



M772
Marketing Models and Modeling
Fall 2025 Course Outline

Marketing
DeGroote School of Business
McMaster University

COURSE OBJECTIVE

The purpose of this seminar-based course is to acquaint students with theoretical models in the area of marketing as well as research techniques that help develop analytical and empirical models.

INSTRUCTOR AND CONTACT INFORMATION

Prof. Manish Kacker
Associate Professor, Marketing
mkacker@mcmaster.ca
Office: DSB #202

Meeting Time: Tuesday 2.30 p.m. – 5.30 p.m.

Office Hours: By appointment
Tel: (905) 525-9140 x21658

COURSE ELEMENTS

Credit Value:	3	Leadership:	No	IT skills:	Yes	Global view:	Yes
A2L:	Yes	Ethics:	Yes	Numeracy:	Yes	Written skills:	Yes
Participation:	Yes	Innovation:	Yes	Group work:	No	Oral skills:	Yes
Evidence-based:	Yes	Experiential:	No	Final Exam:	No	Guest speaker(s):	No

COURSE DESCRIPTION

From the Graduate Calendar: “This seminar will examine the theoretical models in marketing phenomena and techniques to develop analytical and empirical models explaining marketing decision making will be discussed and critiqued. The modeling techniques that will be discussed include Bass model, marketing channels, strategy and performance, innovation, new products, SEM, Conjoint, Panel Data, Diffusion, etc.”

A common thread running through the examination of different marketing modeling approaches and techniques will be the theme of causal explanation – the course will emphasize discussion of the relative strengths and weaknesses of different marketing modeling methods for developing causal explanations and as well as ways to strengthen the quality of causal explanations for each of these methods and techniques.

This is a doctoral-level course designed for graduate students.

LEARNING OUTCOMES

Upon successful completion of this course, students will be able to complete the following key tasks:

- Acquire methodological and modeling skills needed to explore research questions in the domain of marketing in a more scientifically rigorous manner.

COURSE MATERIALS AND READINGS

The required materials for the course will largely focus on journal papers. A list of required and suggested readings for each week will be provided to you. In addition, portions of one or more of the following textbooks will be used for background readings:

- 1) *Experimental and Quasi-experimental Designs for Generalized Causal Inference* by W. R. Shadish, T.D. Cook, and D.T. Campbell (2002).
- 2) *Marketing Models: Multivariate Statistics and Marketing Analytics* by D. Iacobucci (latest edition)
- 3) *Multivariate Data Analysis*, by J.F. Hair, B.J. Babin, R.E. Anderson and W.C. Black, 8th Edition (latest edition)
- 4) *Mostly Harmless Econometrics: An Empiricist's Companion* by J.D. Angrist and J.S. Pischke (2008).
- 5) *The History of Marketing Science*, Winer, R. S., & Neslin, S. A. (Eds.). (2023).

EVALUATION

Missed assignments/exams not approved by the instructor will receive an F grade. Late assignments will be penalized 10% of the assignment grade for each day they are late. Your final grade will be calculated as follows:

Article critiques (2 x 12.5 %)	25 %
Idea Paper	5 %
Final research paper and presentation	40 %
Class preparation, presentations and participation	30 %
	<u>100%</u>

Conversion

Instructors have the discretion of marking individual components of a course with either a letter or numerical grading scheme but final course grades taken at McMaster can only be reported as either Pass/Fail or letter grades. When numerical grading is used in a course, the final course average with decimal place of 0.5 or greater should be rounded up before conversion to a letter grade. The minimum passing grade for a graduate student in any course taken is a B-, including undergraduate courses or courses taken off campus:

LETTER GRADE	PERCENT	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

Article Critiques

Article critiques: This assignment is worth **25% (2 x 12.5%)** of your final grade and will be marked individually. Each student will critically evaluate two journal articles (and the modeling approach underlying them). The papers will be selected from papers not on the reading list for this course.

Idea paper

Idea Paper: This assignment is worth **5%** of your final grade and will be marked individually. Each student is required to submit one short “idea” paper (3 pages in length + references). The paper should reflect your original ideas, be in a research proposal format, reflecting learning from content covered in this course, and should be on (a) developing a conceptual or analytical model or extending an existing model and (b) proposing an empirical assessment – reusing/repurposing a paper submitted by yourself or others for other previous or concurrent courses is not acceptable. An extensive literature review or analysis of data for this paper is not expected at this stage. The focus will be on the idea. In general, the following format is suggested:

- a. Description of the problem,
- b. Discussion of relevant model(s)/paper(s) from which the idea originated,
- c. Development of your model,
- d. Proposal for empirical assessment, and
- e. Expected contribution.

