

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY
OF ECONOMICS**

COMPREHENSIVE TRAINING

**Guidelines for implementation
for Bachelor's (first) degree
higher education students
of speciality 075 "Marketing",
study programme "Marketing"**

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The structure, content and the course of implementation of the training are presented. The purpose, input data, competences, description of the stages of training, didactic methods and techniques, the structure and content of the training session, forms of control and criteria for evaluating the effectiveness of training, description of the results of the training are presented.

For Bachelor's (first) degree higher education students of speciality 075 "Marketing", study programme "Marketing".

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Introduction

The modern philosophy of marketing is based on the recognition of the primary role of personnel in the development of the organization, which requires marketers to demonstrate social intelligence and a high level of communicative competences. In modern psychological and pedagogical literature, it is proposed to teach communicative competences not only with traditional methods, but also with the help of interactive technologies, in particular, using training aimed at the versatile development of competences in conditions of interaction.

The essence of training as a means of revitalizing learning in institutions of higher education is to help students of higher education form and develop a set of skills needed for specific practical activities. The concept of the training is based on the fact that the most effective assimilation of the material is ensured only in case of practical implementation of certain actions by the participant.

The purpose of the training is the formation and development of subject, analytical, professional, personal and communicative competences in students of higher education regarding the use of marketing tools in researching the market situation in modern conditions.

The tasks of the training are:

- to deepen and consolidate the subject knowledge of marketing analysis of the external competitive environment;

- to strengthen the skills in collecting, summarizing, systematizing and analyzing information about the market situation;

- to deepen professional skills in forming information and analytical support for market assessment;

- to consolidate the ability to segment and position business entities;

- to consolidate professional skills in compiling and drawing up analytical reports on market monitoring using information visualization tools for research results;

- to form readiness for compiling and drawing up an analytical report on market monitoring.

The peculiarity and advantages of the training form of education (over other forms of work of a higher education institution) consist in the combination of humanistic, democratic principles with interactive work methods, which makes it possible to learn in comfortable conditions and

involve more participants in the educational process; create situations of success; voluntarily participate and determine one's own pace of development, which ensures an individual approach; quickly apply the acquired theoretical knowledge to practice; study complex, emotionally significant issues in a safe training environment, rather than in real life with its threats and risks; immerse yourself in practical activities as quickly as possible, which will allow you to be successful and, therefore, competitive in professional activities.

The target audience for the comprehensive training "Creating a marketing plan using the SOSTAC method" in the speciality "Marketing" is higher education graduates who already have knowledge of the general theory of marketing, marketing research, marketing communications and Internet marketing.

The results of training and competences formed by the educational discipline are given in Table 1.

Table 1

Learning outcomes and competences formed by the comprehensive training

Learning outcomes	Competences that must be mastered by a student of higher education
LO1	SC12
LO6	GC8
LO8	GC6, GC7
LO9	GC7
LO10	SC13
LO11	GC7, SC5
LO12	GK7
LO14	GC11
LO16	GC4
LO19	SC15

Note.

LO1. The ability to demonstrate knowledge and understanding of the theoretical foundations and principles of marketing activities.

LO6. The ability to identify the functional areas of marketing activities of a market entity and their relationships in the management system, calculate the relevant indicators that characterize the effectiveness of such activities.

LO8. The ability to apply innovative approaches to the implementation of marketing activities of a market entity, flexibly adapt to changes in the marketing environment.

LO9. The ability to assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions.

LO10. The ability to explain information, ideas, problems and alternative options for making managerial decisions to specialists and non-specialists in the field of marketing, to representatives of various structural subdivisions of a market entity.

LO11. The ability to apply an interdisciplinary approach and perform marketing functions of a market entity.

LO12. The skills of self-study work, flexible thinking, openness to new knowledge, being critical and self-critical.

LO14. The ability to perform functional duties in the group, to offer reasonable marketing solutions.

LO16. The ability to meet the requirements of a modern marketer, increase the level of personal professional training.

LO19. Skills in developing creative marketing campaigns.

GC4. The ability to learn and master modern knowledge.

GC6. Knowledge and understanding of the subject area and understanding of professional activity.

GC7. The ability to apply knowledge to practical situations.

GC8. The ability to conduct research at the appropriate level.

GC11. The ability to work in a team.

SC5. The ability to correctly apply marketing methods, techniques and tools.

SC12. The ability to substantiate, present and implement results of marketing research.

SC13. The ability to plan and implement effective marketing activities of a market entity in a cross-functional section.

