

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 traditional 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 face 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.

In order to succeed in this course:

- 1) Attend class regularly and take notes
- 2) Participate to class discussion
- 3) Give your best during the Group Projects
- 4) Read the assigned material

Contents

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

Course schedule

Session	Class	Content of 1 st WEEK	Group Projects and Readings [#]
1	25/09	Course overview 1.Introduction to Neuromarketing Topics: a) What is Neuromarketing; b) Neuromarketing and unconscious effects in consumer choice; Briefs for the Group Project Work	Make teams M – readings listed below Group Project°
2	26/09	2.The Brain Topics: a) Brain structures; b) Brain functions and Neuromarketing;	M – readings listed below Group Project°
3	27/09	3. Psychological processes and Neuromarketing Topics: a) Cognitive processes; b) Affective processes;	M – readings listed below Group Project°
Content of 2st WEEK			
4	23/10	4. Neuromarketing Technologies and Techniques Topics: a) Neuromarketing Technologies overview b) Contexts of use	Group Project°

5	24/10	5. NeuroTesting a) Neuromarketing Research Setup b) Neuromarketing Data Analysis and Report	M – readings listed below Group Project°
6	25/10	6. Neuromarketing Case Studies Topics: a) Effective Neuromarketing Case Studies b) Application of the neurometrics in the business world	Group Project°
Content of 3st WEEK			
7	29/11	Attending students: Written Exam and Final Group Presentation Non-Attending students: Written Exam and Oral Exam	

#List of assignments

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

25/09 - What is "neuromarketing"? A discussion and agenda for future research:
<https://www.ncbi.nlm.nih.gov/pubmed/16769143>

25/09 - Neuromarketing: the hope and hype of neuroimaging in business:
<https://www.ncbi.nlm.nih.gov/pubmed/20197790>

26/09 - The contribution of neuroscience to consumer research: A conceptual framework and empirical review: <https://www.sciencedirect.com/science/article/abs/pii/S0167487013000433>

27/09 - Judgment under Uncertainty: Heuristics and Biases:
<https://www.ncbi.nlm.nih.gov/pubmed/17835457>

24/10 - Coke vs Pepsi Neural Correlates of Behavioral Preference for Culturally Familiar Drinks:
[https://www.cell.com/neuron/fulltext/S0896-6273\(04\)00612-9](https://www.cell.com/neuron/fulltext/S0896-6273(04)00612-9)

24/10 - 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](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, group projects, final group presentation, class participation

- Written exam 50%
- Group Projects 15%
- Final Group Presentation 25%
- Class participation 10%

Non-Attending students: written, oral

- Written exam 50%
- Oral Exam 50%

Class participation

The quality and frequency of comments are more important than the duration of each note. The capacity and the ability to speak and not just in front of a group is a critical business skill. The criticisms to the ideas of others, if constructive and made in a polite and respectful, are encouraged. Respect is a prerequisite for sharing and learning correctly.

Do not be upset if I challenge something you say, as we learn most when we have to defend our positions. Also, sometimes we will have to stop discussion and move on to the next topic before hearing from everyone, as there is limited time in each session and we want to use it wisely. Please don't take it personally if there isn't time to call on you.

There are ten points associated with class participation. I will monitor your participation over time and assign points accordingly. To get all ten points you need to participate actively, frequently, and meaningfully.

Group Projects

A substantial component of this course will be the everyday group project.

It involves a real brand and a real company.

You will have a chance to apply the material discussed in class to a real world project, thus experiencing what it actually means to work as a neuromarketing company.

By the end of the semester, you will be fully proficient in the "language" of neuromarketing, and will have developed a unique portfolio of neuromarketing skills.

The project you develop during this course will also serve as a tremendous asset to reference during your job interviews, to demonstrate analytical, organizational and creative skills, as well as the ability to work in a team.

Groups will be formed on the first day of class. Try to choose your group not on a relational or geographic proximity but on competences and abilities as it would happen in a company. Each group will receive a brief from a company detailing their marketing challenge.

You and your team will work on the following group projects:

STEP #1 – Be aware of the Present:

Understand your client's goals and other crucial aspects
STEP #2 – Theoretical application of neuroscience:
Getting insights from literature – Example of Review
STEP #3 – Research Design and Proposal:
Design your research and share it with your client for approval
STEP #4 – Prepare your stimuli:
Develop a mobile website prototype for testing
STEP #5 – Results interpretation:
From the analysis of Neuromarketing data to the final results
STEP #6 – Final Report:
Build a final report to deliver to your client.

There are a maximum of fifteen points that you can accumulate during the group projects.
Criteria that I will use to assess the projects are:

- Depth and accuracy in responding to each group project brief
- Creativity
- In-Group cooperation and Out-Group competition
- Group motivation and approach to fix issues described in my daily feedback.

Final Group Presentation

Everyone in the group needs to participate in the final group presentation.
Each person will need to talk at least 10 minutes (the total amount of time associated to each group presentation will vary according with the number of group members. Such information and other details, like the order of the groups that will present, will be specified via email after the end of the second week).

There are 25 points associated with the Final Group Presentation.

Criteria that I will use to assess the project are:

- Deep understanding of key concepts related to each step of the whole project.
- Deep understanding of all issues described in my daily group projects feedback (Important!).
- Quality of your content and visual.
- Ability to explain your client's problem and how you can answer to your client's needs.
- Ability to explain why and how you've been using the theoretical application of neuroscience.
- Ability to explain why you're using specific Neuromarketing technologies, what they measure and which are the metrics that you will consider.
- Ability to explain your research protocol and the reasons behind the prototype you developed.
- Ability to read and communicate neuromarketing results to the business world.
- Ability to face all topics in the amount of time dedicated to your group.
- Ability, accuracy and self-confidence in answering my questions during your presentation.

Further details, as anticipated, will be provided at the end of the second week via email.

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.

- Each member will perform a fair share of the group's work.
- Telephone numbers and email addresses will be exchanged promptly.
- 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 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.

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
- Signing for another student on the attendance sheet

My policy is to give a failing grade to any assignment that has been plagiarized or an exam in which you have cheated.