

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY  
OF ECONOMICS**

**Guidelines**  
**to comprehensive training**  
**for Master's (second) degree students**  
**of speciality 051 "Economics"**  
**of the educational program "Business Economics"**

**Kharkiv**  
**S. Kuznets KhNUE**  
**2024**

UDC 330.101.8:005(072.034)

G94

**Compiled by:** T. Vlasenko  
H. Seleznova  
I. Shapovalova  
A. Mosumova

Затверджено на засіданні кафедри економіки підприємства та організації бізнесу.

Протокол № 2 від 29.08.2023 р.

*Самостійне електронне текстове мережеве видання*

**Guidelines** to comprehensive training for Master's (second) G94 degree students of speciality 051 "Economics" of the educational program "Business Economics" [Electronic resource] / compiled by T. Vlasenko, H. Seleznova, I. Shapovalova, A. Mosumova. – Kharkiv : S. Kuznets KhNUE, 2024. – 26 с. (English)

Guidelines for organizing and conducting comprehensive training on the academic discipline are given. The structure and content of the main tasks of the comprehensive training are presented.

For Master's (second) degree students of speciality 051 "Economics" of the educational program "Business Economics", as well as for teachers.

**UDC 330.101.8:005(072.034)**

© Simon Kuznets Kharkiv National  
University of Economics, 2024

## Introduction

The current conditions of development of the Ukrainian economy are accompanied by a number of unresolved problems, among which the most important for most domestic enterprises is the problem of achieving and maintaining a sustainable competitive position, which will allow business entities not only to function today but also to develop their business in the future. The need to adapt business entities to a changing external environment, taking into account the increasing competition in the market of goods and services, makes it expedient to conduct a thorough analysis of the market, competitors, consumers, other factors of macro and microenvironment, assessing the competitive advantages of the enterprise and the level of its competitiveness in order to determine and further implement the competitive strategy of the enterprise.

At S. Kuznets KhNUE, as part of the educational and professional program "Business Economics", a comprehensive training "Assessment of the competitive position of an enterprise" is planned. The training is included in the curriculum, is held in the 3rd semester of the second year of study and is designed for 5 days with 6 hours of classroom training per day.

The purpose of the training is to develop a set of professionally oriented competences and to form practical skills in assessing the competitive position of an enterprise based on the analysis of the internal and external environment.

In accordance with the purpose of the study, the following tasks are set:

- to study the current state and trends of market development;
- to analyze the factors of influence of macro and micro environment;
- to assess the competitive position of an enterprise;
- to analyze the internal environment of an enterprise;
- to determine the competitive advantages of an enterprise and provide suggestions for further competitive behavior of the enterprise.

Competences and learning outcomes are defined in Table 1.

Table 1

### Competences and learning outcomes

Learning outcomes	Competences
ELO2. The ability to develop, justify and make effective decisions on the development of socio-economic systems and management of economic entities	GC8. The ability to conduct research at the appropriate level
ELO3. The ability to communicate fluently on professional and scientific issues in the state and foreign languages orally and in writing	GC5. The ability to work in a team
PLO5. The ability to adhere to the principles of academic integrity	GC8. The ability to conduct research at the appropriate level
ELO6. The ability to evaluate the results of own work, demonstrate leadership skills and the ability to manage personnel and work in a team	GC2. The ability to think abstractly, analyses and syntheses
	GC5. The ability to work in a team
	GC6. The ability to formulate professional tasks in the field of economics and solve them, choosing the appropriate directions and appropriate methods for their solution, taking into account available resources
	SC13. The ability to develop a business development strategy and plans for the interaction of stakeholder groups
ELO7. The ability to choose effective methods of economic activity management, justify proposed solutions based on relevant data and scientific and applied research	GC8. The ability to conduct research at the appropriate level
ELO9. The ability to make effective decisions under uncertain conditions and requirements that require the use of new approaches, methods and tools of socio-economic research	GC5. The ability to work in a team
	SC1. The ability to apply scientific, analytical, methodological tools to substantiate the development strategy of economic entities and related competences of management decisions
	SC10. The ability to develop scenarios and strategies for the development of socio-economic systems
	SC13. The ability to develop a business development strategy and plans for the interaction of stakeholder groups
ELO12. The ability to justify management decisions on the effective development of business entities, taking into account goals, resources, constraints and risks	GC5. The ability to work in a team
ON15. The ability to organize the development and implementation of socio-economic projects, taking into account information, methodological, material, financial and personnel support	GC8. The ability to conduct research at the appropriate level