Ideally, the idea should lead to a strong, potentially publishable working paper. I will review your paper and provide detailed feedback about your idea during an individual meeting.

Final research paper and presentation

Research Paper and Presentation: This assignment is worth **40%** of your final grade and will be marked individually. Each student will select a topic of interest, prepare and present an original paper on it – reusing/repurposing papers submitted by yourself or others for other courses is not acceptable. The content could be based the idea paper or be entirely different. The level of detail expected is that of a sound working paper, ideally ready for a conference submission. The written papers should be formatted along the lines of a research journal and should not exceed 25 typed, double-spaced pages. The paper must clearly demonstrate the underlying methodological rigor of the conceptual/analytical and empirical modeling approaches used and should contain both:

(a) A conceptual/analytical model: You should develop a sound model (reflecting learning from content covered in this course). If developing a conceptual model, develop a sound theoretical framework and approach (reflecting learning from content covered in this course) and a set of testable hypotheses (with well-formed underlying rationales). If developing an analytical model, please complete analysis and summarize major findings. Explain and justify the logic of the structure of the model and the mathematical results that emerge. The analytical model should reflect learning from content covered in this course. For both options – conceptual or analytical model -- explain how the model contributes to the literature and how it can be further developed and/or refined.

(b) An empirical model: Develop a clearly defined and rigorous method (reflecting learning from content covered in this course) to empirically assess hypotheses/predictions from your conceptual/analytical model. Provided details on how you implement your empirical approach (data, model estimation and analysis approach etc.). Explain why your data collection and analysis methodology are most suitable for empirically assessing predictions from your conceptual/analytical model, and how the proposed research can be further developed and/or refined.

Participation

Class preparation, presentations and participation: Participation in class is worth **30%** of your final grade. Students are expected to read on time and be prepared to discuss (with minimum facilitation) all of the required material. Students will be also required to present papers that will be pre-assigned. Contributions to class discussions will be assessed on the basis of a student's ability to comprehend, analyze, present, synthesize and evaluate the assigned readings. Additional guidelines will be provided in class.

COMMUNICATION AND FEEDBACK

Students who wish to correspond with instructors or other TAs directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Program Administrator.

Students who have concerns about the course content, evaluation methods, or delivery should first reach out to the course instructor. If your concern remains unresolved after speaking with the instructor, you may then reach out to the relevant Area Chair for further consideration.

ACADEMIC INTEGRITY

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the Academic Integrity Policy, located at:

www.mcmaster.ca/academicintegrity

Students are responsible for being aware of and demonstrating behaviour that is honest and ethical in their academic work. Such behaviour includes:

- following the expectations articulated by instructors for referencing sources of information and for group work;

www.degroote.mcmaster.ca

- asking for clarification of expectations as necessary;
- identifying testing situations that may allow copying;
- preventing their work from being used by others (e.g., protecting access to computer files); and
- adhering to the principles of academic integrity when conducting and reporting research.

AUTHENTICITY/PLAGIARISM DETECTION

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

COURSES WITH AN ONLINE ELEMENT

All courses use some online elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss this with the course instructor.

ONLINE PROCTORING

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

CONDUCT EXPECTATIONS

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [*Code of Student Rights & Responsibilities*](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx, Teams, or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

ATTENDANCE

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

MISSED ACADEMIC WORK

Missed Tests / Assignments/ Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The PhD program will not accept an MSAF.

For scheduled courses where the end date is known and aligns to sessional dates, a grade must be supplied by the end of the course. Under exceptional circumstances a course instructor may approve

an extension for the student for the completion of work in a course but must assign an Incomplete grade (INC) at the end of the course. Normally this extension is in the range of a few weeks. A student who receives an incomplete grade must complete the work as soon as possible, and in any case early enough to allow the instructor to report the grade by the sessional deadline noted as 'Final Date to Submit Results of Incomplete Grades'. If the INC grade is not cleared by the deadline, normally an F grade will be entered.

