SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME
MARKETING (Master's degree)

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

CONTENTS

MANDATORY COURSES	**3**
STRATEGIC MARKETING	3
RESEARCH METHODOLOGY IN MARKETING	7
FINANCIAL MANAGEMENT	11
ADVERTISING MANAGEMENT AND BRAND MANAGEMENT	15
PRODUCT INNOVATION POLICY	23
MARKETING MANAGEMENT	26
ELECTIVE COURSES	**30**
COMMUNICATIVE ENGLISH FOR LIFE	30
SELF-MANAGEMENT: PERSONAL RESOURCE MANAGEMENT	33
ACADEMIC FOREIGN LANGUAGE	36
INFORMATION SYSTEMS IN ENTERPRISE MANAGEMENT	41
MARKETING PROJECT MANAGEMENT (AI IN MARKETING)	44
MARKETING PROJECT MANAGEMENT (AI IN E-COMMERCE)	47
BUSINESS ANALYTICS WITH POWER BI	50
INNOVATION MANAGEMENT	53
DIGITAL MARKETING STRATEGIES	56
LABORATORY OF INNOVATION, IDEAS AND STARTUPS	63
ECOSYSTEMS IN E-RETAIL	67
DIGITALIZATION, DIGITAL EDUCATION AND MIGRATION PROCESSES: THE EU EXPERIENCE FOR UKRAINE	71
PROJECT PRESENTATION USING AI	75
ECONOMIC AND MATHEMATICAL METHODS AND MODELS IN MARKETING	78
BUSINESS MANAGEMENT	81
LOGISTICS MANAGEMENT	84
INTERNSHIP (WORK PLACEMENT)	87
PRE-GRADUATION INTERNSHIP	91
Structure of the Marketing Study Programme (Master’s degree)	94

MANDATORY COURSES

<table>
<tr><td colspan="5">STRATEGIC MARKETING</td></tr>
<tr><td colspan="5">The course aims to help students become proficient in strategic marketing theories and concepts, and in methods for analysing complex data. By linking theory and practice, the course aims to provide students with skills to develop marketing strategies and make strategic marketing decisions in an uncertain environment, as well as implement them in modern companies.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian</td><td>1 / 14 weeks</td><td>7 / mandatory, of which 6 ECTS – course;

Term paper: 1 ECTS credit</td><td>Iryna Taranenko, Doctor of Sciences (Economics), Full Professor</td><td>180 hours (28 h. lectures, 22 h. seminars/practical, 130 h. self-directed learning)
Term paper: 30 hours</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1) Demonstrate knowledge of the theory, methods, and practical tools of strategic marketing and apply them in practice.</td><td>Interactive lectures; guided discussions; essay; independent study of core literature</td><td>Essay peer review, theoretical quizzes, participation in discussions (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">2) Adapt modern advances in marketing theory and practice to achieve the strategic objectives of a company.</td><td>Case-study; problem-based tasks; analysis of contemporary marketing practices; group discussions</td><td>Case study analysis; tasks assessment, individual assignment presentation, participation in discussions (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">3) Develop marketing strategies and tactical actions taking into account the company’s objectives, the specifics of the market environment, and the cross-functional nature of strategic marketing.</td><td>Project-based learning; strategy development workshops; simulation exercises</td><td>Individual project in marketing strategy (term paper), presentation and defence, peer evaluation (CAS)</td></tr>
<tr><td colspan="3">4) Build a strategic marketing system of an enterprise considering its objectives and resource potential, using strategic tools (segmentation, positioning, strategic analysis).</td><td>Practical exercises; workshops on strategic tools; applied tasks using real or simulated data</td><td>Practical assignments, analytical report, in-class exercises (CAS), final exam (FAS)</td></tr>
<tr><td colspan="3">5) Apply strategic analysis methods and interpret their results for the selection and development of a company’s marketing strategy.</td><td>Analytical tasks; case study; use of strategic tools; data interpretation exercises</td><td>Analytical assignment, case study report, in-class exercises (CAS), final exam (FAS)</td></tr>
</table>