SC15. The ability to develop creative marketing campaigns.

Comprehensive training is an interesting process of getting to know yourself and others through verbal and non-verbal communication. It is also a unique opportunity for higher education students to master knowledge and acquire competences in an informal setting.

The structure of the training. The comprehensive training is calculated for 3 credits: 36 hours of classroom work and 54 hours of self-study work of the students.

1. The preparatory stage of the training activities

The comprehensive training is designed for students of the 4th year of higher education in speciality "Marketing" training. This training is part of the

curriculum for 4th-year higher education students. The main organizational conditions for the training are the availability of the following visualization tools:

- a laptop, a multimedia projector, a screen, computers, a printer, a flip chart, etc.;

- free access for higher education students to scientific and methodical literature, periodicals, statistical information, and the availability of the Internet;

- the presence of a room (a computer class), which allows creating conditions of a relaxed atmosphere and at the same time has equipment for searching for information and conducting analytical research.

To organize and conduct a training, appropriately trained teacher-trainers (facilitators) are required, whose training should be carried out purposefully, as well as the teacher's motivation to conduct classes in a training form of work, since preparation for the training requires significant time, appropriate material resources, etc.

Basic requirements for higher education students – training participants are:

- possession of basic knowledge of marketing research;

- ability to use application program packages for informational support of collecting, processing and analyzing information;

- mastering the methodology of processing, evaluating and analyzing information about certain areas of market situation research;

- mastery of skills in using methods of selective observation to approximate socio-economic processes;

- mastering the skills in presenting research results;

- ability to work in a team and determine a group solution;

- ability to use Internet sources and search for relevant information on the problems being researched.

The teacher-trainer also has certain requirements:

- fluency in training materials, knowledge, skills and abilities in conducting market research;

- awareness concerning the performance of training exercises;

- the ability to adjust the work of groups of higher education students and eliminate conflict situations;

- ability to manage the audience;

- presence of oratory skills.

2. The training program

2.1. The plan-structure of the training with the distribution of stages, time, definition of topics, a list of exercises, tasks, technologies, didactic support

The basis of the training plan-structure is:

forming stages of training, time;

definition of the subject, exercises, tasks, technologies;

developing didactic support.

The elements of the training plan-structure are:

the introductory session (introduction, acquaintance, coordination of group work rules, setting expectations for participants);

the main session (identifying the problem for which the training is conducted; finding ways to solve it; developing the necessary practical skills);

the final session (a summary of the training, feedback, homework).

The organizational structure of the training is given in Table 2.

2.2. Methods, forms, technologies and exercises used in training

Methods used during the training are:

mini-lectures which all conducted to cover the main issues of the topic in a short period of time, motivate the need to learn the material;

brainstorming that allows the trainer to increase the activity and interest of students by generating ideas to find ways to solve the problem;

small group work which creates opportunities for each student to participate in team decision-making, ensures the formation of personal qualities and experience in the formation of professional and social communication;

presentations that take place in the form of speeches to the audience, used for self-presentation of personal and professional qualities and to describe the features of elements of team decisions, etc.

The structure of the training "Creating a marketing plan using the SOSTAC method"

The content block	Content	Technologies, forms, exercises	Resources	Expected results	
1	2	3	4	5	
The introductory session					
∞	Introduction	The relevance, purpose and tasks of the training, competences that students will acquire as a result of the training	Presentation "The purpose, the tasks, the competences of the training"	A flipchart, flipchart sheets, markers	Formulation and understanding by the participants of the relevance, purpose, tasks of the training, as well as the competences that the participants will acquire during the training
	Acquaintance	Coach's introduction	Presentation "Who are you, coach?"	A computer, a projector, presentation	Getting to know the coaches
		Acquaintance with participants	Exercise "Self-presentation"	A pencil	Promotion of in-depth acquaintance between the participants of the training, improvement of the group atmosphere
	Rules	Establishment of the work rules and the work schedule	Brainstorming	A flipchart, flipchart sheets, markers	Understanding and acceptance of the rules by the training participants. Agreeing and accepting the work schedule
	Expectation	Identifying the expectations of the training participants	Brainstorming	A flipchart, flipchart sheets, markers	Determining the expectations and fears of each training participant, creating favorable psychological climate

Table 2 (continued)