If a student is approved for an extension, they and instructors should make arrangements and submit an Incomplete (INC) Grade Memo to busphd@mcmaster.ca. If the student is not able to complete their course requirements by the INC deadline, they should submit a [Request for Extension](#) and be specific regarding the new deadline.

Missing Grade Memo is required if instructors are unable to submit any grades via Mosaic. The instructor must submit a Missing Grade Memo to busphd@mcmaster.ca.

Reasons for Incomplete course work can include:

- Health-related or extenuating circumstances
- Representing the University at an academic or varsity event
- Religious obligations
- Conflicts between two (or more) overlapping scheduled assignments.

Failing a Course

Failure a course is reviewed by the appropriate Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies in the Faculty. The Faculty Committee on Graduate Admissions and Study or the Associate Dean Graduate Studies requests a departmental recommendation regarding the student, and this recommendation is given considerable weight. In the absence of a departmental recommendation to allow the student to continue, the student will be required to withdraw. Those allowed to remain in the program must either repeat or replace the failed course or milestone, per the decision of the Faculty Committee on Graduate Admissions and Study. A failing grade in a Certificate, Diploma, Master's or Doctoral course remains on the transcript. Students who fail a second course or milestone will not normally be allowed to continue in the program.

ACADEMIC ACCOMMODATION FOR STUDENTS WITH DISABILITIES

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

www.degroote.mcmaster.ca

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, assignment, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the PhD Program Administrator (busphd@mcmaster.ca). If a student cannot meet this deadline, they should contact to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room. Students may also take their tests/exams at the SAS test centre on main campus.
- Following the request to activate the accommodation(s), busphd@mcmaster.ca will reach out to the student with their test, assignment, or exam details, including the date, time, and room number.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC or DSB. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

ACADEMIC ACCOMMODATION FOR RELIGIOUS, INDIGENOUS OR SPIRITUAL OBSERVANCES (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to the SEAO (Student Experience Academic Office) ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

COPYRIGHT AND RECORDING

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

POTENTIAL MODIFICATION TO THE COURSE

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

ACKNOWLEDGEMENT OF COURSE POLICIES

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of M772 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

ARTIFICIAL INTELLIGENCE

Please do not use AI for your work in this course at all, other than for checking grammar. It is crucial that you yourself do the readings, think about them, develop your ideas, critiques, and paper, and write the required written assignments.

COURSE SCHEDULE

Session	Week of	Topic	Assignments
1	Sept 8	Course Overview and Introduction to Modeling Theoretical Models in Marketing Strategy	
2	Sept 15	Theoretical Models in Marketing Strategy	
3	Sept 22	Analytical Models in Marketing Strategy – Overview	
4	Sept 29	Analytical Models in Marketing Strategy – Theory	
5	Oct 6	Analytical Models in Marketing Strategy – Application Empirical Models in Marketing Strategy – Overview	<i>Article critique #1 due by 4 p.m. on Oct 6, 2025</i>
6	Oct 13	Empirical Models – Lab Experiments in Marketing Strategy	
7	Oct 20	Empirical Models – Field Experiments in Marketing Strategy	<i>Article critique #2 due by 4 p.m. on Oct 20, 2025</i>
8	Oct 27	Empirical Models – Quasi-Experiments and Panel Data Modeling in Marketing Strategy	
9	Nov 3	Empirical Models – Quasi-Experiments and Panel Data Modeling in Marketing Strategy	
10	Nov 10	Empirical Models – Event Studies in Marketing Strategy	<i>Idea paper due by 4 p.m. on Nov 10, 2025</i>
11	Nov 17	Empirical Models – Overview of Survey Research Modeling Empirical Models – Conjoint Analysis; Moderated and Nonlinear Regression Models in Marketing Strategy	
12	Nov 24	Empirical Models: Structural Equation Modeling in Marketing Strategy	
13	Dec 1	Empirical Models – Innovation Diffusion Decision Support Models in Marketing Reflections on Marketing Models and Modeling	
14	Dec 8	Final Paper Presentations	<i>Presentation slides due by 4 p.m. on Dec 8, 2025</i> <i>Final paper due by 4 p.m. on December 19, 2025</i>

Note: The above schedule is tentative and is subject to change. Reading list provided separately.