6) Conduct diagnostics of a company's marketing activities at the strategic level and use the results to develop marketing strategies.	Problem-based learning; diagnostic case studies; group analysis of company performance	Case-based assessment, diagnostic report, group presentation (CAS), final exam (FAS)
7) Manage a company's marketing activities, define criteria and performance indicators for evaluating their effectiveness, and use them to adjust and improve marketing strategies.	Role-playing; simulation of decision-making; exercises; group discussions	Group project, oral presentation; case study report (CAS), final exam (FAS)
8) Demonstrate relevant practical, academic, analytical and organisational skills, e.g. collect data from various sources, apply modern methods of data processing and analysis using specialised software, for conducting academic research in strategic marketing.	Hands-on training with data analysis tools; workshops; independent data analysis; research activities; writing a Term Paper	Practical tasks (data analysis), individual project (Term Paper), analytical report (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, with 40 points from the Final Exam and 60 points from Continuous Assessment of activities throughout the semester.

40 points: Final exam (4 sets of written assignments; each assignment includes a case study on the strategic analysis of a company and the choice of its marketing strategy, and an analytical task on applying strategic tools – SWOT, portfolio analysis (BCG / GE–McKinsey matrices), the Ansoff matrix – to the data provided).

Assessment criteria:

a) Case study 30 points

26-30 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.

21-25 points: The student demonstrates good knowledge of the topic discussed. The student provides good arguments for their answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.

16-20 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.

11-15 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted, and irrelevant points have been included. The answers are too brief.

0-10 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals a fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.

b) Analytical task 10 points

9–10 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.

7–8 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.

5–6 points: The student provides a basic analysis with partial application of analytical tools.

Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3–4 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study (strategic analysis of a company: marketing environment, competitive advantage, segmentation and positioning)
20 points Assignments / tasks on strategic tools (portfolio analysis, growth and competitive strategy matrices)
10 points Presentation of a marketing strategy proposal (oral, multimedia)
Term paper is evaluated separately on a 100-point scale, including 10 points for timely submission of the term paper, review of the term paper is 50 points, defence is 40 points, and its score is not included into the course final grade. Successful completion of the term paper is a prerequisite for a student's admission to final examination.
Assessment criteria:
Review of the Term Paper – 50 points
45–50 points: The student demonstrates an excellent and comprehensive understanding of the research topic. The paper is well-structured, logically organized, and clearly written. Strong analytical thinking is evident, with in-depth analysis and critical evaluation. Arguments are well-supported by relevant data, literature, and examples. Conclusions are clear, consistent, and grounded in the analysis.
35–44 points: The student demonstrates a good understanding of the topic. The paper is generally well-structured and coherent. Analysis is clear, though some aspects may lack depth. Arguments are supported by relevant data and examples, with minor gaps. Conclusions are logical but may not be fully developed.
25–34 points: The student demonstrates basic understanding of the topic. The paper has an acceptable structure but lacks clarity in some parts. Analysis is limited or descriptive rather than critical. Arguments are partially supported. There are some inaccuracies or omissions.
15–24 points: The student shows limited understanding of the topic. The paper is poorly structured or lacks coherence. Analysis is weak or superficial. Important elements are missing or insufficiently explained. Use of data and literature is minimal.
0–14 points: The student fails to demonstrate understanding of the topic. The paper lacks structure and coherence. Analysis is absent or irrelevant. Arguments are unsupported. The paper contains major errors and misunderstandings.
Defence of the Term Paper – 40 points
36–40 points: The student demonstrates excellent knowledge of the research topic during the defence. The presentation is clear, well-structured, and confident. The student provides well-reasoned and comprehensive answers to questions. The student shows strong ability to justify conclusions and engage in discussion. The student effectively uses visual aids.
28–35 points: The student demonstrates good knowledge of the topic. Presentation is clear and generally well-structured; The answers to questions are mostly correct and supported. Some arguments may lack depth or clarity. Good overall communication skills.
20–27 points: The student demonstrates basic understanding of the topic. The presentation lacks clarity or structure in parts. Answers to questions are limited or partially correct. Arguments are weak or insufficiently supported.

10–19 points: The student shows limited understanding of the topic. Presentation is unclear, disorganised, or incomplete. Answers to questions are vague or incorrect. Student struggles to justify conclusions.
0–9 points: The student fails to demonstrate understanding of the topic. Presentation is absent or extremely poor. The student is unable to answer questions. The student shows fundamental misunderstanding of the subject matter.

