

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY  
OF ECONOMICS**

**Guidelines  
to comprehensive training  
for Bachelor's (first) degree students  
of speciality 073 "Management",  
study programme "Business Administration"**

**Kharkiv  
S. Kuznets KhNUE  
2024**

UDC 005(072.034)

G94

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Затверджено на засіданні кафедри менеджменту та бізнесу.

Протокол № 1 від 25.08.2023 р.

*Самостійне електронне текстове мережеве видання*

**Guidelines** to comprehensive training for Bachelor's (first) degree G94 students of speciality 073 "Management", study programme "Business Administration" [Electronic resource] / compiled by O. Myronova, K. Barkova, M. Sobakar. – Kharkiv : S. Kuznets KhNUE, 2024. – 16 p. (English)

The order of organization and conducting of the comprehensive training is provided. The structure and content of the comprehensive training are given. The report structure and assessment system are described.

For Bachelor's (first) degree students of speciality 073 "Management", study programme "Business Administration".

**UDC 005(072.034)**

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## Introduction

The target audience of the comprehensive training is students of higher education in the fourth year of study of the bachelor's (first) degree of speciality 073 "Management", study programme "Business Administration".

The purpose of the comprehensive training is to master the practical skills of analyzing and summarizing literary sources and developing and planning practical activities in the field of business administration.

To achieve the purpose, the following tasks have been defined:

to master the material and methods of independent research and consistent learning of the material;

to have an ability to select, systematize and process information in accordance with the research objectives;

to apply theoretical knowledge to solve specific tasks related to the management of enterprise activities;

to have an ability to use cause-and-effect relationships of processes and phenomena in the applied field;

to have an ability to formulate reasonable conclusions and develop specific proposals for the organization or improvement of a real research object management.

As a result of participation in the comprehensive training, the learning outcomes and competences should be formed (Table 1).

Table 1

### Learning outcomes and competences formed by comprehensive training

Learning outcomes	Competences
LO5	GC5
LO9	SC8
LO11	GC4
	SC20
LO16	GC11
LO17	GC3
	GC10
	GC14
	SC9
LO19	SC17
	SC19
LO21	SC17
	SC20

The designations of the competences and outcomes mean the following:

GC3. Ability to think abstractly, analyze, and synthesize.

GC4. Ability to apply knowledge in practical situations.

GC5. Knowledge and understanding of the subject area and understanding of professional activities.

GC10. Ability to conduct research at the appropriate level.

GC11. Ability to adapt and act in a new situation.

GC14. Ability to work in an international context.

SC8. Ability to plan the organization's activities and manage time.

SC9. Ability to work in a team and establish interpersonal interaction in solving professional problems.

SC17. Ability to perform practical tasks within a specific functional area in an international environment.

SC19. Ability to create conditions at the enterprise that foster the emergence and promotion of innovations, understand existing and new technology and its impact on new/future markets.

SC20. Ability to develop effective procedures and communication mechanisms for interpersonal interaction in the business environment, including adaptation to new situations.

LO5. Ability to describe the content of the functional areas of an organization's activities.

LO9. Ability to demonstrate interaction, leadership, and teamwork skills.

LO11. Ability to demonstrate skills in situation analysis and communication in various areas of the organization's activities.

LO16. Ability to demonstrate the skills of independent work, flexible thinking, openness to new knowledge, being critical and self-critical.

LO17. Ability to perform research individually and/or in a group under the guidance of a leader.

LO19. Ability to demonstrate skills in analyzing and synthesizing information, applying them to analyze and solve problems in various areas of business and management.

LO21. Ability to demonstrate communication, research, technological and cross-cultural skills necessary to analyze business situations, prepare, justify and present management decisions.

## The programme of the comprehensive training

Comprehensive training is interdisciplinary in nature and is the final stage in the preparation of bachelors in management under the study programme "Business Administration". As part of the comprehensive training, students acquire practical skills in applying the acquired theoretical knowledge in different areas. The students should choose the area for further research independently.

Comprehensive training for students of higher education in the fourth year of study of the bachelor's (first) degree of speciality 073 "Management", study programme "Business Administration" consists in the implementation of certain blocks included in the Bachelor's program. At the beginning of classes, each student chooses a research area.

The areas of the comprehensive training are: "Analysis of literary sources and generalization of key concepts on the research topic", "Analysis of the main methods of research in the subject area in order to identify the main problems and their further solving".