1	2	3	4	5
The main session				
Problem update	Presentation of training materials for understanding creativity and its impact on marketing projects	A minilecture "The SOSTAC marketing model"	A computer, a projector, presentation	Understanding the peculiarities of creativity and innovations, the stages of the creative project, components of individual creativity and organization creativity
Searching for ways to solve the problem, obtaining information	Case solution: "Create a project idea and generate as many alternatives as possible for the created idea"	Exercise "A favorite hobby". Small group work	A flipchart, flipchart sheets, markers	Creating a friendly atmosphere, uniting the participants in teams. Understanding the methods of idea generation
Problem update	Presentation of the training materials for understanding the use of the SCAMPER method to generate new ideas	A minilecture "Using the SCAMPER method to generate new ideas"	A flipchart, flipchart sheets, markers	Understanding the peculiarities of the SCAMPER method in creative thinking and problem-solving in marketing
Searching for ways to solve the problem, obtaining information	Case solution: "Using the SCAMPER chart to explore the created project idea"	Small group work. A presentation	A flipchart, flipchart sheets, markers	Understanding the peculiarities of using the SCAMPER method in the invented project ideas
Problem update	Presentation of the training materials for understanding the use of analytical tools in examining the current market environment	A minilecture "Situation analysis: how and why to analyze the current situation"	A computer, a projector, presentation	Understanding the different tools for examining the current market environment such as competitor analysis, PEST analysis, and SWOT analysis

Table 2 (continued)

	1	2	3	4	5
	Searching for ways to solve the problem, obtaining information	Conducting a situation analysis of the selected project, choosing any of the analysis tools offered in the minilecture	Small group work. Presentation	A computer, Internet, a projector	Understanding the use of the analytical tools in situation analysis
	Problem update	Presentation of the training materials for understanding how to define business marketing goals and how SOSTAC aids this	A minilecture "Objectives: defining business marketing goals and how SOSTAC aids this"	A computer, a projector, presentation	Understanding the set objectives in the SOSTAC framework
10	Searching for ways to solve the problem, obtaining information	Case solution: "Defining business marketing goals using the SOSTAC framework"	Small group work. Presentation	A computer, Internet, a projector	Understanding the use of the SOSTAC framework in defining business marketing goals
	Problem update	Presentation of the training materials on defining the portrait of the target audience	A minilecture "Target audience and ways to determine it"	A computer, a projector, presentation	Understanding the concept of target audience, types of the target audiences, methods of the target audience definition
	Searching for ways to solve the problem, obtaining information	Case solution: "Defining the target audience and drawing up a consumer avatar"	Small group work. Presentation	A computer, Internet, a projector	Understanding the procedure and key points construction of the consumer's avatar
	Problem update	Presentation of the training materials on strategy development	A minilecture "Strategy: discussion on strategic development and implementation with SOSTAC"	A computer, a projector, presentation	Understanding the key points of strategy development

Table 2 (continued)

1	2	3	4	5
Searching for ways to solve the problem, obtaining information	Case solution: "Strategic development and implementation with SOSTAC"	Small group work. Presentation	A computer, Internet, a projector	Understanding the strategic development and implementation to achieve the set objectives, including segmentation, targeting, and positioning (STP)
Problem update	Presentation of the training materials on strategy development	A minilecture "Tactics: how exactly do we get there?"	A computer, Internet, a projector	Understanding the specific actions and techniques that will be used to implement the strategy, 4P's mix
Searching for ways to solve the problem, obtaining information	Case solution: "Tactics – how exactly do we get there"	Small group work. Presentation	A computer, Internet, a projector	Understanding the specific actions and techniques that will be used to implement the strategy, 4P's mix
Problem update	Presentation of the training materials on strategy development	A minilecture "Actions: explaining the execution of plans"	A computer, Internet, a projector	Understanding how to identify the resources needed for your marketing plan
Searching for ways to solve the problem, obtaining information	Case solution: "Action – what is the plan?"	Small group work. Presentation	A computer, Internet, a projector	Understanding how to determine the resources needed to implement a project
Problem update	Presentation of the training materials on strategy development	A minilecture "Control: monitoring, reviewing, and modifying plans"	A computer, Internet, a projector	Understanding how to monitor, review, and modify the marketing plan as needed
Searching for ways to solve the problem, obtaining information	Case solution: "How do we monitor performance?"	Small group work. Presentation	A computer, Internet, a projector	Understanding how to control a project using KPIs, metrics, and analytics

Table 2 (the end)

1	2	3	4	5
Closing session: recap and feedback				
Presentation of the completed task (projects). Discussion, assessment and summary of the presentation	Presentation of the results of self-study work (projects). Questions, comments and wishes for projects	Presentation	A computer, a projector	Discussion of the results of project presentations, providing recommendations for improving the presented projects
Completing the work	Summary of the training	Coach's speech	Not required	Determining the achievement of the training goal, forming the necessary competences
Completing the work, receiving feedback	Feedback: questionnaire and discussion	Exercise "Feedback". Discussion, Google Forms	A computer, Internet	Participants' assessment of the training quality, their expectations and fears from participating in the training

The introductory session

1. A presentation on the topic "The purpose, the tasks, the competences of the training".

The goal is to define the relevance, the purpose, the tasks of the training, as well as the competences that the participants will acquire during the training.

