

## Neuromarketing

<b>Course code</b>	<i>MNG238</i>
<b>Compulsory in the programmes</b>	<i>Bachelor of Business Management</i>
<b>Level of studies</b>	<i>Undergraduate</i>
<b>Number of credits and</b>	<i>6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)</i>
<b>Course coordinator (title and name)</b>	<i>Dr. Dalia Bagdžiūnaitė and Indrė Razbadauskaitė-Venskė</i>
<b>Prerequisites</b>	<i>Basic understanding of Marketing subject</i>
<b>Language of instruction</b>	<i>English</i>

### THE AIM OF THE COURSE:

This course will introduce contemporary approaches and their application to the marketing mix and design processes. The course literature will cover different topics of consumer decision-making, attention, emotion, motivation, habit formation, and senses providing a better understanding of the underlying conscious and unconscious processes that ultimately drive consumer choices. Relevant theories will be analyzed in reflection on different marketing cases. Furthermore, neural, physiological, and behavioural measurement methods such as eye-tracking, electroencephalography, fMRI, and others, will be introduced and discussed regarding their application to solving different marketing challenges. This understanding will provide a deeper insight into how brand, product design, advertising, and in-store information are processed in consumers' brains and how this knowledge can be used to inform marketing strategy.

To provide students with the fundamental knowledge of neuromarketing principles, methods, and their application to seek for more effective marketing solutions.

### MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESSMENT AND TEACHING METHODS

<b>Course level learning outcomes (objectives)</b>	<b>Degree level learning objectives (Number of LO)</b>	<b>Assessment methods</b>	<b>Teaching methods</b>
CLO1. To understand the key concepts of neuromarketing and be able to reflect upon the role of in reaching marketing goals.	BLO1.1.	Lecture, discussions, self-study, group work	Midterm, exam, homework assessment during seminars
CLO2. To discuss processes such as attention, perception, emotion, motivation, habits, senses, and their relevance to marketing-related topics.	BLO1.1.	Lecture, discussions, self-study, group work	Midterm, exam, homework assessment during seminars
CLO3. To be able to reflect upon the course literature and the practical application of the neuromarketing and consumer neuroscience theories and methods to solve specific marketing challenges.	BLO1.1. BLO1.2. BLO2.1	Lecture, discussions, self-study, group work	Midterm, exam, homework assessment during seminars

CLO4. To identify and discuss the limitations of different theoretical and methodological approaches in relation to neuromarketing.	BLO4.2.	Lecture, discussions, self-study, group work	Midterm and final exam, homework assessment during seminars
CLO5. To identify and articulate the marketing research objectives and discuss pros and cons of the traditional approaches in comparison to the modern research approaches application to reach those objectives.	BLO1.1. BLO1.2. BLO2.1.	Lecture, discussions, self-study, group work	Homework assessment during seminars
CLO6. To work in a team, to present work results in written or oral form, to argue decisions.	BLO4.2. BLO 4.3.	Lecture, discussions, self-study, group work	Homework assessment during seminars

### ACADEMIC HONESTY AND INTEGRITY

The teaching and testing methods are chosen considering the purpose of the minimization of cheating opportunities. Individual tasks are assigned. Tasks rotate year by year, from student to student. The ISM regulations on academic ethics will be fully applied in the course.

### COURSE OUTLINE

Topic	In-class hours	Readings
<p><b>Introduction to the Course</b></p> <ul style="list-style-type: none"> <li>Course requirements and procedures. Individual tasks and group work. Exams and reporting requirements</li> </ul> <p><b>Introduction to Neuromarketing and Consumer Neuroscience</b></p> <ul style="list-style-type: none"> <li>Trends in consumption and technology</li> <li>Defining Neuromarketing and Consumer Neuroscience</li> <li>Neuromarketing principles and their application in business</li> </ul> <p><b>Models of Consumer Decision-making and Choice</b></p> <ul style="list-style-type: none"> <li>Intuitive decision-making model</li> <li>System 1 and System 2: cognitive biases</li> <li>Hyper choice, and choice paralysis</li> <li>Constraining factors in decision making</li> <li>Group discussion</li> </ul>	4	See: Session 1 Taught by Dr. Dalia Bagdžiūnaitė
<p><b>Introduction to Neuromarketing and Consumer Neuroscience Research Methods and Tools</b></p> <ul style="list-style-type: none"> <li>Introduction to different research methods (attitudinal / behavioral)</li> <li>Pros and cons of traditional and neuromarketing methods</li> <li>Testing environments (lab, online vs. real-life)</li> <li>AI in Neuromarketing</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>Introduction to experiment design</li> <li>Application of neuromarketing tools for business impact</li> <li>Group discussion</li> </ul>	4	See: Session 2 Taught by Dr. Dalia Bagdžiūnaitė

