumer mind
(3) to understand how Neuromarketing can provide better understanding of specific psychological processes
(4) to acquire knowledge about the most advanced and used Neuromarketing Technologies and Techniques.
(5) to learn the fundamentals about the application of neuroscience to marketing, through the interpretation of the case studies provided.
6) to understand how to interpret Neuromarketing data e generate a company report for potential clients.

Class meetings will revolve around lectures and in-class activities, such as case discussions, and experiential exercises. In order to get the most from this course, it is extremely important that you read the required readings for each class and participate effectively. The achievement of the objectives depends on the student; therefore, it is encouraged an "intelligent" and active participation to lectures and cases' discussions. Students are encouraged to ask questions, share their views and comments on the topics of the lectures and make examples of their experience as consumers. All this considering the needs and the harmony of the classroom.

To give you a chance to see how marketers apply the concepts that we will be discussing in class we will have the possibility to present several case-studies during the class. Their contribution

usually focuses on how they have addressed the attention toward the solutions of challenging marketing problems.

Students will have the necessary written and oral communication skills to convey ideas and information effectively and persuasively.

In order to succeed in this course: 1) Attend class regularly. Class discussions will give you opportunity to apply concepts discussed in the text. Class activities will give you a deeper understanding of the material and sharpen your analytical, problem solving, and reasoning skills. Ask the handouts to me at the end of the class. 2) Ask questions and participate in class discussions and activities.

Contents
1. Introduction to Neuromarketing;
2. The Brain;
3. Psychological processes and Neuromarketing;
4. Neuromarketing Technologies and Techniques;
5. Neuromarketing Case Studies;
6. NeuroTesting

Course schedule

Session	Class	Content of 1st WEEK	Assignments and Readings#
1	26/09	Course overview 1.Introduction to Neuromarketing Topics: a) What is Neuromarketing; b) Neuromarketing and unconscious effects in consumer choice; **Briefs for the project work**	Make teams M – readings listed below
2	27/09	2.The Brain Topics: a) Brain structures; b) Brain functions and Neuromarketing;	M – readings listed below
3	28/09	3. Psychological processes and Neuromarketing Topics: a) Cognitive processes; b) Affective processes;	M – readings listed below
Content of 1st WEEK			
4	24/10	4. Neuromarketing Technologies and Techniques Topics: a) Neuromarketing Technologies overview b) Contexts of use	
5	25/10	5. Neuromarketing Case Studies Topics: a) Most famous case studies in Neuromarketing b) Latest case studies in Neuromarketing and Innovation	M – readings listed below

6	26/10	6. NeuroTesting a) Neuromarketing Research Setup b) Neuromarketing Data Analysis and Report	
Content of 1ˢᵗ WEEK			
7	26/11	**Presentations and feedback**	Group Project°

#List of assignments

R(eadings) - *will be discussed in class*

26/09 - What is "neuromarketing"? A discussion and agenda for future research:
https://www.ncbi.nlm.nih.gov/pubmed/16769143
26/09 - Neuromarketing: the hope and hype of neuroimaging in business:
https://www.ncbi.nlm.nih.gov/pubmed/20197790

27/09 - The contribution of neuroscience to consumer research: A conceptual framework and empirical review: https://www.sciencedirect.com/science/article/abs/pii/S0167487013000433

28/09 - Judgment under Uncertainty: Heuristics and Biases:
https://www.ncbi.nlm.nih.gov/pubmed/17835457

25/10 - Coke vs Pepsi Neural Correlates of Behavioral Preference for Culturally Familiar Drinks:
https://www.cell.com/neuron/fulltext/S0896-6273(04)00612-9
25/10 - Changes in Brain Activity During the Observation of TV Commercials by Using EEG, GSR and HR Measurements: https://link.springer.com/article/10.1007/s10548-009-0127-0

Reading material
Thomas Zoëga Ramsøy, *Introduction to Neuromarketing & Consumer Neuroscience* (English Edition)

- What is "neuromarketing"? A discussion and agenda for future research
 https://www.ncbi.nlm.nih.gov/pubmed/16769143

- Neuromarketing: the hope and hype of neuroimaging in business
https://www.ncbi.nlm.nih.gov/pubmed/20197790