# 1. The structure of the comprehensive training

The comprehensive training is the final stage in the preparation of masters in business economics. It consists of certain blocks included in the master's program. Each block has guidelines for completing training tasks and an algorithm for their presentation. The structure of the comprehensive training is shown in Table 2.

Table 2

**The structure of the comprehensive training**

No.	Content of work	Number of hours	Forms, technologies, exercises	Independent work	Number of hours
1	2	3	4	5	6
Day one					
1	Introductory stage. Acquaintance with the structure of the training, selection of the research base by each applicant	2	Presentation of the trainer; mini-presentation of participants; setting expectations; familiarization games. Presentation of the training structure	Selection of the research base and search for general information about the selected enterprise	2
2	General analysis of the industry market and its development trends	4	A minilecture, pre-presentation. Work in small groups, group discussion	General characteristics of the industry; analysis of the target market; assessment of the level of competition	10
Day two					
3	Analysis of the environment	6	A minilecture, pre-presentation. Work in small groups, group discussion, moderation	Analysis of the impact of macro-environmental factors; analysis of micro-environmental factors	12
Day three					
4	Competitor analysis and assessment of the company's competitive position	6	A minilecture, pre-presentation. Work in small groups, group discussion	Building a map of strategic groups; comparative analysis of competitors; building a competitive market map	12

Table 2 (the end)

1	2	3	4	5	6
Day four					
5	Analysis of competitive advantages of the enterprise	6	A minilecture, pre-presentation. Work in small groups, group discussion	Analysis of the internal environment; SWOT analysis; identification of competitive advantages of the enterprise	12
Day five					
6	Presentation of the training report	4	Presentations and defense of the training report	Participation in the discussion of the projects of all training participants	10
7	Evaluation of the training	2	Summarizing the results of the training; sharing, "microphone" technology. Reflection	Providing feedback	2
	Overall	30			60

## 2. Guidelines for conducting the training

### Day one

#### The introductory stage

This stage involves creating a favorable psychological space. Development, adoption, and assimilation of the rules of the group. Establishing direct and feedback "participant-group" and "group-participant" communications. Creating a situation of reflection. The trainer should greet the participants, determine the relevance and necessity of the training and its significance in the training of masters in the educational and professional program "Business Economics". At this stage, the trainer proposes to establish the rules of the group, which will be followed by the group members throughout the training. It is advisable for the trainer to announce the rules

and explain their meaning. Next, he/she offers the group to add to, change, or abandon some of the rules.

The trainer should provide information on the organizational component of the training: announce the main content blocks included in the training program, give them a brief description, and determine the time for each block.

After that, the training participants should decide on the company to be the basis of the study, for which they will assess the competitive position and determine the directions of further business development. Students can work both independently and in small groups to complete the tasks of researching the activities of certain enterprises.

### **The general analysis of the industry market and its development trends**

This stage involves conducting a general analysis of the market in which the company is operating. Initially, the trainer should conduct a mini-lecture on industry-market analysis to familiarize the students with the purpose and sequence of market analysis. It should be recalled that such an analysis allows you to understand the structure and dynamics of the industry, its inherent opportunities and threats, identify key success factors and, on this basis, develop a strategy for the company's behavior in the market. Note that the main components of the industry analysis are

- analysis of the general characteristics of the industry to which the company belongs;

- analysis of the target market segment(s) in which the company operates;

- general analysis of competition in the industry market.