<p><b>Attention and Consciousness</b></p> <ul style="list-style-type: none"> <li>• Attentional processes and consumer choice</li> <li>• Visual attention, visual saliency</li> <li>• Processing fluency and cognitive load</li> <li>• Consciousness and unconsciousness</li> <li>• Priming, subliminal effects</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>• Effective communication/product design by Attention analysis</li> <li>• Group discussion</li> </ul>	4	See: Session 3 Taught by Dr. Dalia Bagdžiūnaitė
<p><b>Myths, Experiments, and Ethical Concerns</b></p> <ul style="list-style-type: none"> <li>• Neuromarketing myths and ethical concerns (Neuroethics)</li> <li>• Regulatory guidelines for ethical research</li> <li>• Concerns about scientific validity</li> <li>• Critics of consumer neuroscience research</li> </ul> <p><b>Neuropricing (price effect)</b></p> <ul style="list-style-type: none"> <li>• How consumers perceive price</li> <li>• Rounded price effect</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>• Neuromarketing ethical concerns (when neuromarketing crosses the line?)</li> <li>• Pricing effect (how we perceive a higher price)</li> </ul>	4	See: Session 4 Taught by Indrė Razbadauskaitė-Venskė
<p><b>Senses and Perception: Sensory Marketing and Perception Process</b></p> <ul style="list-style-type: none"> <li>• Hedonic consumption + motivational conflict</li> <li>• Sensory marketing vs. digital sensory marketing – 5 senses: smell, touch, sight, hearing, and taste</li> <li>• Psychology of colors. How do we see colors?</li> <li>• Stages in the perception: exposure, attention, interpretation</li> <li>• EXTRA: Sensory branding + blanding vs. branding</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>• Brand experience - five senses into product campaign</li> </ul>	4	See: Session 5 Taught by Indrė Razbadauskaitė-Venskė
<p><b>Learning and Memory</b></p> <ul style="list-style-type: none"> <li>• Learning: behavioral learning and cognitive learning theories</li> <li>• Gamification: the new frontier for learning applications</li> <li>• Memory: how our brains encode information</li> <li>• Memory systems</li> <li>• How our memory store information</li> <li>• What makes us forget?</li> <li>• Nostalgia marketing</li> <li>• EXTRA: the role of dopaminergic reward in processing; enclodhed cognition; gendered marketing</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>• Nostalgia marketing applications</li> </ul>	4	See: Session 6 Taught by Indrė Razbadauskaitė-Venskė

<ul style="list-style-type: none"> <li>Group discussion</li> </ul>		
<b>Midterm exam (graded)</b>		Topics from sessions 1-6 included
<b>Emotions, Feelings, and Motivation</b> <ul style="list-style-type: none"> <li>Defining emotions</li> <li>Emotions dimensions: valence, arousal, motivation</li> <li>Emotions and decision-making</li> <li>Consumer needs and emotions</li> <li>Emotional design principles</li> </ul> <b>Group exercise in class /seminar</b> <ul style="list-style-type: none"> <li>Influential ads/product designs Emotions analysis</li> <li>Group discussion</li> </ul>	4	See: Session 7 Taught by Dr. Dalia Bagdžiūnaitė
<b>Habit formation and hooked model</b> <ul style="list-style-type: none"> <li>Defining habit</li> <li>Creating and changing good and bad habits</li> <li>Defining habit-building products</li> <li>Hooked model: triggers, action, rewards, investment</li> <li>Ethical concerns</li> </ul> <b>Group exercise in class /seminar</b> <ul style="list-style-type: none"> <li>Hooked model application to build a habit-building product</li> <li>Group discussion</li> </ul>	4	See: Session 8 Taught by Dr. Dalia Bagdžiūnaitė
<b>Group work presentation and feedback (graded)</b>	4	See: Group work assignment Group work presentation, evaluation, and discussion led by Dr. Dalia Bagdžiūnaitė
<b>The Self: Mind, Gender, and Body</b> <ul style="list-style-type: none"> <li>Self-concept</li> <li>Real vs. Ideal selves</li> <li>Embodied cognition</li> <li>The digital self</li> <li>Gender identity + Gendered marketing</li> <li>The body: ideals of beauty</li> <li>EXTRA: enclothed cognition</li> </ul> <b>Personality, Lifestyles and Values</b> <ul style="list-style-type: none"> <li>Trait theory</li> <li>The influence of personality traits on consumer behavior</li> <li>Brand personality</li> <li>Lifestyles and consumer identity</li> <li>Psychographics</li> </ul>	4	See: Session 10 Taught by Indrė Razbadauskaitė-Venskė