Resources: a flipchart, flipchart sheets, markers.

Procedure: The coach introduces the participants to the goal, objectives of the training, as well as the competences that will be developed during the training.

2. A presentation "Who are you, coach?"

The goal is to define the introduction of the coach and his experience in conducting the training.

Resources: a computer.

Procedure: Using a computer and a presentation the coach introduces himself to the group, indicating his practical experience in conducting training.

3. Exercise "Self-presentation".

The goal is to promote in-depth acquaintance between the participants of the training, and improve the group atmosphere.

Resources: a pencil.

Procedure: All participants sit in a circle. A pencil is passed from one participant to another around the circle. Each participant, receiving a pencil, says his name and three facts about himself.

4. Brainstorming. Establishment of work rules and the work schedule.

The goal is to understand and accept the rules by the training participants. Agreeing and accepting the work schedule.

Resources: a flipchart, flipchart sheets, markers.

Procedure: The coach proposes establishing the rules for the group's work, which the members will follow throughout the training. It is advisable for the coach to announce the rules and explain their meaning. Next, he suggests that the group add to, change, or abandon some of the rules. The procedure for establishing rules takes the form of a discussion and is recorded on flipchart sheets.

Typical suggested rules are as follows:

1. *Rule "00"*. All the training participants arrive on time before the start of the class and after the breaks, at the pre-arranged time.

2. *Communication based on the "here and now" principle.* Many people tend not to talk about what they feel or think because they are afraid of sounding ridiculous. The main task is that everyone could see.

3. *Personification of statements (or self-statements).* This law requires you to express your point of view only in the first person: "I think...".

4. *The rule of activity.* You have the right not to participate in any exercise. Inform the group in advance of your intention. But remember that you came to participate and cooperate.

5. *The rule of benevolence and tact.* This presupposes the openness of everyone's positions, views, statements, frankness, advancing a good attitude towards all members of the group.

6. *The privacy policy.* Everything that happens in this training stays here, it is not discussed with any of the people outside of the training.

7. *The rule of the raised hand* means that you want to ask questions, supplement and express your point of view.

5. Brainstorming. Identifying the expectations of the training participants.

The goal is to determine the expectations and fears of each training participant, create favorable psychological climate.

Resources: a flipchart, flipchart sheets, markers.

Procedure: The coach asks participants to share what they hope to gain, learn, or experience during the training. The coach records the participants' responses on a flip chart, grouping similar ideas together if necessary, and encourages everyone to contribute at least one expectation.

The main session

1. A minilecture "The SOSTAC marketing model".

The goal is to understand the peculiarities of the SOSTAC marketing model, importance of SOSTAC in strategic planning.

Resources: a computer projector, presentation.

Procedure: The coach presents the training materials for understanding the SOSTAC marketing model, key components of SOSTAC, SOSTAC examples.

2. Case solution: "Create a project idea and generate as many alternatives as possible for the created idea".

The goal is to create a friendly atmosphere, unite participants in groups. Understanding the methods of idea generation.

Resources: a flipchart, flipchart sheets, markers.

Procedure: The coach forms several small teams (5 – 6 participants) using the exercise "A favorite hobby". Exercise description: To form a team, the coach offers the training participants to share their favorite hobby or pastime in the chat. Once everyone has shared, the coach unites participants in teams based on the participants' common interests, ensuring a diverse mix in each group. After that, the teams work on the case solution.

3. A minilecture "Using the SCAMPER method to generate new ideas".

The goal is to understand the peculiarities of the SCAMPER method in creative thinking and problem-solving in marketing.

Resources: a computer, Internet resources, software (Zoom).

Procedure: Using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding the SCAMPER method to generate new ideas.

4. Case solution: "Using the SCAMPER chart to explore created project ideas".

The goal is to understand the peculiarities of using the SCAMPER method in the invented project ideas.