The trainer should provide information on various methods of market analysis: traditional methods (index method; surveys (interviews, questionnaires); expert methods (Delphi, synectics, brainstorming); experiment; observation) and modern methods such as benchmarking; SWOT analysis; matrix methods of M. Porter, A. Thomson, A. J. Strickland and others; PEST-analysis; SNW-analysis.

To conduct a general analysis of the industry market, applicants can use the following stages (Table 3).

### A brief plan for market analysis

Stage	The essence of the stage
Stage 1	Determine the market capacity (size), market growth dynamics and sales potential
Stage 2	Identify the main players in the market and conduct a brief competitive analysis for each player (assortment, prices, communication, sales outlets, product quality). Identify the competitive advantages of the players, describe their image characteristics
Stage 3	Conduct a market analysis and identify the main product segments. Estimate their size, growth dynamics and potential
Stage 4	Analyze the places and methods of selling goods on the market
Stage 5	Conduct a comparative analysis of methods of promoting goods on the market
Stage 6	Assess the price level in the market, break down all market players according to the price segments and estimate the price structure (cost, margin, advertising costs, profit)
Stage 7	Evaluate customer satisfaction with market products. Identify the key factors that influence the first and next purchases of goods. Identify free market niches
Stage 8	Estimate market development trends for 3 – 5 years ahead

The trainer should draw the attention of the trainees to the fact that during the training, the second stage is analyzed in general due to the fact that a more detailed analysis of competitors will be carried out in a separate block "Analysis of competitors and assessment of the competitive position of an enterprise" (third day).

## Day two

### Analysis of the environment

It involves analyzing the environmental factors that affect the activities of the internship site. Initially, the trainer should conduct a mini lecture on the topic "Environmental Analysis" with the help of a presentation. Students should be reminded that external environment contains direct and indirect factors that should be analyzed separately using different methods.



The factors of the indirect (side) impact environment or macro environment include economic, political, geographical, social, demographic, legal, and technological factors, which can be analyzed using PEST analysis (PESTLEE or SLEPTE analysis). To analyze the macro-environmental factors, students can use the following form (Table 4).

Table 4

**Analytical characterization of PESTLEE factors of the enterprise macro environment**

Group of factors	Manifestation of the factor	The nature of the impact on the company's development ("+" means promotion of development, "-" is hindering the development, "+/-" or "-/+" means that the impact is ambiguous)	Strength of influence (on a 10-point scale, where "0" means no influence, "10" means a decisive influence)
1	2	3	4
P (political)	1. 2. ... n		
E (economic)	1. 2. ... n		
S (social)	1. 2. ... n		
T (technological)	1. 2. ... n		

Table 4 (the end)

1	2	3	4
L (legal)	1. 2. ... n		
E (ethical)	1. 2. ... n		
E (environmental)	1. 2. ... n		

For each group of factors, it is necessary to determine the total impact score, which makes it possible to determine the group of factors that have the most positive and most negative impact on the research base enterprise. Thus, the result of the analysis of the external environment of indirect influence should be a list of:

factors and trends of the environment that have a significant impact on the business of the enterprise;

factors that pose a potential threat to the business;

factors whose change contains new opportunities for the enterprise and business development in the future.

The factors of the external environment of direct influence (microenvironment) include competitors, consumers, suppliers, intermediaries, and contact audiences. To assess the impact of direct influence factors, one can apply M. Porter's model of the five forces of competition, which identifies the intensity of competition in the market, suppliers, consumers, substitute goods and new (potential) competitors among the main ones. To analyze the five forces of competition, applicants can use an integral indicator of the state of the competitive environment, which is calculated by the formula:

$$IC = \sqrt[5]{C_{ic} \times C_{nc} \times C_c \times C_s \times C_{sg}}, \quad (1)$$

where IC is an integral indicator of the state of the competitive environment of enterprises;

$C_{ic}$  is the level of intensity of competition in the market;

$C_{nc}$  is the level of emergence of new competitors;

$C_c$  is the level of threat of strengthening the market power of consumers;

$C_s$  is the level of threat of growth of market power of suppliers;

$C_{sg}$  is the level of substitute goods.