<ul style="list-style-type: none"> <li>Values – how do values link to consumer behavior?</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>Gendered marketing - gender differences in advertising between men and women</li> </ul>		
<p><b>The Effects of Social Media Marketing on Online Consumer Behavior</b></p> <ul style="list-style-type: none"> <li>Online social networks</li> <li>Brand communities</li> <li>E-word of mouth</li> <li>EXTRA: loyalty; the future of neuromarketing</li> </ul> <p><b>Group exercise in class /seminar</b></p> <ul style="list-style-type: none"> <li>The future of neuromarketing</li> </ul>	4	See: Session 11 Taught by Indrė Razbadauskaitė-Venskė
<p><b>Wrap-up. Preparation for the Final Exam</b></p>	4	See: Session 12 Taught by Indrė Razbadauskaitė-Venskė
<p><b>Final exam</b></p>	<b>Total: 48 hours</b>	Topics from sessions 1-12 included
FINAL EXAM	2	

#### FINAL GRADE COMPOSITION

Type of assignment	%
<b>Group Components 30%</b>	
Group work and presentation	30
<b>Individual Components 65%</b>	
Midterm exam	25
Final exam	45
<b>Total:</b>	<b>100</b>

#### DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

##### MIDTERM EXAM

The Mid-term Exam is given to students to check their theoretical knowledge of concepts, classifications, applications, and correct identifications of practical situations. The mid-term exam will cover topics of sessions 1-6. The accumulative weight of the midterm exam is **25%**

##### GROUP WORK ASSIGNMENT

Group work assignment consists of practical tasks that are performed in out-of-class and in-class environments to strengthen skills in the theoretical material covered in the class. During the semester each group must prepare **one** group work assignment. The size of a group is determined by the lecturer when the final group participant list is available.

The group work assignment should be submitted to the lecturer in written form (as a report) and presented in class (PPT or other presentational technique). Each group will be given a maximum of 5-10 minutes for presentation during seminar sessions. The written report should not exceed 5 pages. The report format has to follow the general format requirements of ISM (APA style). Each report has to have an official title page with a list of contributors. All members of the group should be involved in presentations during the course (being the major presenter at least once).

Use the simplest binding tools (paper clips, transparent envelopes) for environmental reasons. Print on both sides whenever possible. The accumulative weight of the group assignment is **30%**

**The group assignment will consist of these parts:**

1. Introduction to a problem: problem definition through neuroscience, behavioral insights (e.g., decision-making principles, user orientation), the definition of the target group,
2. Situation analysis: application of the theories (e.g., including senses; catching attention; affecting emotions; inducing memory; building a habit, motivating action).
3. Research proposal: research approach and methods (e.g., argumentation for specific research methods, neuromarketing tools, target group, hypotheses)
4. Conclusions and neuromarketing recommendations

**Criteria for the assessment:**

- KPI1 – Completeness of problem presentation from a Neuromarketing and Behavioral Perspective (clear formulation of the problem, selection of target group, theoretical argumentation)
- KPI2 – Depth of situation analysis (critical use of neuromarketing theories, clear argumentation, relevant theories application for the case)
- KPI3 – Logic and completeness of the research proposal (appropriate selection of research methods, logic and specificity of hypotheses)
- KPI4 – Depth and purposefulness of recommendations (targeted description of recommendations, clarity, relativeness to the formed problem area)
- KPI5 – Originality and creativity in project presentation

**Written assignments are due to the professor NO LATER than the beginning of class on the day the presentation is scheduled.** Students cannot redo their homework assignments or re-define them after the deadline. Students can indicate group mates that were not contributing to the particular assignment. In this case, the grade for the assignment for non-contributing group mate is not entered and equals 0.

**END-SEMESTER INDIVIDUAL WRITTEN FINAL EXAM**

**The end-semester individual written final exam** is given to students to check up on the scope (theoretical and practical) of the course as a whole. The exam will include all material covered during the lectures and seminars. The accumulative weight of the Final Exam is **45%**.