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

Table 2

### The structure of the comprehensive training

No.	Activities	Hours	Forms, methods, tasks	Self-study	Hours
1	2	3	4	5	6
First day					
1	Acquaintance with the structure of the training	2	Presentation of the training structure and main activities	Acquaintance with the specifics of the research area	4
2	The choice of the comprehensive training direction by each student	2	Filling out the application for the choice of the training direction	Selection of literature according to the chosen direction	4
Total		4			8
Second day					
3	Analysis of the problem area	2	Review of Internet resources and literary sources in the field of future research	Analysis of the research area	6

Table 2 (continuation)

1	2	3	4	5	6
4	Generalization of morphological analysis	2	Summarizing the opinions and views of different authors on the problem. Summary of the obtained results in the form of a table	Completing the table of morphological analysis of research concepts	6
Total		4			12
Third day					
5	Analysis of the problem area	4	Analysis of the problem area by research topic in order to identify positive aspects and existing shortcomings using economic and mathematical methods and models	Defining the list of main problems in the problem area of research	12
		4	Summarization of problems identified within the subject area in the form of a problem map, a "fish skeleton" diagram, SNW or SWOT analysis	Preparing the materials for the next stage	6
Total		8			18
Fourth day					
6	PERT chart and critical path	6	Building the PERT chart of the project using MS Office (Excel, Project)	Critical path calculations. Completion of the report	8
Total		6			8
Fifth day					
7	Presentation of the training report	4	Defense of the training report	Participation in the discussion of the report of all participants in the training course	10

Table 2 (the end)

1	2	3	4	5	6
8	Assessment of the training	4	Summarizing the training course. Reflection	Providing feedback. Completing the reflective analysis table	4
Total		8			14
<b>Total</b>		<b>30</b>			<b>60</b>

## Guidelines for conducting the comprehensive training

It is necessary to provide information about the training and its program, tell about the history and essence of the work, orient the participants to the interactive teaching method.

The coach should introduce himself/herself: give his/her name and provide information about himself/herself. The opening word should be friendly and concise.

After the coach has greeted and introduced himself/herself, he/she should thank everyone (students) present for their willingness to participate in the training.

It is necessary to specify the purpose and timing of the training (this will help the participants to form real expectations) and inform the group that the work will be conducted using an interactive method.

It is necessary to inform the group about the topics on which the coach will dwell during the training (classes), to emphasize the integrity of the training and the interdependence of the blocks, as well as the attendance required during the training.

Students choose a research area. The areas of the comprehensive training are: "Analysis of literary sources and generalization of key concepts on the research topic", "Analysis of the main methods of research in the subject area in order to identify and solve the main problems".

The student needs to review Internet sources in the field of the chosen area in order to determine what the differences between the main concepts considered in the research are. They should analyze in detail and consider the general theoretical aspects of the problem that is the subject of the study,

using the analysis of literary sources on the researched topic, which must be referenced.

It is appropriate to reveal the content of the key concepts of the research, to characterize their place in the management system of a higher level, to indicate their classification, structure, etc.

It is desirable to compare different points of view, use available statistical data with reference to sources. The use of tables of morphological analysis for key research concepts is mandatory. For improving the quality of the research, it is advisable to summarize the theoretical analysis in the form of analytical tables, illustrate the text using graphic material: schemes, charts, algorithms, diagrams.

Each student chooses the type of presenting information based on the results of the analysis, it can be tables, figures, etc. The conducted analysis will help determine the idea of future research and aim for success. After determining the main idea of future research, students proceed to the next task.

The introduction is an obligatory part of the training course report. The justification of the relevance and practical significance of the chosen topic for the report should be given, the purpose and tasks of the research, the subject, the object of research and brief information about it should be provided in the introduction. It should consist of brief description of the used methods and information sources of the research.

The introduction substantiates the relevance and expediency of the research for the development of the relevant branch of science or business. Coverage of relevance should not be wordy. It is enough to express the main idea in a few sentences.

The introduction consists of the purpose of the work and the tasks that must be solved to achieve the set goal. The purpose should not be formulated as "research...", "study...", because these words indicate a means of achieving the purpose, not the purpose itself. For example, the topic of the research is formulated as "Development of a business plan for an investment project", then its purpose can be defined as the development of the theoretical foundations of business planning, as well as the development and justification of specific decisions in the process of drawing up a business plan for an investment project at an enterprise.

The object of research is a process or phenomenon that creates a problem situation chosen for study. A specific enterprise, organization,

institution or state authority or its subdivision should not be called the object of research, because these are the basis of the research.

The subject of research is a specific task contained within the scope of the research object. The object and subject of research are related to each other as general and partial. The subject of research stands out from the object and determines the topic of the thesis.

In the introduction, a list of the used research methods is also presented. They should not be listed separately from the content of the research, but briefly and meaningfully define how problems were investigated and tasks were solved using different methods.

