

M772
Marketing Models and Modeling
Fall 2018 Course Outline

Marketing
DeGroot School of Business
McMaster University

COURSE OBJECTIVE

The purpose of this seminar is to acquaint students with theoretical models in the area of marketing decisions 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
Office Hours: By appointment
Tel: (905) 525-9140 x21658

Class Room: DSB 321
Meeting Time: Thursday 10.30 a.m. – 1.30 p.m.

COURSE DESCRIPTION

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 inference – the course will consider the strengths and weaknesses of different marketing modeling methods in making causal inferences as well as ways to strengthen the quality of causal inferences for these methods and techniques.

LEARNING OUTCOMES

This seminar will help students acquire the quantitative skills needed to explore research questions in the domain of marketing in a rigorous manner.

REQUIRED 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, the following textbooks will be used for background readings:

- 1) Marketing Models: Multivariate Statistics and Marketing Analytics by Dawn Iacobucci (latest edition)
 - 2) Multivariate Data Analysis, by Joseph F Hair, Barry J. Babin, Rolph E. Anderson, William C. Black, 8th Edition (2018)
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EVALUATION

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|--|------|
| Article critiques (2 x 10 %) | 20 % |
| Idea Papers | 10 % |
| Final research paper and presentation | 40 % |
| Class preparation, presentations and participation | 30 % |

Conversion

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme. (*SUGGESTED conversion scheme*)

| LETTER GRADE | PERCENT |
|--------------|----------|
| A+ | 90 - 100 |
| A | 85 - 89 |
| A- | 80 - 84 |
| B+ | 75 - 79 |
| B | 70 - 74 |
| B- | 60 - 69 |
| F | 00 - 59 |

Assignment #1

Article critiques: This assignment is worth **20% (2 x 10%)** 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 include a theoretical modeling paper and an analytical modeling paper not on the reading list for this course.

Assignment #2

Idea Papers: This assignment is worth **10% (2 x 5%)** of your final grade and will be marked individually. Each student is required to submit two short “idea” papers (3 pages in length + references) by November 7, 2018. The papers should be in a research proposal format and could be on developing a model, extending an existing one, suggesting an empirical test, or any combination of the above. An extensive literature review or analysis of data for these papers 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 testing, and
- e. Expected contribution.

Ideally, both ideas should lead to strong, potentially publishable working papers. I will review your papers and provide detailed feedback about your ideas during an individual meeting.

Assignment #3

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 a paper on it. The content could be an extension of one of the idea papers or an entirely new one. 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 theoretical/analytical and empirical modeling approach and can be in the form of:

- (a) An analytical modeling paper: You should develop a sound model, complete analysis and summarize major findings. Explain and justify the logic of the structure of the model, the results that emerge, how the model contributes to the literature and how it can be further developed and/or refined.
- (b) An empirical modeling paper: Develop a sound theoretical framework and approach, a set of testable hypotheses and a clearly defined and rigorous empirical method. Explain why the conceptual/theoretical framework makes a contribution to the literature, why your data collection/acquisition and analysis methodology are most suitable for empirically assessing your framework, 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. Student will be also required to present papers that will be pre-assigned. Contributions to class discussions will be assessed on the basis of the student's ability to comprehend, analyze, present, synthesize and evaluate the assigned readings.

ACADEMIC DISHONESTY

It is the student's responsibility to understand what constitutes academic dishonesty. Please refer to the University Senate Academic Integrity Policy at the following URL:

<http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf>

This policy describes the responsibilities, procedures, and guidelines for students and faculty should a case of academic dishonesty arise. Academic dishonesty is defined as to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. Please refer to the policy for a list of examples. The policy also provides faculty with procedures to follow in cases of academic dishonesty as well as general guidelines for penalties. For further information related to the policy, please refer to the Office of Academic Integrity at:

<http://www.mcmaster.ca/academicintegrity>

MISSED ACADEMIC WORK

Late assignments will not be accepted. No extensions are available except under extraordinary circumstances. Please discuss any extenuating situation with your instructor at the earliest possible opportunity.

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.

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http://www.copyright.mcmaster.ca/Access_Copyright_Agreement

STUDENT ACCESSIBILITY SERVICES

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>

RESEARCH USING HUMAN SUBJECTS

Research involving human participants is premised on a fundamental moral commitment to advancing human welfare, knowledge, and understanding. As a research intensive institution, McMaster University shares this commitment in its promotion of responsible research. The fundamental imperative of research involving human participation is respect for human dignity and well-being. To this end, the University endorses the ethical principles cited in the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans:

<http://www.pre.ethics.gc.ca>

McMaster University has mandated its Research Ethics Boards to ensure that all research investigations involving human participants are in compliance with the Tri-Council Policy Statement. The University is committed, through its Research Ethics Boards, to assisting the research community

www.degroote.mcmaster.ca

in identifying and addressing ethical issues inherent in research, recognizing that all members of the University share a commitment to maintaining the highest possible standards in research involving humans.

If you are conducting original research, it is vital that you behave in an ethical manner. For example, everyone you speak to must be made aware of your reasons for eliciting their responses and consent to providing information. Furthermore, you must ensure everyone understands that participation is entirely voluntary. Please refer to the following website for more information about McMaster University's research ethics guidelines:

<http://reo.mcmaster.ca/>

Organizations that you are working with are likely to prefer that some information be treated as confidential. Ensure that you clarify the status of all information that you receive from your client. You **MUST** respect this request and cannot present this information in class or communicate it in any form, nor can you discuss it outside your group. Furthermore, you must continue to respect this confidentiality even after the course is over.

COURSE SCHEDULE

| Week | Date | Topic | Assignments |
|------|---------|--|---|
| 1 | Sept 13 | Course Overview Introduction to Modeling | |
| 2 | Sept 20 | Theoretical Models | |
| 3 | Sept 27 | Empirical Models – Laboratory Experiments Analytical Models – Overview | |
| 4 | Oct 4 | Analytical Models - Theory | |
| 5 | Oct 11 | Analytical Models - Theory | <i>Article critique #1 due by 4 p.m. on October 11, 2018</i> |
| 6 | Oct 18 | Analytical Models - Theory Empirical Models - Overview | |
| 7 | Oct 25 | Empirical Models – Field and Natural Experiments | <i>Article critique #2 due by 4 p.m. on October 23, 2018</i> |
| 8 | Nov 1 | Empirical Models –Event Studies in Marketing Strategy | |
| 9 | Nov 8 | Empirical Models – Conjoint Analysis; Logit and Moderated Regression Models in Marketing Strategy | <i>Idea papers due by due by 4 p.m. on November 6, 2018</i> |
| 10 | Nov 15 | Empirical Models: Structural Equation Modeling in Marketing Strategy | |
| 11 | Nov 22 | Empirical Models – Multilevel and Panel Data Models in Marketing Strategy | |
| 12 | Nov 29 | Empirical Models – Innovation Diffusion and Social Network Models. | |
| 13 | Dec 6 | Decision Support Models in Marketing Reflections on Marketing Models and Modeling | |
| 14 | Dec 13 | Final Paper Presentations | <i>Presentation slides due by 4 p.m. on December 12, 2018</i> <i>Final papers due by 4 p.m. on December 21, 2018</i> |

Note: The above schedule is tentative and is subject to change.