The calculation of the threat levels of each of the competitive forces is carried out using Table 5.

Table 5

### Analysis of competitive forces

Competitive factors	Weight of the factor (W)	Expert evaluation (E)	A balanced assessment (W × E)	Characteristics
1	2	3	4	5
1. Competition among existing enterprises in the industry				
Number and strength of competing enterprises				
Degree of standardization of goods				
Barriers to market entry				
Strategies of competing enterprises				
Changes in solvency of enterprises				
Average score				
2. The threat of new competitors in the industry				
Barriers to entry to the industry market				
Access to sales channels				

Table 5 (the end)

1	2	3	4	5
Industry advantages				
Average rating				
3. The threat of increased market power of consumers				
Status of customers				
Importance of goods for consumers				
Standardization of products				
Average score taking into account the weight of the factor				
4. The threat of growing market power of suppliers				
Uniqueness of supply channels				
Importance of enterprises for suppliers				
Average score				
5. The threat of alternative services (substitutes)				
Changing consumer preferences				
Cost of alternative services for consumers				
Average score				

Analysis of the five forces of competition helps to determine the current market situation. Given the high level of variability of the environment, it is advisable to analyze the driving forces of the industry, i.e. the main reasons that lead to changes in the conditions and intensity of competition and the situation in the market as a whole. This will allow you to make predictions about how the situation in the industry will change over a certain period of time. A proper analysis of the driving forces and their impact on the situation in the industry is a prerequisite for competent strategy development.

## **Day three**

### **Competitor analysis and assessment of the company's competitive position**

It involves studying the position of competing companies in the industry market. Initially, the trainer should deliver a minilecture on competitor analysis and assessment of the competitive position of an enterprise using a presentation. The trainees should be reminded that one of the tools for comparing the competitive positions of firms in the industry is the development of a map of strategic groups. The idea of distinguishing strategic groups of competitors is aimed at segmenting competitors and is appropriate if the industry includes several groups of competitors, each of which has its own position in the market, different from others and has its own means of working with customers. In other words, a strategic group of competitors is a certain number of enterprises that occupy close positions in the market and compete with each other on the basis of the same competitive advantages, using the same methods.

Applicants must build a map of strategic groups on the basis of the enterprise – the research base – using their own or official information materials. In particular, identify current and potential competitors; identify strategic groups of competitors operating in the market, justifying the criteria for selection of these groups; build a map of strategic groups in the product (service) market.

Competitors belonging to the same strategic group or closely related groups are close competitors. Therefore, competitors belonging to the same strategic group should be selected for further analysis. A qualitative analysis of the closest competitors should be carried out by comparing their activities (Table 6).

For quantitative analysis of competitors, applicants can use various indicators, evaluating each indicator on a five-point scale. An overall assessment of competitors can be made using Table 7.

Table 6

### Comparative characteristics of the company's competitors

Characteristic features	Characteristics of competitors			
	Enterprise as a research base	C1 (indicate the name of the competitor's company)	C...	Cn
Location of the company				
Time of establishment of the enterprise				
Main competitive intentions (to be an industry leader, to become an industry leader, to be in the group of leaders, to move to the group of leaders, to move up one or two positions in the industry ranking, to defeat a specific competitor, to maintain its position, to survive)				
Breadth and depth of the assortment				
Price range (low, medium, high)				
Product quality (low, medium, high)				
Assessment of customer (consumer) loyalty to the company's products (high, medium, low/stable, unstable)				
Market share (%)				
Market share dynamics over the last 3 – 5 years (stable, growing, declining)				
Main competitive strategy (by cost, differentiation, focus)				
Nature of competitive actions of enterprises (mainly offensive, mainly defensive, combination of offensive and defensive actions; aggressive, with a high degree of risk, conservative following)				
Distinctive characteristics				
Competitor's weaknesses				