Contents

Topic 1. Nature and scope of strategic marketing
Topic 2. Analysis of the marketing environment
Topic 3. Defining the competitive advantage
Topic 4. Marketing segmentation strategy. The formation and selection of target segments
Topic 5. Marketing growth strategy
Topic 6. Marketing strategies for diversification
Topic 7. Business portfolio strategic marketing management
Topic 8. Marketing strategies of differentiation and positioning
Topic 9. Marketing competition strategies
Topic 10. Functional marketing strategies. Integration of marketing strategy into the overall (corporate) strategy of the company

Literature

Compulsory reading

1. Balabanova, L., Kholod, V., Balabanova, I. (2021). *Stratehichnyi marketynh* [Strategic Marketing]. Tsentr uchbovoi literatury. 612 p.

2. Taranenko, I. V., Mishustina, T. S., Yaremenko, S. S. (2025). *Stratehichnyi marketynh: praktykum* [Strategic Marketing: Workbook]. Alfred Nobel University. 116 p.

3. Kotler, Ph., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th edition). Pearson Education. 834 p.

4. Ferrell, O. C., Hartline, M., & Hochstein, B. (2021). *Marketing Strategy* (8th edition). Cengage Learning. 576 p.

5. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. *Academy Review*, 2(61), 299–315. **Web of Science**.

6. Krykavskyi, Ye. V., Tretiakova, L. I., & Kosar, N. S. (2013). *Stratehichnyi marketynh* [Strategic Marketing]. Lvivska politekhnika. 256 p.

Recommended reading

1. Pride, W., & Ferrell, O. C. (2024). *Marketing* (21st edition). Cengage Learning. 792 p.

2. Protsyshyn, Yu. T. (2022). *Stratehichnyi marketynh* [Strategic Marketing]. Zakhidno-Ukrainskyi natsionalnyi universytet. 146 p.

3. Pysarenko, V. V., & Bahorka, M. O. (2020). *Stratehichnyi marketynh* [Strategic Marketing]. Porohy. 240 p.

4. Larina, Ya. S., Babicheva, O. I., Romanova, L. V., & Antofii, N. M. (2019). *Stratehichnyi marketynh* [Strategic Marketing]. Oldi-Plius. 364 p.

5. Tomczak, T., Reinecke, S., & Kuss, A. (2018). *Strategic Marketing: Market-Oriented Corporate and Business Unit Planning*. Springer. 261 p.

6. Hooley, G. J., Piercy, N. F., Nicoulaud, B., & Rudd, J. M. (2017). *Marketing Strategy and Competitive Positioning* (6th edition). Prentice Hall. 585 p.

7. Kingsnorth, S. (2016). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page. 339 p.

8. Cravens, D. W., & Piercy, N. (2012). *Strategic Marketing* (10th edition). McGraw-Hill. 672 p.

9. Lambin, J. J., & Schuiling, I. (2012). *Market-Driven Management: Strategic and Operational Marketing* (3rd edition). Red Globe Press. 624 p.

10. Taranenko, I. V., & Kokariev, I. I. (2025). Analiz konkurentnoho stanu rynku kondyterskykh vyrobiv i stratehichni napriamky rozvytku [Analysis of the competitive state of the confectionery market and strategic directions of development]. *Naukovi perspektyvy*, 7(61), 705–720.

11. Taranenko, I. V., Naumenko, V. S., Shevchenko, V. M., & Yaremenko, S. S. (2025). Analiz konkurentnoi sytuatsii na rynku dlia formuvannia stratehichnoho vektoru rozvytku pidpryiemstva [Analysis of the competitive situation in the market for forming a strategic vector of enterprise development]. *Academy Review*, 1(62), 211–226. **Web of Science**.

12. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. *Nobelivskyi visnyk*, 1(56), 92–106.