**The final grading for the course is calculated** according to the accumulative formula as indicated in the Regulation of studies at ISM. Negative grades (below 5) are not included in the accumulative grading system!

Students who receive a failing final grade shall have the right to **re-take the exam** during the re-sit week, which will comprise **70% of the final grade** and will include all semester material. Home assignments cannot be retaken later.

**MISCELLANEOUS**

The lecturer reserves a right to minor changes in the course program (for example, changing places of topics without harm to the overall course logic). Also, the lecturer might decide to invite guest speakers – practitioners for a deeper presentation of some practical aspects of marketing. When changes in schedule/program prevail, students will be informed in advance.

## READINGS

Sessions	Required readings	Supplemental readings
Session 1	<p>Genco, S. J., Pohlmann, A. P., &amp; Steidl, P. (2013). <i>Neuromarketing for dummies</i>. John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>Chapter 1: What Neuromarketing Is and Isn't for?</li> <li>Chapter 2: What we Know Now that We Didn't know Then?</li> </ul> <p>Phan, V. (2010). Neuromarketing: Who decides what you buy. <i>The Triple Helix</i>, 2010, 14-16.</p> <p><b>Brain structure &amp; functions tutorial (videos):</b></p> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?V=kmkc8nfpati">https://www.youtube.com/watch?V=kmkc8nfpati</a></li> <li><a href="https://www.youtube.com/watch?V=zbkyv6axdc0">Neuromarketing: Inside the Mind of the Consumer: https://www.youtube.com/watch?V=zbkyv6axdc0</a></li> </ul>	<p>Plassmann, H., Ramsøy, T. Z., &amp; Milosavljevic, M. (2012). Branding the brain: A critical review and outlook. <i>Journal of consumer psychology</i>, 22(1), 18-36.</p>
Session 2	<p>Genco, S. J., Pohlmann, A. P., &amp; Steidl, P. (2013). <i>Neuromarketing for dummies</i>. John Wiley &amp; Sons.</p> <p>Chapter 16: Neuromarketing Measures: Listening to Signals from the Body and the Brain</p> <p><b>Neurons Inc. Blog post:</b></p> <ul style="list-style-type: none"> <li>Which brain measure is best: <a href="https://www.neuronsinc.com/insights/neuromethod-2-which-brain-measure-is-best">https://www.neuronsinc.com/insights/neuromethod-2-which-brain-measure-is-best</a></li> <li>Fast responses and unconscious preferences: <a href="https://www.neuronsinc.com/insights/fast-responses-and-unconscious-preferences">https://www.neuronsinc.com/insights/fast-responses-and-unconscious-preferences</a></li> </ul>	<p>Ariely, D., &amp; Berns, G. S. (2010). Neuromarketing: the hope and hype of neuroimaging in business. <i>Nature reviews neuroscience</i>, 11(4), 284-292.</p> <p>Noble, T. (2013). Neuroscience in practice: The definitive guide for marketers. <i>Admap</i>, 48(3), 28-45.</p>
Session 3	<p>Deangelus, M. &amp; Pelz, J. (2009). <i>Top-down control of eye movements: Yarnus revisited</i>, <i>Visual Cognition</i>, 17(6-7), pp. 790-811.</p> <p>Milosavljevic, M., &amp; Cerf, M. (2008). First attention then intention: Insights from computational neuroscience of vision. <i>International Journal of advertising</i>, 27(3), 381-398.</p> <p>Karremans, J. C., Stroebe, W., &amp; Claus, J. (2006). Beyond Vicary's fantasies: The impact of subliminal priming and brand choice. <i>Journal of experimental social psychology</i>, 42(6), 792-798</p> <p>Top-down and bottom-up processing: <a href="https://www.youtube.com/watch?V=ajy5_p_lahq">https://www.youtube.com/watch?V=ajy5_p_lahq</a></p>	<p>Chartrand, T. L., Huber, J., Shiv, B., &amp; Tanner, R. J. (2008). Nonconscious goals and consumer choice. <i>Journal of Consumer Research</i>, 35(2), 189-201</p> <p>Clement, J., Kristensen, T., Grønhaug, K. (2013). <i>Understanding consumers' in-store visual perception: The influence of package design features on visual attention</i>. <i>Journal of Retailing and Consumer Services</i>, 20, (234-239)</p> <p>Dijksterhuis, A., Smith, P. K., Van Baaren, R. B., &amp; Wigboldus, D. H. (2005). The unconscious consumer: Effects of environment on consumer behavior. <i>Journal of consumer psychology</i>, 15(3), 193-202</p>