- The contribution of neuroscience to consumer research: A conceptual framework and empirical review
https://www.sciencedirect.com/science/article/abs/pii/S0167487013000433

- Judgment under Uncertainty: Heuristics and Biases:
https://www.ncbi.nlm.nih.gov/pubmed/17835457

- Coke vs Pepsi Neural Correlates of Behavioral Preference for Culturally Familiar Drinks
https://www.cell.com/neuron/fulltext/S0896-6273(04)00612-9

- Changes in Brain Activity During the Observation of TV Commercials by Using EEG, GSR and HR Measurements
https://link.springer.com/article/10.1007/s10548-009-0127-0

Assessment methods

- *Attending students*: written, work project, assignments, class participation
- Written exam (50%)
- Project work (Group) 25%
- Assignments 15%
- Class participation 10%

- *Non-Attending students*: written, oral
- Written exam (50%)
- Oral Exam (50%)

CLASS ETIQUETTE
Please turn off or silence mobile phones before class. Students involved in ongoing conversations, texting and/or answering cell phones during class time will be asked to leave without warning!

CHEATING AND PLAGIARISM
Cheating and plagiarism are serious offenses. Cheating is the attempted or unauthorized use of materials, information, notes, study aids, devices or communication during an academic exercise. Examples include but are not limited to:
· Copying from another student during an examination or allowing another to copy your work
· Unauthorized collaborating on a take home assignment or examination
· Using unauthorized notes during a closed book examination
· Using unauthorized electronic devices during an examination
· Taking an examination for another student or asking or allowing another student to take an examination for you
· Submitting substantial portions of the same paper to two classes without consulting the second instructor
· Allowing others to research and write assigned papers including the use of commercial term paper services
· Signing for another student on the attendance sheet

Plagiarism is the act of presenting another person's ideas, research or writing as your own:
· Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another).
· Presenting another person's ideas or theories in your own words without acknowledging them.
· Using information that is not considered common knowledge without acknowledging the source.
· Failure to acknowledge collaborators on homework and laboratory assignment

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated. If I catch a person cheating on the attendance sheet my policy is to give a zero to the cheating student for his/her attendance grade.

ASSUMED RULES FOR GROUP PARTICIPATION
 To work well as a group, you need to decide on some ground rules that will facilitate your joint work. Below is a list of common rules related to group work that you should assume are in effect unless your group decides to change them. Discuss each rule and decide whether you want to adopt it as a group. Make sure each member commits to the rules you adopt. You can also add your own rules, such as "add each member of the group to an IM buddy list."
- Each member will perform a fair share of the group's work. Free-riding is not acceptable. - Telephone numbers and email addresses will be exchanged promptly.
- All members should attend scheduled meetings unless it has been previously arranged that a member cannot make a specific meeting or there are unavoidable circumstances such as illness (hangovers don't normally qualify as a valid form of illness).
- To encourage attendance at all meetings, arranging for a combination of face-to-face and online meetings can help alleviate the strain of scheduling issues.

- All members should be prepared for all meetings (read the assignment in advance and develop some ideas on your own).
- Meetings will commence no later than six minutes after the agreed start time and everyone should arrive by that time.
- Roles such as chair of a meeting and note-taker should be clearly allocated and should rotate around the group so that responsibilities are shared.
- Anyone can initiate and redirect discussion.
- Decisions will be made democratically. In the absence of a clear consensus there will be a vote.
- Aggressive and dominating behavior is not acceptable.
- Sexist and racist remarks are not acceptable.
- Members should try to encourage contributions– to discussions and decisions – from everyone, and to assess the value of all contributions.
- Members should practice active listening: listen to each other's ideas, summarize them, ask questions, and show respect for the other person's opinion before challenging it.
- Tasks that individuals agree to undertake should be completed by the agreed deadline. If it looks as though there will be a problem meeting a deadline that member should seek help from other members of the group in time to avoid a delay.
- If a group mate asks for help, everyone should try to assist him/her.
- If a conflict is emerging, it should be discussed in a group meeting and attempts should be made to resolve it within the group; if this is unsuccessful, it should be brought to the attention of the professor.
- Each person has the right to point out when these rules are being broken.
- All group mates should have responsibility for implementing an effective group process.
- All rules can be changed by consensus.