Web-resources

1. World Bank. (n.d.). World Development Indicators. https://databank.worldbank.org/source/world-development-indicators

2. World Bank. (n.d.). Worldwide Governance Indicators. https://info.worldbank.org/governance/wgi/#home

3. World Bank. (n.d.). Business Ready (B-READY). https://www.worldbank.org/en/businessready

4. Nielsen. (n.d.). https://www.nielsen.com/

5. American Marketing Association. (n.d.). https://www.ama.org/

6. Marketing Strategy Journal. (n.d.). https://www.sciencedirect.com/journal/marketing-strategy-journal

7. Journal of Strategic Marketing. (n.d.). https://www.tandfonline.com/journals/rjsm20

RESEARCH METHODOLOGY IN MARKETING

The course aims to develop knowledge and skills in applying the laws of scientific knowledge, the laws and forms of logic, levels of methodology, principles and methods of scientific research, as well as in designing and presenting the results of scientific research in the field of marketing.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 / mandatory	Ihor Bilotkach, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Plan and conduct your own research in the field of marketing, analyze its results and justify the adoption of effective marketing decisions in conditions of uncertainty.	Lectures, case study analysis	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)

2) Present and discuss the results of scientific and applied research and marketing projects in the native and foreign languages.	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
3) Use interpersonal communication methods when solving collective problems, conducting negotiations, and conducting scientific discussions in the field of marketing	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
4) Collect the necessary data from various sources, process and analyze their results using modern methods and specialized software	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
5) Apply scientific approaches and methods to form creative innovative solutions in the field of marketing	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
6) Solve complex marketing problems under conditions of uncertainty and take responsibility for making and implementing marketing decisions	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
7) Adhere to ethical standards, academic integrity, and be responsible for social values in marketing activities	Lectures, case study analysis	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester.

40 points: Final exam (written; each exam card includes two theoretical questions and one practical task on designing a marketing research study).

Assessment criteria:

a) Theoretical questions – 2 × 10 points (each question):

9–10 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.

7–8 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported.

5–6 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies.

3–4 points: the answer is fragmentary; important elements are missing or explained incorrectly.

0–2 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material.

b) Practical task – 20 points (formulating the research problem, objectives and hypotheses; selecting research methods, sample and data sources; outlining the structure of the research paper and the presentation of results).

18–20 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.

14–17 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported.
10–13 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies.
6–9 points: the answer is fragmentary; important elements are missing or explained incorrectly.
0–5 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material.

60 points for work in the semester: individual project – 40 points; participation in discussions – 10 points; test papers – 10 points.

a) individual project – a research proposal on the topic of the student's master's thesis (relevance, literature review, research design and methods, data sources, expected results), presented as a pitch (max. 40 points). Assessment criteria:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Fundamentals of methodology and techniques of scientific research.
Topic 2. Basic methods of scientific research and their characteristics.
Topic 3. Choosing a topic, stages and economic efficiency of research.
Topic 4. Structure and content of scientific work. Writing and publishing abstracts of a report, scientific article.
Topic 5. Methodology for preparing and designing students' scientific works.
Topic 6. Theory and practice of specific socio-economic research.
Topic 7. Information support for scientific work. Avoiding plagiarism.
Topic 8. Designing scientific work. Transferring information.

Literature

Compulsory reading

1. Dzoban, O. P. (2025). *Metodolohiia, orhanizatsiia ta tekhnolohiia naukovykh doslidzhen: navchalnyi posibnyk dlia aspirantiv* [Methodology, organization and technology of scientific research: a textbook for postgraduate students]. Kyiv; Odesa: Feniks. 284 p.

2. Pushkar, O. I. (2020). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen: navchalnyi posibnyk. Elektronnyi resurs* [Methodology and organization of scientific research: a textbook. Electronic resource]. Kharkiv: S. Kuznets KhNEU. 866 p.
3. Medvid, V. Yu., Danko, Yu. I., & Koblianska, I. I. (2020). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen (u strukturno-lohichnykh skhemakh i tablytsiakh): navchalnyi posibnyk* [Methodology and organization of scientific research (in structural-logical schemes and tables): a textbook]. Sumy: Sumy National Agrarian University. 220 p.
4. Azarova, A. O., & Mironova, Yu. V. (2022). *Metodolohiia i orhanizatsiia naukovykh doslidzhen: konspekt lektsii* [Methodology and organization of scientific research: lecture notes]. Vinnytsia: Vinnytsia National Technical University. 60 p.
5. Abdallah, M. M. S. (2025). *Scientific Research Methodology and Experimental Design in Education and Language Learning Studies: Basics and Guidelines.* Online submission. 186 p.