### Analysis of direct competitors in the market

No.	Indicators	Base	Direct competitors			Calculation of the level of competition in the industry (cg) based on individual indicators
		$C_B$	Title (C1)	Title (C2)	Title (C3)	
1	Market share					$cg_1 = \dots$
2	Production volume					$cg_2 = \dots$
3	Assortment					$cg_3 = \dots$
4	Service					$cg_4 = \dots$
5	Prestige					$cg_5 = \dots$
6	Quality of products					$cg_6 = \dots$
7	Price					$cg_7 = \dots$
8	Technical level					$cg_8 = \dots$
Calculation of the level of competition in the industry (cg) according to individual competitors		$cb = \dots$	$c1 = \dots$	$c2 = \dots$	$c3 = \dots$	$cg = \dots$

The level of competition in the industry (cg) based on individual indicators and the level of competition in the industry (cg) based on individual competitors are calculated as the average of all estimates.

## Day four

### Analysis of the company's competitive advantages

It involves researching the strengths and weaknesses of the company and identifying the competitive advantages that already exist. Initially, the trainer should conduct a minilecture on the topic "Analysis of competitive advantages of an enterprise" with the help of a presentation. The trainer should draw the attention of the trainees to the fact that the analysis of the internal environment of an enterprise is aimed at assessing the strategic potential of the enterprise as a whole and its individual functional subsystems.

Determining the state of the business should begin with an assessment of the main technical and economic indicators to understand the overall situation of the enterprise (Table 8).

Table 8

**Analysis of technical and economic indicators of the enterprise**

Indicator	Values by years		Deviations	
	20_ year	20_ year	Absolute deviation (+;-)	growth rate, %
1. Net income from sales of products (goods, services), thousand UAH				
2. Cost of sales, thousand UAH				
3. Gross profit/loss, thousand UAH				
4. Other operating income, thousand UAH				
5. Administrative expenses, thousand UAH				
6. Selling expenses, thousand UAH				
7. Other operating expenses, thousand UAH				
8. Net profit/loss, thousand UAH				
9. Property, plant and equipment, thousand UAH				
10. Average number of employees, persons				
11. Labor productivity, thousand UAH/person				
12. The average annual salary, thousand UAH/person				
13. Average annual cost of fixed assets, thousand UAH				
14. Capital efficiency, UAH/unit				
15. Capital intensity, UAH/USD				
16. Capital stock, thousand UAH/person				
17. Material costs, thousand UAH				
18. Operating expenses, thousand UAH				
19. Costs per 1 UAH of sales, UAH				
20. Material efficiency, UAH/ton				
21. Material intensity, UAH/ton				



The results of the analysis of the main technical and economic indicators of the enterprise's activity provide information on the profitability of the enterprise, its costs, resource dependence (capital-intensive, labor-intensive, material-intensive), etc.

Further, in order to determine the potential of the enterprise and its further opportunities, it is advisable to apply the method of management review, i.e., a methodical assessment of the functional areas of the organization, which is intended to identify its strategic strengths and weaknesses.

It is recommended that six main functional subsystems be included in the survey of the internal environment of an enterprise: marketing, finance, production, management, logistics, and personnel. R&D and organizational culture of the enterprise may also be considered. The composition of functional subsystems is not standard and may vary depending on various factors. Initially, it is advisable to determine the impact of individual functional subsystems of the enterprise on the level of its competitiveness by means of a scoring system (Table 9), and then pay more attention to each functional subsystem in terms of identifying the strengths and weaknesses of each of them (Table 10).