	<p>Gestalt Principles: <a href="https://www.youtube.com/watch?V=20n53kharxa">https://www.youtube.com/watch?V=20n53kharxa</a></p>	<p>Milosavljevic M., Navalpakkam V., Koch Ch., Rangel A., 2011, <i>Relative visual saliency differences induce sizable bias in consumer choice</i>. Society for Consumer Psychology 22, (67-74).</p>
Session 4	<p>Genco, S. J., Pohlmann, A. P., &amp; Steidl, P. (2013). <i>Neuromarketing for dummies</i>. John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Chapter 22: Neuromarketing Ethics, Standards, and Public Policy Implications</li> <li>• Chapter 23: Ten Mistaken Beliefs about Neuromarketing</li> </ul> <p>How Brands Are Influencing Your Decisions   Neuromarketing   Spark - <a href="https://www.youtube.com/watch?V=svpsr5xjinw&amp;t=420s">https://www.youtube.com/watch?V=svpsr5xjinw&amp;t=420s</a></p> <p>Pricing Effect: Why A Higher Price Tag Makes Wine Taste Better   Why Are We All So Stupid? - <a href="https://www.youtube.com/watch?v=Wb3PsQFB3fU">https://www.youtube.com/watch?v=Wb3PsQFB3fU</a></p> <p>How Restaurants Use Psychology to Make You Spend More Money - <a href="https://www.youtube.com/watch?v=l4WzImgnP4w">https://www.youtube.com/watch?v=l4WzImgnP4w</a></p>	<p>P. Kotler. (2017). <i>Consumer Neuroscience</i>. The Mit press.</p> <ul style="list-style-type: none"> <li>• Chapter 15 – Ethics in Consumer Neuroscience</li> <li>• Chapter 11 – Pricing</li> </ul>
Session 5	<p>5 Examples of Sensory Branding in Retail – <a href="https://blog.hubspot.com/marketing/sensory-branding">https://blog.hubspot.com/marketing/sensory-branding</a></p> <p>Behavioral science brand building - <a href="https://www.research-live.com/article/news/behavioural-science-brand-building-/id/5049912">https://www.research-live.com/article/news/behavioural-science-brand-building-/id/5049912</a></p> <p>Dunkin' Donuts Flavor Radio - <a href="https://www.youtube.com/watch?V=v2tp-fan6u8">https://www.youtube.com/watch?V=v2tp-fan6u8</a></p> <p>How Scent Can Influence Your Purchasing Habits   Your Brain On Shopping   Racked - <a href="https://www.youtube.com/watch?V=u6m5ud5_cba">https://www.youtube.com/watch?V=u6m5ud5_cba</a></p>	<p>P. Kotler. (2017). <i>Consumer Neuroscience</i>. The Mit press.</p> <ul style="list-style-type: none"> <li>• Chapter 3 – Sensation and Perception</li> </ul>
Session 6	<p>Memory, explained   Narrated by Emma Stone - <a href="https://www.youtube.com/watch?V=d95doh-7GHM">https://www.youtube.com/watch?V=d95doh-7GHM</a></p> <p>Narrative - <u>What do we mean when we talk about storytelling in advertising?</u></p> <p>How free games are designed to make money - <a href="https://www.youtube.com/watch?v=fKK9nVLvhGM">https://www.youtube.com/watch?v=fKK9nVLvhGM</a></p>	<p>P. Kotler. (2017). <i>Consumer Neuroscience</i>. The Mit press.</p> <ul style="list-style-type: none"> <li>• Chapter 6 – Memory</li> </ul>
Session 7	<p>Berridge, K. C., &amp; Robinson, T. E. (2003). Parsing reward. Trends in neurosciences, 26(9), 507-513.</p>	<p>Bagozzi, R.P., M. Gopinath &amp; P.U.Nyer (1999): <i>The role of emotions in marketing</i>. Journal of</p>