Recommended reading

1. Zykina, N. O. (2018). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen: navchalnyi posibnyk* [Methodology and organization of scientific research: a textbook]. Kharkiv: S. Kuznets KhNEU. 256 p.
2. Panchenko, V. H. (2016). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen: navchalnyi posibnyk* [Methodology and organization of scientific research: a textbook]. Kyiv: Tsentr uchbovoi literatury. 304 p.
3. Kovalchuk, V. V., & Kotvytska, A. A. (2019). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen u farmatsii: navchalnyi posibnyk* [Methodology and organization of scientific research in pharmacy: a textbook]. Kharkiv: NFaU. 208 p.
4. Boronos, V. H., & Zhyhilii, I. V. (2017). *Metodolohiia ta orhanizatsiia naukovykh doslidzhen: navchalnyi posibnyk* [Methodology and organization of scientific research: a textbook]. Sumy: Sumy State University. 210 p.
5. Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks: SAGE Publications. 304 p.
6. Bryman, A. (2016). *Social Research Methods* (5th ed.). Oxford: Oxford University Press. 824 p.
7. Saunders, M., Lewis, P., & Thornhill, A. (2023). Research Methods for Business Students (9th ed.). Harlow: Pearson.
8. Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education* (8th ed.). London: Routledge. 916 p.
9. Bell, E., Bryman, A., & Harley, B. (2022). Business Research Methods (6th ed.). Oxford: Oxford University Press.
10. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) (3rd ed.). Thousand Oaks, CA: Sage.

FINANCIAL MANAGEMENT				
The course aims to develop advanced theoretical knowledge and practical skills in Master's students in Marketing for justifying strategic and tactical decisions at the level of a market entity, designing integrated financial management and budgeting systems, collecting and analysing competitors' reports using specialised software (YouControl), as well as publicly presenting the results of applied research in strict compliance with the principles of academic integrity and ethical standards.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	5 / mandatory	Victoriia Varenyk, PhD (Economics), Associate Professor	150 hours (20 h. lectures, 20 h. practical classes, 110 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Justify strategic marketing and financial decisions at the market entity level using modern analytical models and financial management methods.			Lectures, presentations, analysis of applied financial case studies, testing, small group work.	Participation in discussions, assessment of testing results and case studies on financial instruments choice (CAS); Final exam (FAS).
2) Formulate a marketing interaction system with other market actors through designing integrated management systems (budgeting, cost control, WACC and leverage optimization).			Lectures, practical work in Excel on building financial models (marketing and sales budgets), enterprise cost of capital calculations.	Assessment of the correctness of the Excel budgeting and calculation model (WACC, leverage) (CAS); Final exam (FAS).
3) Collect, analyze, present, and discuss the results of applied financial research on market actors in both domestic and foreign languages using specialized software (YouControl).			Working with the YouControl platform (competitors/counterparties reports gathering), Excel analytical memos development, group presentation.	Defense of the team case study, assessment of the analytical memo and financial analysis results (CAS); Final exam (FAS).
4) Adhere to ethical norms, academic integrity, and demonstrate a high level of self-management during financial planning and reporting within strict deadlines.			Independent work on financial cases, online testing, individual consultations adhering to the principles of academic ethics.	Assessment of independence, timeliness, and quality of individual calculation models and tests (CAS); Final exam (FAS).
Assessment				
The final grade is given on a 100-point scale, including 60 points for work in the semester (CAS) and 40 points for the final exam (FAS). 60 points for work in the semester (CAS): 33 points — participation in discussions and current testing; 15 points — presentation of financial forecasting models (Excel);				