Table 9

**The impact of individual functional subsystems of an enterprise on its competitiveness**

Functional subsystems of the enterprise	Impact assessment, points
Marketing	
Finance	
Production	
Management	
Material and technical support	
Personnel	

### Characterization of the company's strengths and weaknesses

Groups of factors	Internal environment factors that determine the strength of an enterprise			Factors of the internal environment that determine the weakness of the enterprise			Conclusion on possible actions of the company to respond to the identified factors
	strength of impact on a 10-point scale (10 – most significant, 1 – unimportant) (Sp <sub>i</sub> )	probability of occurrence (Pp <sub>i</sub> )	the strength of the impact, taking into account the probability	strength of influence on a 10-point scale (10 – most significant, 1 – unimportant) (Sd <sub>i</sub> )	probability of occurrence (Pd <sub>i</sub> )	the strength of the impact, taking into account the probability	
Marketing							
Finance							
Production							
Management							
Material and technical support							
Personnel							
Overall assessment	X			X			X

Notes. Calculate by the formulas: 1) for opportunities:  $O = \sum Sp_i \times Pp_i$ ;

2) for threats:  $T = \sum Sd_i \times Pd_i$ , where  $i$  is the factor index.

The results of filling out Table 10 are the basis for building a strategic balance matrix, i.e., it is necessary to conduct a SWOT analysis indicating the directions of the enterprise's development (Table 11).

Strategic balance matrices are the basis for determining the competitive advantages of the enterprise and classifying them into higher and lower level advantages (Table 12).

### Strategic balance matrix (SWOT)

	<b>Features</b> <i>Solution: What to use?</i>	<b>Threats</b> <i>Solution: Soften?</i>
<b>Strengths</b> <i>Solution: Support? Develop?</i>	<b>CIM field</b> <i>Solution: Supporting and developing strengths in order to realize opportunities in the external environment</i>	<b>SIZ field</b> <i>Solution: Use strengths to mitigate/eliminate threats</i>
<b>Weaknesses</b> <i>Solution: Liquidate? In what order?</i>	<b>SIM field</b> <i>Solution: Overcoming the weaknesses of the enterprise through the opportunities of the external environment</i>	<b>SIZ field</b> <i>Solution: Crisis field: overcoming weaknesses, eliminating threats</i>

The trainer should remind the participants that the company should pay attention, first of all, to the competitive advantages of the highest level, so it is advisable to focus on them when developing company strategies and measures for implementation of these strengths.

Table 12

### Competitive advantages of the enterprise

Competitive advantages of the enterprise	
Higher order	Lower order
1.	1.
...	...
n	n

The competitive advantages of an enterprise can be quantified using the method of building a competitive profile, which is based on the results contained in Table 13. The indicators selected for comparison may vary depending on the specifics of the industry, enterprise, products, etc.

### Assessment of the company's competitive advantages

Indicators	Weight	Enterprise – a base of practice	Weighted assessment	Competition 1	Evaluation based on weight	Competition 2	Evaluation based on weight
Competitive price							
Product range							
Level of profitability							
Product quality							
Brand recognition							
Total							

Based on the research, applicants must draw conclusions about the competitive position of the enterprise and propose measures to strengthen existing competitive advantages or propose the formation of new competitive advantages for the sustainable development of the enterprise in a changing environment.

## Day five

### Presentation of the training report

Students prepare a report on the results of the comprehensive training. The report should include a brief description of each stage of the training, an analysis of the industry, macroeconomic factors, competitive forces, mapping of strategic groups, assessment of competitors and competitive advantages of the enterprise, and conclusions. The student presents his/her report and research findings to the group. The group discusses the results of the competitive position assessment.

## **Evaluation of the training**

The final part of the training includes:  
summarizing the results of the training;  
receiving feedback from participants;  
relaxation and procedures for ending the training.

This stage should combine all the topics covered during the session to summarize the results in a logical way. Closing is an opportunity to answer questions and formulate tasks for the future. The instructor can recommend literature, videos, and websites for further self-study.