	<p>Genco, S. J., Pohlmann, A. P., &amp; Steidl, P. (2013). <i>Neuromarketing for dummies</i>. John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Chapter 6: The Central Role of Emotions in Consumer Responses</li> <li>• Chapter 10: Creating Products and Packages That Please Consumers' Brains</li> </ul>	<p><i>the Academy of Marketing Science</i>, 27 (2), (184-206).</p> <p>Dolan, R., (2002). <i>Emotion, Cognition, and Behaviour</i>. <i>Neuroscience and Psychology</i>, 298 (8), (1191-1194).</p> <p>Groeppe-Klein (2005), Arousal and consumer in-store behaviour. <i>Brain Research Bulletin</i> 67, (428-437).</p>
Session 8	<p>Eyal, N. (2014). <i>Hooked: How to build habit-forming products</i>. Penguin. Workbook: <a href="https://www.nirandfar.com/download/hooked-workbook.pdf">https://www.nirandfar.com/download/hooked-workbook.pdf</a></p> <p>How to Break Bad Habits - Hooked: How to Build Habit-Forming Products by Nir Eyal: <a href="https://www.youtube.com/watch?V=hvdn2mjpb8">https://www.youtube.com/watch?V=hvdn2mjpb8</a></p> <p>Behavioural Fogg Model: <a href="http://www.behaviormodel.org/index.html">http://www.behaviormodel.org/index.html</a></p>	<p>Wood, W., &amp; Neal, D. T. (2009). The habitual consumer. <i>Journal of Consumer Psychology</i>, 19(4), 579-592.</p>
Session 10	<p>Yes, Marketing Is Still Sexist - <a href="https://www.nytimes.com/2021/08/26/us/marketing-industry-sexism-brandsplaining.html">https://www.nytimes.com/2021/08/26/us/marketing-industry-sexism-brandsplaining.html</a></p> <p>How Fashion Affects Your Brain   ELLE- <a href="https://www.youtube.com/watch?v=zqaM7bQFFic">https://www.youtube.com/watch?v=zqaM7bQFFic</a></p> <p>Gendered marketing - <a href="https://www.youtube.com/watch?v=3JDmb_f3E2c&amp;t=173s">https://www.youtube.com/watch?v=3JDmb_f3E2c&amp;t=173s</a></p>	<p>M.R. Solomon (2018). <i>Consumer Behavior: Buying, Having and Being</i>. 12th edition. Pearson.</p> <ul style="list-style-type: none"> <li>• Chapter 6: The self: mind, gender, and body</li> <li>• Chapter 7: Personality, Lifestyles, and Values</li> </ul>
Session 11	<p>Genco, S. J., Pohlmann, A. P., &amp; Steidl, P. (2013). <i>Neuromarketing for dummies</i>. John Wiley &amp; Sons.</p> <ul style="list-style-type: none"> <li>• Chapter 13: When Consumers' Brains Go Online</li> </ul>	<p>P. Kotler. (2017). <i>Consumer Neuroscience</i>. The Mit press.</p> <ul style="list-style-type: none"> <li>• Chapter 12 – Social Marketing</li> </ul>

**EXTRA: Neuromarketing Books: The Ultimate Reading List –**

<https://www.neurosciencemarketing.com/blog/articles/neuromarketing-books-reading-list.htm>

**Recommended to buy:**

Genco, S. J., Pohlmann, A. P., & Steidl, P. (2013). *Neuromarketing for dummies*. John Wiley & Sons.

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:  
International Business and Communication,  
Business Management and Marketing,  
Finance,  
Industrial Technology Management,  
Entrepreneurship and Innovation*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	BLO1.1. Students will be able to understand core concepts and methods in the business disciplines
	BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions
Students will be socially responsible in their related discipline	BLO2.1. Students will be knowledgeable about ethics and social responsibility
Students will be technology agile	BLO3.1. Students will demonstrate proficiency in common business software packages
	BLO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	BLO4.2. Students will be able to convey their ideas effectively through an oral presentation
	BLO4.3. Students will be able to convey their ideas effectively in a written paper

**Learning objectives for the Bachelor of Social Science**

*Programmes:  
Economics and Data Analytics,  
Economics and Politics*

<b>Learning Goals</b>	<b>Learning Objectives</b>
Students will be critical thinkers	ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines
	ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements
Students will have skills to employ economic thought for the common good	ELO2.1. Students will have a keen sense of ethical criteria for practical problem-solving
Students will be technology agile	ELO3.1. Students will demonstrate proficiency in common business software packages
	ELO3.2. Students will be able to make decisions using appropriate IT tools
Students will be effective communicators	ELO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations
	ELO4.2. Students will be able to convey their ideas effectively through an oral presentation
	ELO4.3. Students will be able to convey their ideas effectively in a written paper