Students should prepare a report based on the results of the comprehensive training. The report should include a brief description of each stage of the training, conclusions. The report should be presented in class. The group should discuss the results of the training after the presentation of the reports.

## **Learning and teaching methods**

Methods aimed at stimulating the interaction of participants are widely used in the comprehensive training. All of them are united under the name "interactive techniques" and ensure interaction and individual activity of the participants during the dynamic learning process.

Work in small groups (in each part of the comprehensive training) is used in order to activate the work of the students during classes. These are the so-called groups of psychological comfort, where each participant plays a special role and complements others with certain qualities. The use of this technology makes it possible to structure classes in terms of form and content, creates opportunities for the participation of each student in the work in class, ensures the formation of personal qualities and experience of social communication.

Brainstorming (in each part of the comprehensive training) is a method of solving urgent tasks in a very limited time. Its essence is to express as many ideas as possible in a short period of time, discuss them and make a choice.

Business games (in each part of the comprehensive training) are a form of students' activation, where they are involved in the process of resolving a certain business situation in the participant role of events.

Presentations are speeches in front of an audience; they are used to present certain achievements, the results of tasks, a report on each part of the comprehensive training.

## **The system of evaluation of the training results, success of students in the comprehensive training**

The final part of the comprehensive training includes: summarizing the results of the training, evaluating the results obtained; completing and defending a report.

This stage should combine all the topics discussed during the classes for a logical conclusion. Finalization is an opportunity to answer questions, clarify achievements and formulate tasks for the future. The coach can recommend literature, video materials, Internet sites for further independent study.

Evaluation of the training results is aimed at checking the ability of the student to demonstrate the degree of assimilation of new material, growth of knowledge and improvement of skills. Emphasis is placed on improving the student's ability to use new information and acquired skills to achieve personal and professional goals, on the student's readiness to generate his/her own ideas and find ways to solve possible problems. This implies that the student is critical of the array of information provided and concentrates efforts on the most relevant aspects of preparation.

The production of new ideas and strategies for overcoming difficulties is the basis of the organization of the training process and the determination of methods for evaluating its results. Assessment measures aim to determine whether students understand the long-term purpose of their learning and to see how they will apply the new knowledge, skills and attitudes. Important areas of evaluation of training results are the benefits received by the students (training results) and the strategic construction of the training (the program, which includes the level of demonstrated activity, the selection, use and provision of information, the level of presentation and reporting the tasks, compliance with the rules developed at the beginning of the training, self-study of the student and final activity).

The coach's task is not only to impart knowledge and demonstrate skills, but also to find out how students learn new things and how to help

them determine the best way to use the available and new resources. According to the results obtained in the training course, the students draw up and submit to the defense a training course report, which is necessary for the evaluation of the training course results. A template for the title page of the report is given in Appendix A.

The maximum score based on the results of the training course is 100 points, the minimum score is 60 points. The final evaluation of students' activities during the training course is carried out by the coach. The coach gets acquainted with the training course during the defense of the report by the student. Evaluation is carried out according to the 100-point system. Performance of the report without its defense can be assessed at a maximum of 60 points, another 40 points are awarded for the defense of the report using a presentation.

Students who participated in the comprehensive training receive a final grade (FG) based on the calculation of the integral indicator according to the formula:

$$FG = TR \times 0.6 + P \times 0.1 + DR \times 0.2 + MD \times 0.1,$$

where FG is the final grade for comprehensive training;

TR is the training report;

P is presentation;

DR is defense of the report;

MD is meeting the deadline for performance and defense of the report.

The final grading of the comprehensive training is based on the following units: completing the training report; defense of the training report; use of the latest technologies to perform the tasks of the training; compliance with the terms of performance and defense of the report.

## Recommended literature

### Main

1. Менеджмент [Електронний ресурс] : навчально-практичний посібник для самостійного вивчення дисципліни у схемах, таблицях, тестах та завданнях / М. В. Афанасьєв, І. Я. Іпполітова, В. В. Ушкальов, І. Г. Муренець ; за заг. ред. В. В. Ушкальова. – Харків : ХНЕУ ім. С. Кузнеця, 2021. – 392 с. – Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/26540>.

2. Тренінгове навчання в закладі вищої освіти : навч.-метод. посіб. [Електронний ресурс] / М. В. Афанасьєв, Г. А. Полякова, Н. Ф. Романова та ін. ; за заг. ред. професора М. В. Афанасьєва. – Харків : ХНЕУ ім. С. Кузнеця, 2018. – 323 с. – Режим доступу : <http://www.repository.hneu.edu.ua/handle/123456789/21071>.