Resources: a flipchart, flipchart sheets, markers.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

5. A minilecture "Situation analysis: how and why to analyze the current situation".

The goal is to understand the situation analysis as the foundation of any SOSTAC marketing plan example. It involves comprehensively examining the current market environment, including internal and external factors. Key tools in this stage include competitor analysis, PEST analysis, and SWOT analysis. Understanding the strengths, weaknesses, opportunities, and threats that allow businesses to identify potential areas for growth and areas that may require attention. It's not just about knowing where you stand; it's about understanding how to leverage that information in your marketing planning.

Resources: a computer, a projector, a presentation.

Procedure: The coach presents the training materials for understanding the use of analytical tools in marketing situation analysis.

6. A minilecture "Objectives: defining the business marketing goals and how SOSTAC aids this".

The goal is to understand the set objectives in the SOSTAC framework.

Resources: a computer, a projector, a presentation.

Procedure: The coach presents the training materials for understanding the set objectives in the SOSTAC framework. In the SOSTAC framework, objectives are often defined using SMART goals, ensuring they are specific, measurable, achievable, relevant, and time-bound. Additionally, PR Smith's 5S Objectives can be used to create digital strategies, encompassing sell, serve, speak, sizzle, and save goals. By aligning marketing objectives with overarching business goals, SOSTAC ensures that the marketing strategy is focused and contributes directly to the company's success.

Case solution: "Define business marketing goals using the SOSTAC framework".

The goal is to understand the peculiarities of using the SOSTAC framework in the set objectives.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

7. A minilecture "The target audience and ways to determine it".

The goal is to understand the concept of the target audience, types of target audiences, methods for definition of the target audience.

Resources: a computer, the Internet.

Procedure: The coach presents the training materials for defining the portrait of the target audience.

8. Case solution: "Defining the target audience and drawing up a consumer avatar".

The goal is to understand the procedure and key points of construction of the consumer's avatar.

Resources: a computer, the Internet.

Procedure: Participants work in small groups to solve the case, and then present the results of their work.

9. A minilecture "Strategy: discussion on strategic development and implementation with SOSTAC".

The goal is to understand the key points of strategy development.

Resources: a computer, a projector, a presentation.

Procedure: The coach presents the training materials for understanding the key points of strategy development. It involves defining the broad steps to

achieve the set objectives, including segmentation, targeting, and positioning (STP). This stage is about channel selection, deciding how to reach the target audience, and differentiating the offerings from competitors. The strategy must be aligned with the insights gained from the situation analysis, ensuring that it is grounded in real-world conditions and opportunities.

10. Case solution: "Strategic development and implementation with SOSTAC".

The goal is to understand the strategic development and implementation to achieve the set objectives, including segmentation, targeting, and positioning (STP).

Resources: a computer, the Internet, a projector.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

11. A minilecture "Tactics: how exactly do we get there?"

The goal is to understand the specific actions and techniques that will be used to implement the strategy.

Resources: a computer, the Internet, a projector.

Procedure: The coach presents the training materials for understanding the specific actions and techniques that will be used to implement the strategy. This includes decisions about the marketing mix, such as product, price, place, and promotion.

12. Case solution: "Tactics – how exactly do we get there?"

The goal is to understand the specific actions and techniques that will be used to implement the strategy, the 4P's mix.

Resources: a computer, the Internet, a projector.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

13. A minilecture "Actions: explaining the execution of the plan".

The goal is to understand the specific actions and techniques that will be used to implement the strategy.

Resources: a computer, the Internet, a projector.

Procedure: The coach presents the training materials for understanding how to identify the resources needed for your marketing plan. Resource planning is crucial at this stage to ensure that the plan is realistic and achievable. By defining clear responsibilities and resources, the SOSTAC framework ensures that the plan is not just a document but a living, actionable roadmap.

14. Case solution: "Action – what is the plan?"

The goal is to understand how to determine the resources needed to implement a project.

Resources: a computer, the Internet, a projector.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

15. A minilecture "Control: monitoring, reviewing, and modifying the plans".

The goal is to understand control as the final stage of the SOSTAC framework, focusing on monitoring, reviewing, and modifying the marketing plan as needed.

Resources: a computer, the Internet, a projector.

Procedure: The coach presents the training materials for understanding control as the final stage of the SOSTAC framework, focusing on monitoring, reviewing, and modifying the marketing plan as needed. Key Performance Indicators (KPIs), metrics, and analytics are used to measure success, often visualized through dashboards for easy tracking. This stage ensures that the plan is not static but can adapt to changing conditions and feedback. It's about continuous improvement, learning from what works, and adjusting what doesn't.

