Identification	Subject	MKT 450 – Marketing Research– 3KU (6ECTS)		
Inclution	(Code, title,	MIKI 450 – Marketing Research – 5KO (OEC15)		
	credits)			
	Department	Economics and Management		
	Program			
	(Undergradua	Undergraduate (BBA)		
	te, graduate)			
	Term Fall 2023			
	Instructor	Seymur M. Guliyev		
	E-mail:			
	Classroom/ho	41 Mehseti street (Neftchilar campus), Khazar university		
	urs	41 Mensen succi (Nertennar campus), Khazar university		
	Office hours			
Prerequisites		eting, TMKT Principles of Marketing		
	English			
Language Compulsory/Elective	Required			
Required Textbooks	Core Textbook			
and Course	Core Textbook			
Materials	V Kumar Robe	rt P. Leone, David A. Aaker, George S. Day, (2018) Marketing		
Iviatel lais	Research, Viley,	e <b>,</b>		
	Research, vincy,	USIX		
	<b>Supplementary</b>	Taythook		
		Zikmund, Steven D'Alessandro, Ben Lowe, Hume Winzar,		
		Babin (2017). Marketing research, Cengage Learning Australia		
	•			
	Pty Limited, ISBN: 9780170369824 2 Kent B (2012) Marketing Research Approaches Methods and			
	2. Kent, R. (2012) Marketing Research. Approaches, Methods and Applications in Europe. Thomson Learning (now Cengage), London.			
	<ol> <li>CIM course book, Marketing Research 8th Edition,</li> </ol>			
	4. "Essentialism of Marketing Research: Part 1, Approach, research			
	-			
	Design & Sampling" by Paurov Shukla Bookboon, 2010. 5. "Essentialism of Marketing Research: Part 2, Measurement,			
	2. Sestentialism of Marketing Research: Part 2, Measurement, Questionnaires, Analysis & Reporting" by Paurov Shukla Bookboon,			
	2010.			
	_010.			
	Lecture slides ar	d case studies will be provided by the instructor.		
	The students are advised to keep up to date on current issues in marketing			
	mainly from publication outlets such as <i>The Economist, Business Week</i> ,			
	Fortune, Wall Street Journal, Financial Times, etc., and from academic journals			
		n international marketing such as Journal of International		
		g (JIBS), Journal of International Marketing (JIM), Journal of		
		International Marketing Review (IMR), etc.		
Course Website		mbines traditional face-to-face classes. For support learning		
	following websit			
	÷	tps://books.google.co.uk		
	https://libgen.is			
Course Outline		arch Techniques and Applications compares client-based and		
	-	aches to marketing research. It develops your knowledge and		
	understanding of the nature, scope and types of marketing research, the range of			
	-	s and techniques available to the market researcher, and their		
		ent-based and academic marketing problems.		

Course Objectives	The basic rationale of	of this course is to facilitate st	idents' understanding of the			
Course Objectives	The basic rationale of this course is to facilitate students' understanding of the nature, structure, and specifics of conducting marketing research activities in the					
	local and international context. Further, through case studies and group projects,					
	the course will enhance students' abilities to adapt and utilize marketing					
	· · · ·					
	strategies to specific local and foreign market environment.					
	At the end of this course, students should be able to:					
Looming Outcomes	1. Diagnosing the problems, issues and information requirements of cl					
Learning Outcomes	<ol> <li>Designing research that will obtain the required information,</li> <li>Writing proposals for client-based and academic marketing research,</li> </ol>					
		4. Distinguishing the different types of data that researchers use,				
		<ol> <li>Constructing and analyzing both qualitative and quantitative data,</li> <li>Displaying, summarizing and drawing inferences from quantitative</li> </ol>				
		summarizing and drawing in	nerences nom quantitative			
	survey data.		V			
	Lecture		X			
Teaching methods	Group Discussion		X			
8	Experiential Exercise		X			
	Case analysis		Х			
	Methods	Date / deadlines	Percentage (%)			
	Midterm Exam	Week 8	30			
	Case Studies	To be announced	10			
Evaluation	Class activity		5			
Evaluation	Class attendance		5			
	Quiz	Week 7/12	10			
	Final Exam	Week 16	40			
	Total		100			
Policy	Attendance: Studen	ts exceeding the 25% absence	limit will not be allowed to			
	participate in the fina	al exam.				
	Activity shall mean	active participation i.e. asking	and answering the question,			
	contribute with ins	sights and feedback, and de	monstrate willingness and			
	dedication to be part	of an overall class discussion.	dedication to be part of an overall class discussion.			
	<b>Quiz:</b> There will be one quiz throughout the course. The quiz might be made of					
	Quiz: There will be	one quiz throughout the course	. The quiz might be made of			
	multiple-choice que	estions, true/false questions,	and open questions. The			
	multiple-choice que		and open questions. The			
	multiple-choice que	estions, true/false questions,	and open questions. The			
	multiple-choice que questions will cover	estions, true/false questions,	and open questions. The preceding class.			
	multiple-choice que questions will cover <b>Case studies:</b> Case	estions, true/false questions, the subjects learned until each p	and open questions. The preceding class.			
	<ul><li>multiple-choice que questions will cover</li><li>Case studies: Case thinking are used for</li></ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses	and open questions. The preceding class. ended to encourage critical regarding the application of			
	<ul><li>multiple-choice que questions will cover</li><li>Case studies: Case thinking are used for concepts. They prov.</li></ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int	and open questions. The preceding class. ended to encourage critical regarding the application of ints to expand their thinking			
	<ul><li>multiple-choice que questions will cover</li><li>Case studies: Case thinking are used for concepts. They prov.</li></ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa	and open questions. The preceding class. ended to encourage critical regarding the application of ints to expand their thinking			
	multiple-choice que questions will cover <b>Case studies:</b> Case thinking are used for concepts. They prove about how to respond	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa	and open questions. The preceding class. ended to encourage critical regarding the application of unts to expand their thinking se in the workplace.			
	<ul> <li>multiple-choice que questions will cover</li> <li>Case studies: Case thinking are used for concepts. They provabout how to respond</li> <li>Late Submission P</li> </ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa d when differing viewpoints aris <b>olicy:</b> Assignments should be	and open questions. The preceding class. ended to encourage critical regarding the application of unts to expand their thinking se in the workplace. submitted electronically by			
	<ul> <li>multiple-choice que questions will cover</li> <li>Case studies: Case thinking are used for concepts. They provabout how to respond</li> <li>Late Submission P each assigned team a</li> </ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa d when differing viewpoints aris <b>olicy:</b> Assignments should be at least a day before the due pre-	and open questions. The preceding class. ended to encourage critical regarding the application of ints to expand their thinking se in the workplace. submitted electronically by <u>esentation date</u> mentioned in			
	<ul> <li>multiple-choice que questions will cover</li> <li>Case studies: Case thinking are used for concepts. They provabout how to respond</li> <li>Late Submission P each assigned team a</li> </ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa d when differing viewpoints aris <b>olicy:</b> Assignments should be at least a day before the due pre- print due period assigned by the	and open questions. The preceding class. ended to encourage critical regarding the application of ints to expand their thinking se in the workplace. submitted electronically by <u>esentation date</u> mentioned in			
	<ul> <li>multiple-choice que questions will cover</li> <li>Case studies: Case thinking are used for concepts. They provabout how to respond</li> <li>Late Submission P each assigned team a the course schedule o will result in a grade</li> </ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa d when differing viewpoints aris <b>olicy:</b> Assignments should be at least a day before the due pre- print due period assigned by the	and open questions. The preceding class. ended to encourage critical regarding the application of ints to expand their thinking se in the workplace. submitted electronically by <u>esentation date</u> mentioned in professor. Later submission			
	<ul> <li>multiple-choice que questions will cover</li> <li>Case studies: Case thinking are used for concepts. They provabout how to respond</li> <li>Late Submission P each assigned team a the course schedule o will result in a grade</li> <li>Cheating / Plagiar</li> </ul>	estions, true/false questions, the subjects learned until each p studies from the textbook int r learners to develop responses ide an opportunity for participa d when differing viewpoints aris <b>olicy:</b> Assignments should be at least a day before the due pre- or in due period assigned by the of zero.	and open questions. The oreceding class. ended to encourage critical regarding the application of ints to expand their thinking se in the workplace. submitted electronically by <u>esentation date</u> mentioned in professor. Later submission			