### **3. The system for monitoring and evaluation of training, student's performance and learning**

As part of the training, current and final control is carried out to determine the level of achievement of the set goals at each stage and to correct possible deviations in a timely manner. The final grade is given in points, according to the national and ECTS grading scales.

Ongoing control is carried out in the form of end-to-end monitoring of the degree of activity and competences (maximum amount is 50 points). This control covers the main part of the work, which consists of completing 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 results of the work and a report on the results of the training (maximum amount is 50 points). The main criterion for the final control is a substantive justification and analysis of the results obtained as a result of doing the tasks. An important outcome is not so much a score as the identification of weaknesses in the work and the possibility of correcting them during the work. To evaluate the effectiveness of the comprehensive training and to determine whether the training results meet the expectations of the students, a questionnaire is offered at the final stage.

## 4. Teaching and learning methods

In the process of conducting the training, the use of both active and interactive educational technologies is envisaged to activate students' learning and cognitive activity, including: minilectures, small group work, brainstorming, case method, presentations, introductory (initial) games (Table 14).

Table 14

### Distribution of forms and methods of activation of the learning process according to the topics of the academic discipline

Topics to be covered	Practical application of educational technologies
<b>Day one</b>	
Introductory stage. Familiarization with the structure of the training, selection of the research base by each applicant	Presentation, minilecture, brainstorming, introductory games
General analysis of the industry market and its development trends	Minilecture, small group work, group discussion, presentation
<b>Day two</b>	
Analysis of the environment	Minilecture, small group work, group discussion, moderation, presentation
<b>Day three</b>	
Competitor analysis and assessment of the company's competitive position	Minilecture, small group work, group discussion, presentation
<b>Day four</b>	
Analysis of the company's competitive advantages	Minilecture, small group work, group discussion, brainstorming, presentation
<b>Day five</b>	
Presentation of the training report	Presentations and defense of the training report
Evaluation of the training	Summarizing the results of the training; sharing, "microphone" technology. Reflection

Minilectures involve presenting educational material in a short period of time and are characterized by a significant capacity, complexity of logical constructions, images, evidence, and generalizations. They are usually held as part of a research lesson.

Work in small groups is used to intensify students' work during seminars and practical classes. These are the so-called psychological comfort groups, where each participant plays a special role and complements the others with certain qualities. The use of this technology makes it possible to structure classes in terms of form and content, creates opportunities for each student to participate in the work on the topic of the class, and ensures the formation of personal qualities and experience of social communication.

Group discussions involve the exchange of opinions and views of participants on the topic, as well as develop thinking, help to form views and beliefs, develop the ability to formulate thoughts and express them, teach to evaluate the proposals of others, and critically approach their own views.

The case method (method of analyzing specific situations) makes it possible to bring the learning process closer to the real practical activities of specialists and involves consideration of production, management and other situations, complex conflict cases, problem situations, incidents in the process of studying the educational material.

Brainstorming is a method of solving urgent problems in a very limited time, the essence of which is to express as many ideas as possible in a short period of time, discuss and select them.

Introductory or initial games are most often used at the beginning of classes to create a working atmosphere and to set participants up for group work.

Presentations – speeches in front of an audience – are used to present certain achievements, group results, reports on individual tasks, instruction, and demonstrations of new products and services.

Moderation is a method that helps groups address topics, issues, and tasks, focusing on the content in a focused and effective manner with everyone participating independently in a free collegial atmosphere. Moderation as a way of conducting a discussion quickly leads to concrete results, allows all those present to participate in the decision-making process, while feeling fully responsible for the result.