16. Case solution: "How do we monitor performance?"

The goal is to understand how to define key performance indicators (KPIs), metrics, and analytics to monitor the project progress.

Resources: a computer, the Internet, a projector.

Procedure: Participants work in small groups to solve the case, then present the results of their work.

The closing session: recap and feedback

1. Presentation of the results of the self-study work (projects).

The goal is to present the results of the self-study work (projects). Questions, comments and wishes for projects.

Resources: a computer, a projector.

Procedure: Presentation of the projects created by the training participants. Discussing the results of the project presentations, providing recommendations for improving the presented projects.

2. Coach's speech. Summary of the training.

The goal is to summarize the results of the training, determining the achievement of the training goal, forming the necessary competences.

Resources: not required.

Procedure: The coach thanks the students for their fruitful and interesting work during the training, determines the achievement of the training goal, emphasizes the developed competences and finds a positive characteristic for each training participant.

3. Exercise "Feedback".

The goal is to determine the expectations and fears of each training participant.

Resources: a computer, the Internet.

Procedure: The participants of the training are invited to provide feedback regarding the implementation of their expectations and fears from participating in the training by discussion and providing answers to the questionnaire. The questionnaire contains questions related to assessing the content of the training program, the level of quality of implementation of the program and the developed competences.

3. Self-study work of students

An important role in the acquisition of knowledge by students belongs to self-study work, which has become one of the leading forms of education. This system is primarily based on students' independent cognitive activity, stimulates problem-based, discussion-based learning, and increases students' creative activity in the process of mastering professional and general education knowledge.

The main goal of students' independent cognitive activity is to learn how to individually acquire, update, and replenish knowledge, and use it fruitfully during their studies and in their future professional activities.

Students' self-study work is based on the principles of developmental learning and takes place without the direct involvement of the teacher, but under his or her guidance. In the process of self-study work, the main function of the educational process is realized – the acquisition of the maximum amount of knowledge by student's, consolidation and transformation of knowledge into stable skills.

Through self-study work, students acquire the ability:

to more clearly and consciously demonstrate motivation and purposefulness in the acquisition of knowledge;

to develop self-organization, self-control and other personal qualities;

to fill the "information vacuum" with the necessary scientific knowledge;
to get rid of the so-called "phenomenon of secondary illiteracy" – to analyze the received information, to draw their own conclusions;
to develop the language competence;
to acquire self-study work skills for future professional activities: to take responsibility, solve problems independently, find constructive solutions, and overcome crisis situations.

The main condition for the successful completion of self-study work is careful planning and control by the coach, because the fruitfulness of students' self-study work is primarily the result of constant interaction between the student and the coach. That is why the priority goal of the teacher is not just to relay knowledge, but also to stimulate students' research and cognitive activity. Self-study will be more effective if a group of students participates in it. Group work enhances motivation and intellectual activity, increases the effectiveness of students' cognitive activity through mutual control, and strengthens positive competition.

Students' self-study work within the framework of training consists of two forms: classroom work, which is implemented directly during the training, and extracurricular work, which is implemented outside the training. Table 3 presents a plan for self-study work within the framework of the training.

Table 3

The name, the type, the form of the self-study monitoring

The title of the self-study work	The type and form of the self-study work	The form of control
1	2	3
Creation of a project idea. Using the SCAMPER chart to explore the created project ideas	Classroom work, small group work	Presentation of groups
Examining the current market environment for the selected project, including internal and external factors. Key tools include competitor analysis, PEST analysis, and SWOT analysis	Classroom work, small group work	Presentation of groups
Setting the goals of the project in the SOSTAC framework using the SMART goals	Classroom work, small group work	Presentation of groups

Table 3 (the end)

1	2	3
Defining the target audience and drawing up a consumer avatar	Classroom work, small group work	Presentation of groups
Developing a strategy for the selected project using a marketing model called segmentation, targeting and positioning or STP	Classroom work, small group work	Presentation of groups
Development of a marketing mix (4P's mix) for the selected project	Classroom work, small group work	Presentation of groups
Creating the project budget, scope and timeline	Classroom work, small group work	Presentation of groups
Defining key performance indicators (KPIs), metrics, and analytics to monitor the project progress	Classroom work, small group work	Presentation of groups
Writing a training report, a presentation	Individual, extracurricular	Report, presentation