Tent	Tentative Schedule				
Week	Date (2023)	Topics	Textbook/Assignments		
1		<b>Discussion on course and requirements</b> The Scope and Challenge of Marketing Research	Chapter 1 / Forming teams for group projects		
2		<ul> <li>Client-based and academic marketing research</li> <li>What is client-based marketing research?</li> <li>Contrast with academic research</li> <li>Types of marketing research</li> <li>The process of designing research</li> <li>Case study: diagnosing the problem</li> </ul>	Chapter 1 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
3		<ul> <li>Marketing Research Proposal Writing Skills</li> <li>Types of Proposal</li> <li>Structure of Proposal</li> <li>Proposal writing skills</li> </ul>	Chapter 2 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
4		<ul> <li>Constructing and analysing qualitative data Types of qualitative data</li> <li>Commercial qualitative market research</li> <li>Interviewing groups and individuals</li> <li>Other types of qualitative research</li> <li>Analysis and interpretation in qualitative market research</li> <li>Computer-assisted qualitative data analysis</li> </ul>	Chapter 3 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
5		Types of qualitative research <ul> <li>Interview</li> <li>Focus Groups</li> <li>Observations</li> </ul>	Chapter 4 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
6		<ul> <li>Constructing quantitative data: data structure and measurement</li> <li>The nature of quantitative data</li> <li>Cases, variables and values</li> <li>Scales of values</li> <li>The process of measurement</li> </ul>	Chapter 5 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
7		<ul> <li>Constructing quantitative data: data capture</li> <li>Questionnaires</li> <li>Survey research</li> <li>Questionnaire design exercise</li> <li>Quiz 1</li> </ul>	Chapter 6 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA		
8		MIDTERM EXAM (TBA)			
9		Summarizing quantitative data	Chapter 7 V. Kumar, Robert P. Leone,		

	<ul> <li>The data matrix</li> <li>Tables and charts</li> <li>Unbivariate data summaries</li> </ul>	David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA
10	<ul> <li>Bivariate data analysis</li> <li>The variety of relationships between variables</li> <li>Measuring association for two categorical variables</li> <li>Measuring correlation for two metric variables</li> </ul>	Chapter 8 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA
11	<ul> <li>Sampling and statistical inference</li> <li>Sample design</li> <li>Estimation</li> <li>Testing null hypotheses</li> <li>The limitations of significance tests</li> </ul>	Chapters 9 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA
12	<ul> <li>QUIZ 2 Interpreting data</li> <li>Evaluating hypotheses</li> <li>Explaining relationships</li> <li>Other ways of looking at data</li> </ul>	Chapter 10 V. Kumar, Robert P. Leone, David A. Aaker, George S. Day, (2018) Marketing Research, Viley, USA
13	SPSS using and data coding	Lecture note
14	WiMAX using and qualitative data analysis	Lecture note
15	Course overview	
16	FINAL EXAM (TBA)	

This syllabus is a guide for the course and any modifications to it will be announced in advance.