12 points — mid-term control paper.
Assessment Criteria:
a) Participation in discussions (Max: 15 points)
13–15 points: The student actively participates in all discussions, demonstrates excellent mastery of the material, and successfully argues his/her position using advanced professional financial terminology.
9–12 points: The student participates in most discussions, demonstrates a good understanding of the material, but uses financial terminology with minor inaccuracies.
5–8 points: The student is passive in discussions, demonstrates only a basic understanding of the material, and has significant gaps in financial logic.
1–4 points: The student rarely participates, makes numerous mistakes, and shows little to no understanding of the context.
b) Current testing (Max: 18 points)
Knowledge assessment is conducted via computerized testing on the University's official platform for the course's topics. Test variants are generated automatically by the system through the random selection of questions.
The platform grades each test on a 100-point scale (reflecting the percentage of correct answers). The student's results for each test are automatically converted and accumulated throughout the semester. The maximum total score for all completed tests in the semester is 18 points.
The conversion of test results into syllabus points is carried out according to the performance level:
90%–100% of correct answers — the student receives the maximum points allocated for the test;
75%–89% of correct answers — the student receives 85% of the maximum points allocated for the test;
60%–74% of correct answers — the student receives 70% of the maximum points allocated for the test;
35%–59% of correct answers — the student receives 50% of the maximum points allocated for the test;
less than 35% of correct answers — the test is considered failed (0 points).
c) Presentation of financial forecasting models in Excel (Max: 15 points)
13–15 points: The student demonstrates excellent understanding of financial modeling, mastery of Excel functions, and depth of analysis. The model reflects the author's own point of view and is designed according to requirements.
9–12 points: The student understands the material well and demonstrates a good mastery of the content. Modern information sources (e.g., YouControl) were used. There are minor technical violations in the Excel model.
5–8 points: The structure of the model is somewhat logical, but ideas and forecasts may not always be clearly expressed. The task lacks coherence and accuracy in some areas.
1–4 points: The model is poorly structured, inaccurate, and contains major omissions or calculation errors.
d) Mid-term control paper (Max: 12 points)
10–12 points: Flawless completion of a comprehensive task: accurate calculation of liquidity, profitability, and cost of capital ratios based on the provided data; correct interpretation of the results.
6–9 points: The task is completed, but there are inaccuracies in calculations or errors in the classification of expenses or assets.
1–5 points: Gross errors in analytical calculations; inability to link financial statement data for conducting an analysis.
e) Final exam (FAS) – 40 points (written; each exam card includes two theoretical questions and one analytical and calculation task)
Theoretical questions – 2 × 10 points (each question):
9–10 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.

7–8 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported.
5–6 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies.
3–4 points: the answer is fragmentary; important elements are missing or explained incorrectly.
0–2 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material.
Analytical and calculation task – 20 points (analysis of financial statements: liquidity, profitability and debt load ratios; calculation of the cost of capital (WACC) and financial leverage; preparation of a marketing or sales budget; justified conclusions and recommendations):
18–20 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.
14–17 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported.
10–13 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies.
6–9 points: the answer is fragmentary; important elements are missing or explained incorrectly.
0–5 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material.

Content

Topic 1. The Essence of Corporate Finance Management
Topic 2. Asset Management
Topic 3. Capital Management
Topic 4. Cash Flow Management
Topic 5. Profit Management
Topic 6. Financial Reporting: Structure, Content, and Sources
Topic 7. Financial Analysis: Liquidity, Profitability, and Debt Load
Topic 8. Internal Financial Forecasting and Planning
Topic 9. Corporate Financial Risk Management

Literature

Compulsory Reading

1. Berk, J., & DeMarzo, P. (2023). *Corporate Finance* (6th ed.). Pearson. 1200 p.
2. Brealey, R., Myers, S., & Allen, F. (2022). Principles of Corporate Finance (14th ed.). McGraw-Hill Education. 1024 p.
3. Brigham, E., & Houston, J. (2022). *Fundamentals of Financial Management* (16th ed.). Cengage Learning. 864 p. ISBN: 9780357710005
4. Damodaran, A. (2024). Applied Corporate Finance (5th ed.). Wiley / Damodaran Online. 700 p.
5. Krupka, M., Kovaliuk, O., Kovalenko, V., et al. (2019). *Finansovyi menedzhment* [Financial management] (M. Krupka, Ed.). Ivan Franko National University of Lviv. 440 p. https://econom.lnu.edu.ua/wp-content/uploads/2021/02/Finansovyy-menedzhment-1.pdf
6. Vakhovych, I. (2023). *Finansovyi menedzhment: mahisterskyi kurs* [Financial management: Master's course] (3rd ed.). Nadstyr'ia. 640 p.
7. Verlanov, Y. (2021). *Finansovyi menedzhment* [Financial management] (2nd ed.). Petro Mohyla Black Sea State University Publishing House. 336 p.
8. Vernimmen, P., Quiry, P., & Fur, Y. (2022). *Corporate Finance: Theory and Practice* (6th ed.). Wiley. 1040 p.