The report is the main document characterizing the self-study student's work during the training. It should include the completion of all tasks provided for in the training program. The total volume of the report should be 20 – 25 pages (without appendices) of A4 format of printed text. The report should contain: the title page, a table of contents, introduction, the main part, conclusions, references, and appendices. The title page of the report must be signed by the student and the coach. A title page template is given in Appendix A. An example of the report content is provided in Appendix B. The text of the report must be printed. Margins: 25 mm left, 10 mm right, 20 mm top, 20 mm bottom. Font style is Times New Roman. Font size is 14. Line spacing is 1.5. Alignment of the main text is widthwise. The report is accompanied by a presentation. The main purpose of the presentation is to provide a visual presentation of the individual project created. The presentation should contain up to 10 slides.

4. The system of the training control and evaluation of students' learning outcomes

All reports are checked for plagiarism, and only those with correct textual borrowings of no more than 50 % are allowed for defense. Violations of academic integrity include academic plagiarism, self-plagiarism, fabrication, falsification, cheating, and deception. For breaches of academic integrity,

higher education students may face academic responsibility, such as retaking assessments or repeating the respective educational component of the academic program.

The system of monitoring and evaluating the results of the comprehensive training includes two parts: classroom self-study work, aimed at completing the training tasks, and monitoring and evaluating out-of-classroom self-study work of higher education students, aimed at completing homework assignments and a report. Current and final control carried out within the framework of training is presented in Table 4, in order to determine the level of achievement of the goals set at each stage and timely correction of possible deviations. The final grade is given in points, in accordance with the national and ECTS grading scales. The maximum score based on the results of the training course is 100 points, the minimum score is 60 points.

Table 4

Training control

Type of control	Current	Final
The form of holding	Presentation of the results, activity monitoring	Report
Maximum score	50	50

Current control is carried out in the form of end-to-end monitoring of the degree of activity and competences. This control covers the main part of the work, which consists of performing current tasks. The criteria for the current assessment are activity, creativity, independence, and responsibility of the student in the performance of current tasks.

The final control is carried out in the form of a presentation of the group's work results and a report on the results of the training. The main criterion for the final control is a substantive justification and analysis of the results obtained as a result of the tasks. An important outcome is not so much a point assessment as the identification of weaknesses in the work and the possibility of correcting them during the work. Evaluation is based on both the individual contribution of each member of the working group and the quality of the group's performance. The calculation of student grades is shown in Table 5.

**Differentiation of various types of student academic work and
assessment criteria**

Assessment criteria	The maximum number of points	Criterion for differentiating the grade for the performance of educational work at the training session
1	2	3
Activity in classroom work	10	Participation in team work during the entire time allocated for the preparation and adoption of decisions at the training session, completing tasks, preparing presentations
Activity in classroom work	5	Participation in the work of the team during about 50 % of the time allocated for the preparation and adoption of management decisions at the training session, completing tasks, and preparing presentations
	0	Absence of a student at a training session
The validity of the creative project	25	The project is fully justified and corresponds to the project structure according to strategic marketing planning frameworks SOSTAC: the project idea has been verified using the SCAMPER method, the project goal has been determined using the SMART method, the target audience of the project has been determined, the situation analysis has been carried out correctly, strategic development and implementation of the project has been carried out on the basis of STP marketing model, the proposed marketing mix decisions such as product, price, place and promotion are justified, the resources needed to implement the project have been formed, the project implementation monitoring system is presented
	20	The project is not fully justified and there are comments during the discussion
	10	The project is weakly justified and there are significant comments during the discussion
	0	The project is not justified
Formation and conduct of the final presentation	15	The presentation is logically structured, the generalized analysis of the results is comprehensive, concise and qualitative
	10	The presentation is disorganized, the generalized analysis of the results is incomplete, superficial, and often incorrect
	0	The presentation was not prepared and/or not conducted by the participants

Table 5 (the end)

1	2	3
Report preparation	50	The content of the prepared report fully meets the established requirements for Implementation
	30	The content of the prepared report does not fully meet the established requirements for implementation and contains errors
	10	The content of the prepared report is characterized by significant violations of the established requirements

The proposed system of evaluation of higher education students' activities during the training allows us to objectively assess the level of competences they have developed, and therefore to draw a conclusion about the effectiveness of the training, the correlation between the achieved results and the expectations of the participants.

In order to evaluate the effectiveness of the comprehensive training and determine whether the results of the training meet the expectations of the students, a questionnaire is conducted at the final stage (Appendix C).