## Recommended reading

1. Ігнат'єва І. А. Стратегічний менеджмент : підручник / І. А. Ігнат'єва. – Київ : Каравела, 2019. – 464 с.
2. Піжук О. І. Стратегія підприємства : навч. посіб. / О. І. Піжук. – Ірпінь : Університет ДФС України, 2018. – 390 с.
3. Портер М. Конкурентна перевага. Як досягати стабільно високих результатів / М. Портер. – Київ : Наш формат, 2019. – 624 с.
4. Портер М. Конкурентна стратегія. Техніки аналізу галузей і конкурентів / М. Портер. – Київ : Наш формат, 2020. – 424 с.
5. Соціально-економічні проблеми управління бізнесом : монографія / за заг. ред. канд. екон. наук, доц. А. С. Панчук, канд. екон. наук, доц. Н. С. Ляліної. – Харків : ФОП Федорко, 2021. – 303 с.
6. Сумець О. М. Стратегічний менеджмент : підручник / О. М. Сумець. – Харків : ХНУВС, 2021. – 208 с.
7. Гудзь О. І. Стратегія розвитку підприємства: сутність та класифікація / О. І. Гудзь // Економіка і суспільство. – 2018. – № 18. – С. 346–352 ; [Електронний ресурс]. – Режим доступу : [https://economyandsociety.in.ua/journals/18\\_ukr/48.pdf](https://economyandsociety.in.ua/journals/18_ukr/48.pdf).
8. Гура О. Л. Стратегія розвитку підприємств в Україні / О. Л. Гура, В. А. Бобівський // Економіка та держава. – 2020. – № 5. – С. 175–181 ; [Електронний ресурс]. – Режим доступу : <http://www.economy.in.ua/?op=1&z=4632&i=31>.
9. Довбня С. Б. Удосконалення стратегічного аналізу: інтегральний підхід / С. Б. Довбня, О. О. Письменна, Т. М. Чабанець // Економіка і суспільство. – 2018. – № 14. – С. 312–320 ; [Електронний ресурс]. – Режим доступу : [https://economyandsociety.in.ua/journals/14\\_ukr/43.pdf](https://economyandsociety.in.ua/journals/14_ukr/43.pdf).
10. Опаленко А. М. Стратегія диверсифікації виробництва як інструмент інноваційного розвитку підприємства / А. М. Опаленко, О. В. Коломицева // Збірник наукових праць ЧДТУ. Серія: Економічні науки. – 2018. – № 50. – С. 102–114 ; [Електронний ресурс]. – Режим доступу : <https://doi.org/10.24025/2306-4420.0.50.2018.142982>.
11. Селезньова Г. О. Формування конкурентного потенціалу підприємства / Г. О. Селезньова // Інфраструктура ринку. – 2021. – Вип. 53. – С. 85–90 ; [Електронний ресурс]. – Режим доступу : [http://market-infr.od.ua/journals/2021/53\\_2021/18.pdf](http://market-infr.od.ua/journals/2021/53_2021/18.pdf).



# Contents

Introduction.....	3
1. The structure of the comprehensive training .....	5
2. Guidelines for conducting the training .....	6
3. The system for monitoring and evaluation of training, student's performance and learning .....	21
4. Teaching and learning methods.....	22
Recommended reading .....	24

НАВЧАЛЬНЕ ВИДАННЯ

**Методичні рекомендації  
до комплексного тренінгу  
для здобувачів вищої освіти  
спеціальності 051 "Економіка"  
освітньої програми "Економіка бізнесу"  
другого (магістерського) рівня  
(англ. мовою)**

*Самостійне електронне текстове мережеве видання*

Укладачі: **Власенко** Тетяна Анатоліївна  
**Селезньова** Галина Олександрівна  
**Шаповалова** Інга Олексіївна  
**Мосумова** Айнуро Кярам кизи

Відповідальний за видання *Т. А. Власенко*

Редактор *З. В. Зобова*

Коректор *З. В. Зобова*

Подано методичні рекомендації щодо організації та проведення комплексного тренінгу з навчальної дисципліни. Наведено структуру та зміст основних завдань комплексного тренінгу.

Рекомендовано для студентів спеціальності 051 "Економіка" освітньої програми "Економіка бізнесу" другого (магістерського) рівня, а також для викладачів.

План 2024 р. Поз. № 105 ЕВ. Обсяг 26 с.

---

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.*