Recommended reading

1. Aranchii, V., Tomilin, O., & Dorohan-Pysarenko, L. (2021). *Finansovyi menedzhment* [Financial management]: Textbook. PDAU. 300 p. https://fpk.in.ua/images/biblioteka/4bac_finan/Navch.posib._Finansovyy-menedzhment-2021r.pdf

2. Finansovyi menedzhment: navchalnyi posibnyk u skhemakh i tablytsiakh [Financial management: textbook in diagrams and tables]. Lviv State University of Internal Affairs. 2022. 224 p.

3. Zhyhalkevych, Zh., & Kamianska, O. (2022). *Finansovyi menedzhment* [Financial management]: Textbook for Master's degree students in specialty 073 "Management". Igor Sikorsky Kyiv Polytechnic Institute. 214 p. https://ela.kpi.ua/server/api/core/bitstreams/ca819830-66f0-4152-9e27-1eb3651fe9fc/content

Web-resources

1. Amortyzatsiia osnovnykh zasobiv [Depreciation of fixed assets]. (2017). Online resource. https://i.factor.ua/ukr/journals/nibu/2017/november/issue-94/article-32188.html

2. Analizuiemo finansovu zvitnist: yak diznatysia pro stan pidpryiemstva [Analyzing financial statements: how to learn about the state of the enterprise]. (2023). Online resource. https://news.dtkt.ua/accounting/reposts/86254

3. Baziura, O. (2024). Formuvannia ta analiz finansovoi zvitnosti: pidsumky roku dlia biznesu [Formation and analysis of financial reporting: year-end results for business]. Online resource. https://www.finmap.online/ua/blog/year-end-financial-review-guide

4. Chomu neobkhidno vyvchaty finansovyi menedzhment? [Why is it necessary to study financial management?]. (2022). Online resource. https://finacademy.net/ua/materials/article/chto-takoe-finansovuj-menedgment

5. Formula tochky bezzbytkovosti: yak rozrakhuvaty pokaznyk? [Breakeven point formula: how to calculate the indicator?]. (2023). Online resource. https://online.novaposhta.education/blog/formula-tochki-bezzbitkovosti-yak-rozrahuvati-pokaznik

6. Konoplianikova, N. (2023). Holovni finansovi zvity kompanii ta yak ikh vesty za mizhnarodnymy standartamy [Main financial reports of the company and how to maintain them according to international standards]. Online resource. https://laba.ua/blog/3664-golovni-finansovi-zviti-kompaniji

7. Levytska, S., & Panchuk, I. (2013). Orhanizatsiia finansovoi diialnosti pidpryiemstva yak obiekta bukhhalterskoho obliku [Organization of financial activity of the enterprise as an object of accounting]. Online resource. https://ecj.oa.edu.ua/articles/2013/n23/67.pdf

8. Onyshchenko, V. (2023). Zvit pro rukh hroshovykh koshtiv [Statement of cash flows]. Online resource. https://buhplatforma.com.ua/article/7086-zvt-pro-ruh-groshovih-koshtv

9. Orhanizatsiia finansovoho obliku: etapy, dokumenty ta zalucheni fakhivtsi [Organization of financial accounting: stages, documents, and involved specialists]. (2022). Online resource. https://finacademy.net/ua/materials/article/organizaciya-finansovogo-obliku

10. Rol finansovoho menedzhera v upravlinni efektyvnistiu kompanii [The role of the financial manager in company performance management]. (2021). Online resource. https://finacademy.net/ua/webinars/thanks-free-webinars?video=353731242

11. Statutnyi kapital pidpryiemstva [Share capital of the enterprise]. (2023). Online resource. https://buhplatforma.com.ua/article/7256-statutniy-kaptal-pdprimstva

