

| Attachment no. 3 | | Course program | | |
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| 1. | Course title | ENTREPRENEURSHIP AND MARKETING RESEARCH OF FOODSTUFFS | | |
| 2. | Code | ITHN -14 | | |
| 3. | Study program | <i>Innovative technologies for food and nutrition</i> | | |
| 4. | The organizer of the study program (unit of management, institute, department) | Faculty of Technology and Technical Sciences Veles "St. Kliment Ohridski" University - Bitola | | |
| 5. | Degree | Doctoral studies cycle | | |
| 6. | Academic year / semester | 1 / II | 7. Number of ECTS credits | 5 |
| 8. | Teacher | Prof. Dragan Damjanovski, PhD Docent Sasko Martinovski, PhD | | |
| 9. | Prerequisites for enrolling the subject | Master studies | | |
| 10. | <p>Objectives of the course program (competences):</p> <p>Candidates can deepen their knowledge of entrepreneurship, the opportunity for independence and starting their own activities, establishing themselves in the system or starting their own business.</p> <p>To know where the world is moving, to monitor the dynamics of existing changes, to accept the abundance of information, to master and perfect the skills, the intuition of business as something they carry within themselves, the persistence of new beginnings, monitoring and development of innovation, as the basis for progress and clarity and ultimately getting the ultimate goal, a new innovative product or competitive service.</p> <p>Candidates should accept entrepreneurship and innovation not only as an event and information, but as a process that develops over time and passes through different but interconnected phases, it is a precise and applied approach.</p> <p>Marketing research is one of the key elements in marketing information, and the goal is for students to get acquainted and methodologically prepare for research activities to identify and define marketing opportunities with a particular focus on food products.</p> <p>Students get acquainted with the importance of Internet and computer applications in marketing research. They understand marketing research and its role in designing and implementing successful marketing programs and gaining knowledge about research approaches.</p> <p>There are a number of research designs that satisfy research goals, the goal is for students to create designs that will improve the value of information obtained by reducing the cost of obtaining them. Students learn about exploratory, descriptive and causal research, and understand the nature and approaches to qualitative research, with all the stages involved in the analysis of qualitative data. To understand quantitative surveillance, survey and experiment techniques when collecting data in marketing research.</p> | | | |
| 11. | <p>Course content:</p> <p>The need for innovation, changing customer needs, services, environmental changes and technological advancement.</p> <p>Innovation as a supreme goal, the creation of something new, and learning and innovation as a process of transformation of ideas.</p> <p>Innovation as a skill, changes as an opportunity for different business services. Using the human mind, spirit and imagination, as a capital of the new era.</p> | | | |

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| | <p>Creating an innovation ecosystem, Midnest (Innovative Thinking), Channels (Innovation flows), Climate (organizational structure).</p> <p>Introduction to marketing research. Marketing Research Process, Its Classification, Marketing Research Services, Ethics in Marketing Research, Internet and Computer Applications as Opportunities and Threats in the Marketing Research Industry.</p> <p>Defining the problem of marketing research and developing a research approach. Components of the research approach: analytical models, verbal models, graphic models and mathematical models.</p> <p>Design of research. Researching the design from the perspective of decision making and from the perspective of the respondents. Classification of design: exploratory, descriptive and causal research. Cross-sectional designs, cohort analysis and longitudinal design. Potential sources of error in marketing research projects.</p> <p>Secondary data and their analysis. Defining primary data, secondary data and marketing intelligence. Criteria for assessing secondary data. Classification of secondary data, their published sources and databases.</p> <p>Qualitative research. Approaches, discussions in focus groups, classifying qualitative research techniques, depth of interviews and techniques. Data analysis. Use of informatics in analyzes.</p> <p>Survey and quantitative monitoring techniques. Techniques of comparative assessment of polls. Selection of survey methods.</p> <p>Causal research - experiment. Concepts, conditions, definition and classification of experimental designs. Comparison of laboratory and experiments in a real environment.</p> <p>Basics of measurement and scaling. Comparative and non-comparative scaling. Scaling techniques.</p> <p>Design of a questionnaire. Process of designing a questionnaire, types of interview methods, determining the content of the questionnaire, selecting the structure of the questionnaire and identifying the form and the look of the questionnaire.</p> <p>Design and sampling procedures. Sample design process, sampling techniques, determination of the final and initial sample size.</p> <p>Preparation of reports and presentations in marketing research.</p> <p>Practical work for qualitative research with themes of Nutrition and Food Products and making surveys. Preparation of reports.</p> |
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| 12. | Learning methods: | | | |
| 13. | Total available time | 150 hours | | |
| 14. | Distribution of the available time | 30+30+30+30+30 = 150 hours | | |
| 15. | Forms of teaching activities | 15.1. | Lectures - theoretical teaching | 30 hours |
| | | 15.2. | Exercises (laboratory, auditory), seminars, teamwork | 30 hours |
| 16. | Other forms of activity | 16.1. | Project tasks | 30 hours |
| | | 16.2. | Independent tasks | 30 hours |
| | | 16.3. | Home learning | 30 hours |
| 17. | Method of assessment | | | |
| | 17.1. | Tests | points | |
| | 17.2. | Seminar work / project (presentation: written and oral) | 90 points | |
| | 17.3. | Activity and participation | 10 points | |

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| 18. | Grading criteria (points / grade) | to 50 points | 5 (five) (F) | | | |
| | | from 51 to 60 points | 6 (six) (E) | | | |
| | | from 61 to 70 points | 7 (seven) (D) | | | |
| | | from 71 to 80 points | 8 (eight) (C) | | | |
| | | from 81 to 90 points | 9 (nine) (B) | | | |
| | | from 91 to 100 points | 10 (ten) (A) | | | |
| 19. | Requirement for signature and taking the final exam | | | | | |
| 20. | Language of teaching | Macedonian | | | | |
| 21. | Method of monitoring the quality of teaching | | | | | |
| 22. | Literature | | | | | |
| | 22.1. | Compulsory literature | | | | |
| | | Item number | Autor | Title | Publisher | Year |
| | | 1. | Jiawei Han, Micheline Kamber, Jian Pei | MARKETING RESEARCH An Applied Approach | Prentice Hall, Pearson Education Limited | 2006 |
| | | 2. | Група автори | Како до сопствен бизнис | 2 издание, Центар за развој на мали бизниси, Универзитет “Св. Кирил и Методиј“, Скопје | 2007-2013 |
| | | 3. | John C. Hull | Risk Management and Financial Institution | 2nd Edition, Hull Financial Enterprises, Inc, | 2011 |
| | | 4. | William Zikmund, Barry Babin | Exploring Marketing Research | South Western | 2010 |
| | 22.2. | Additional literature | | | | |
| | | Item number | Autor | Title | Publisher | Year |
| | | 1. | Кристофер Лавлок, Јохен Вирц | Маркетинг на услуги | Арс Ламина | 2013 |
| 2. | | Филип Котлер, Гери Армстронг | Принципи на МАРКЕТИНГОТ | Академски печат | 2010 | |
| | 3. | Роберт А. Барон, Скот А. Шејн | ПРЕТПРИЕМНИШТВО, процес и перспектива | South-Western, Thomson Corporation | 2005 | |
| | 4. | Charles W.L.Hill | International Business: Competing in the Global Marketplace | 6-th Edition, McGraw-Hill Companies Inc, New York, Magor, | 2010 | |