Recommended literature

Main

1. Broadhurst Martin. SOSTAC examples: a proven plan for strategic marketing. 2023. URL: <https://broadhurst.digital/blog/sostac-examples-a-proven-plan-for-strategic-marketing>.

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10. Pererva I. Use of creative marketing in the implementation of enterprise strategy / I. Pererva, O. Myronova // Economics of Development. 2023. 22 (2). P. 28–40. URL: <http://www.repository.hneu.edu.ua/handle/123456789/29814>.

11. Shtal T. Implementation of modern marketing tools in entrepreneurial activity / T. Shtal, O. Ptashchenko, S. Rodionov et al. Development Management. 22(4). P. 53–63. URL: <http://www.repository.hneu.edu.ua/handle/123456789/32304>.

Information resources

12. Blog of HubSpot. URL: <https://blog.hubspot.com/>.

13. Digital in Ukraine. URL: <https://datareportal.com/digital-in-ukraine>.

14. Official site of Ukrainian association of marketing. URL: <https://uam.in.ua/en/about-uam/>.

Appendices

Appendix A

The title page template

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS
DEPARTMENT OF MARKETING

REPORT

on the comprehensive training

"Creating a marketing plan using the SOSTAC method"

Completed by:
Bachelor's (first) degree student
of the ___ course
group code_____

Name, Surname

Coach:

(position, Name, Surname)

Kharkiv, 20__

An example of the report content of the SOSTAC marketing plan

A TABLE OF CONTENTS

SECTION 1: INTRODUCTION*

*The name of the project and a brief description of the project idea should be indicated.

SECTION 2: THE SOSTAC PLANNING FRAMEWORK

Section 2.1. First stage: situation analysis*

*External marketing audit; internal marketing audit

Section 2.2. Mission statement and objectives

Section 2.3. Strategy

Section 2.4. Tactics*

*The marketing mix

Section 2.5. Action plan

Section 2.6. Control and implementation

SECTION 3: CONCLUSIONS

REFERENCES

APPENDICES

The training effectiveness assessment questionnaire*

Dear training participants! Your opinion about the training in which you participated is very important to me, so please answer the following questions. Your answers will make it possible to make my work more effective. Your wishes and suggestions will be taken into account when conducting training in the future.

1. What did you like most about the training and why (the subject of training, the training process, the trainer's work, the participants, the location)?
2. What did you not like and why (topics, program structure, trainer's work, training organization, location, etc.)?
3. Did you get answers to the questions you came to the training with?
4. By marking the appropriate number, rate the usefulness of the information provided (in percentage) or write your number: _____

100	80	60	40	20	0
-----	----	----	----	----	---

5. How would you rate such points? (4 – very good, 3 – sufficient, 2 – weak, 1 – very bad):

relevance to the topic _____

professional orientation _____

correct selection of exercises _____

audience management by the trainer _____

coordination of the trainer's work _____

trainer's competence _____

6. How can you use the acquired knowledge and acquired skills?

7. Did participating in the training affect your perception of the training material?

Yes No Very little

8. How would you rate the training and the trainer's work in general on a 10-point scale, where 1 is very bad, 10 is excellent?

1 2 3 4 5 6 7 8 9 10

9. Your wishes to the coach: _____

10. Your wishes to the training organizers: _____

Thank you!

*The questionnaires are processed by the trainer after the training, and the results do not affect the students' grades. The trainer has the opportunity to draw conclusions about the participants' impressions of the training and make adjustments, if necessary.

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НАВЧАЛЬНЕ ВИДАННЯ

КОМПЛЕКСНИЙ ТРЕНІНГ

**Методичні рекомендації
до виконання
для здобувачів вищої освіти
спеціальності 075 "Маркетинг"
освітньої програми "Маркетинг"
першого (бакалаврського) рівня
(англ. мовою)**

Самостійне електронне текстове мережеве видання

Укладачі: **Гриневич Людмила Володимирівна**
Котельникова Юлія Миколаївна

Відповідальний за видання *Л. В. Гриневич*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Наведено структуру, зміст і хід проведення тренінгу. Подано мету, вихідні дані, компетентності, опис етапів тренінгу, дидактичні методи та прийоми, структуру і зміст тренінгового заняття, форми контролю та критерії оцінювання тренінгу, характеристики результатів тренінгу.

Рекомендовано для здобувачів вищої освіти спеціальності 075 "Маркетинг" освітньої програми "Маркетинг" першого (бакалаврського) рівня.

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