### Additional

3. Тараненко Г. Г. Імплементация тренінгових технологій в освітній процес закладу вищої освіти як умова особистісного та професійного зростання майбутнього фахівця / Г. Г. Тараненко, О. В. Поправко // Педагогіка формування творчої особистості у вищій і загальноосвітній школах. – 2021. – № 74. – Т. 3. – С. 153–157.

4. Тренінгові технології навчання у практичній підготовці студентів (ділові та рольові ігри) : навч.-метод. посіб. / за ред. д-ра екон. наук, доц. Н. М. Азаренкової, доц. Н. М. Самородової. – Львів : Новий світ – 2000, 2020. – 200 с.

5. Butkovska N. New methods of communicative competence development / N. Butkovska, T. Lazarenko // Економічний розвиток і спадщина Семена Кузнеця : матеріали V науково-практ. конф., 26–27 лист. 2020 р. : тези допов. – Одеса : Вид. дім "Гельветика", 2020. – С. 278–279. – Access mode : <http://www.repository.hneu.edu.ua/handle/123456789/24694>.

6. Lebedev S. S. Technology for improving human potential: gamification in education and training [Electronic resource] / S. S. Lebedev // Економічний розвиток і спадщина Семена Кузнеця : матеріал V міжнар. наукової конф., 26–27 лист. 2020 : тези допов. – Одеса : "Гельветика", 2020. – С. 312–313. – Access mode : <http://www.repository.hneu.edu.ua/handle/123456789/24329>.

7. Mykhailova L. Z. Motivation as an important component of soft skills [Electronic resource] / L. Z. Mykhailova // Herald pedagogiki. Nayka i Praktyka wydanie specjalne. – Wydawca: Sp.z o.o "Diamond trading tour" Druk i oprawa: Sp.zo.o. "Diamond trading tour", 2021. – St. 12–18. – Access mode : <http://www.repository.hneu.edu.ua/handle/123456789/25911>.

8. Salun M. Students' entrepreneurial skills formation in the changing world [Electronic resource] / M. Salun, K. Zaslavska, R. Vaníčková // International Conference on Entrepreneurial Competencies in a Changing World (ECCW 2020) (Ceske Budejovice, Czech Republic 19.11.2020) <http://podnikatelskekompetence.cz/programme>. – Access mode : <http://www.repository.hneu.edu.ua/handle/123456789/24307>.

### **Information resources**

9. Інститут управління проектами (Project Management Institute) [Електронний ресурс]. – Режим доступу : <https://www.pmi.org/about>.

10. Global Business (GSU) [Electronic resource] / J. Boers, D. Le, Z. Salloom et al. / Business Administration, Management, and Economics Open Textbooks. – Access mode : <https://alg.manifoldapp.org/projects/global-business-gsu>.

# Appendices

Appendix A

## The title page template

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**  
**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**  
Management and Business Department

Group code

REPORT  
*for comprehensive training*  
**"Soft Skills"**

Student \_\_\_\_\_  
(signature)

\_\_\_\_\_  
(Name, Surname)

Coach: \_\_\_\_\_  
(signature)

\_\_\_\_\_  
(position, Name, Surname)

Mark \_\_\_\_\_ Date " \_\_\_\_\_ " \_\_\_\_\_ 20\_\_ p.

Kharkiv, 20\_\_

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НАВЧАЛЬНЕ ВИДАННЯ

**Методичні рекомендації  
до комплексного тренінгу  
для здобувачів вищої освіти  
спеціальності 073 "Менеджмент"  
освітньої програми "Бізнес-адміністрування"  
першого (бакалаврського) рівня**

*Самостійне електронне текстове мережеве видання*

Укладачі: **Миронова** Ольга Миколаївна  
**Баркова** Катерина Олександрівна  
**Собакар** Маргарита Вікторівна

Відповідальний за видання *Т. І. Лепейко*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Наведено порядок організації та проведення комплексного тренінгу. Подано структуру і зміст комплексного тренінгу. Описано структуру звіту та систему оцінювання.

Рекомендовано для здобувачів вищої освіти спеціальності 073 "Менеджмент" освітньої програми "Бізнес-адміністрування" першого (бакалаврського) рівня.

План 2024 р. Поз. № 71 ЕВ. Обсяг 16 с.

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Видавець і виготовлювач – ХНЕУ ім. С. Кузнеця, 61166, м. Харків, просп. Науки, 9-А

*Свідоцтво про внесення суб'єкта видавничої справи до Державного реєстру*

**ДК № 4853 від 20.02.2015 р.**