M772
Marketing Models and Modeling
Winter 2020 Course Outline

Marketing
DeGroote 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
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Office: DSB #202
Office Hours: By appointment
Tel: (905) 525-9140 x21658

Class Room: DSB 227
Meeting Time: Wednesday 1.30 p.m. – 4.30 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 for 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.

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 may be suitable 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 (2018)
4) Mostly Harmless Econometrics: An Empiricist's Companion by J.D. Angrist and J.S. Pischke (2008).
5) Mastering 'Metrics: The Path from Cause to Effect by J.D. Angrist and J.S. Pischke (2014).

EVALUATION

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.

Grade	Points	Equivalent Percentages
A+	12	90 – 100
A	11	85 – 89
A-	10	80 – 84
B+	9	77 – 79
B	8	73 – 76
B-	7	70 – 72
F	0	69 and under

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 March 9, 2020. The papers should reflect your original ideas, 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 – reusing/repurposing papers submitted by yourself or others for other courses is not acceptable 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 an original paper on it – reusing/repurposing papers submitted by yourself or others for other courses is not acceptable. 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. Additional guidelines will be provided in class.

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

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations

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.

STUDENT ACCESSIBILITY SERVICES

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca.
For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities:

http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf

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 requiring a RISO accommodation should submit their request, including the dates/times needing to be accommodated and the courses which will be impacted, to their Program Office normally within 10 days of the beginning of term. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

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.

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

RESEARCH USING HUMAN SUBJECTS

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): https://reo.mcmaster.ca/

Hamilton Integrated Research Ethics Board (Medical board): http://www.hireb.ca/

COURSE SCHEDULE

Week	Date	Topic	Assignments
1	Jan 8	Course Overview Introduction to Modeling	
2	Jan 15	Theoretical Models	
3	Jan 22	Analytical Models – Overview	
4	Jan 29	Analytical Models - Theory	
5	Feb 5	Analytical Models - Application Empirical Models - Overview	*Article critique #1 due by 4 p.m. on Feb 3, 2020*
6	Feb 12	Empirical Models – Lab Experiments	
7	Feb 26	Empirical Models – Field and Natural Experiments	*Article critique #2 due by 4 p.m. on Feb 24, 2020*
8	Mar 4	Empirical Models –Event Studies in Marketing Strategy	
9	Mar 11	Empirical Models – Overview of Survey Research Modeling Empirical Models – Conjoint Analysis; Logit and Moderated Regression Models in Marketing Strategy	*Idea papers due by due by 4 p.m. on March 9, 2020*
10	Mar 18	Empirical Models: Structural Equation Modeling in Marketing Strategy	
11	Mar 25	Empirical Models – Panel Data Models in Marketing Strategy	
12	Apr 1	Empirical Models – Innovation Diffusion Decision Support Models in Marketing Reflections on Marketing Models and Modeling	
13	Apr 8	Final Paper Presentations	*Presentation slides due by 4 p.m. on April 7, 2020* *Final papers due by 4 p.m. on April 14, 2020*

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