12. Verbovetska, S. (2011). Formuvannia tsentriv vidpovidalnosti v systemi biudzhetuvannia pidpryiemstva [Formation of responsibility centers in the enterprise budgeting system]. Online resource. https://journals.khnu.km.ua/vestnik/pdf/ekon/2011_3_3/046-049.pdf

13. Vidminnosti mizh funktsiiamy holovbukha i findyrektora [Differences between the functions of a chief accountant and a financial director]. (2022). Online resource. https://community.uteka.ua/ua/publication/profession-20-moya-profesiya-62-razlichiya-mezhdu-funkciyami-glavbuxa-i-findirektora

14. YouControl. *Official website*. https://youcontrol.com.ua/

ADVERTISING MANAGEMENT AND BRAND MANAGEMENT				
The course aims to develop students' advanced strategic, analytical and managerial competencies in advertising and brand management within the Integrated Marketing Communications paradigm. Students will critically evaluate contemporary theories and evidence, design integrated advertising and brand strategies, assess communication effectiveness using modern analytical tools, and justify responsible managerial decisions under conditions of digital transformation, uncertainty, and evolving ethical, regulatory and sustainability requirements.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course / Form of final assessment**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / mandatory	Tetiana Mishustina, PhD (Economics), Associate Professor	150 hours total — 42 contact hours (22 h. lectures, 20 h. practical classes) + 108 h. self-directed learning
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Critically evaluate and integrate contemporary principles, theories and frameworks of advertising and brand management (IMC, CBBE, Brand Identity Prism, the long-and-short-of-it model) into professional decision-making.			Interactive lectures; analysis of academic and applied literature; case study analysis; structured discussions; essay writing.	Case study analysis and practical tasks (CAS); participation in discussions (CAS); final exam — theoretical synthesis question (FAS).
2) Synthesize contemporary advances in advertising and brand management theory and practice and adapt them to the objectives of organisations operating under conditions of uncertainty, including the recovery context of the Ukrainian economy.			Case-study method; problem-based tasks; comparative analysis of contemporary advertising and branding practices; group discussions; scenario analysis	Case study analysis and practical tasks (CAS); participation in discussions (CAS); final exam (FAS).

3) Design and justify an advertising and brand management subsystem within an organisation's marketing system, defining its structure, processes, responsibilities and cross-functional interactions.	Project-based learning; strategy development workshops; simulation exercises; brand audit workshops	Individual capstone project (IMC campaign), presentation and defence (CAS); final exam — strategic case analysis (FAS).
4) Critically interpret advertising and brand management instruments (DAGMAR, AIDA, ELM, FCB Grid, Rossiter–Percy Grid, CBBE, Brand Identity Prism) and justify their use in marketing decision-making.	Practical exercises; workshops on strategic and creative tools; applied tasks using real or simulated brand data; analytical exercises.	Case study analysis and practical tasks (CAS); final exam (FAS).
5) Design and justify advertising and brand management decisions and define criteria and performance indicators for evaluating effectiveness, including brand equity metrics, introductory interpretation of marketing mix modelling and multi-touch attribution outputs, and the Effie Effectiveness Index.	Role-playing (agency–client); decision-making simulation; KPI design workshops; group discussions; peer assessment	Case study analysis and practical tasks (CAS); group presentation (CAS); final exam (FAS).
6) Develop frameworks for interaction with stakeholders (consumers, agencies, media, regulators, content creators) and substantiate long-term, mutually beneficial relationships.	Stakeholder mapping workshops; agency pitch simulation; role-playing; collaborative project work	Group presentation (CAS); final exam (FAS).
7) Identify and justify relevant data sources and critically evaluate evidence generated through contemporary research and analytical methods, including brand tracking, social listening, attribution analysis, introductory marketing mix modelling (MMM), and AI-supported analytics, to inform advertising and brand management decisions.	Guided analysis of brand-tracking, social-listening, attribution, and introductory MMM datasets; critical evaluation of analytical assumptions, data quality, methodological limitations, and managerial implications; research literature review activities;	Research literature review (CAS); case study analysis and practical tasks (CAS); final exam — critical analysis of a scientific concept or research finding (FAS).

	interpretation and discussion of AI-supported analytical outputs.	
8) Devise evidence-based solutions to complex marketing problems under conditions of uncertainty using contemporary management approaches in advertising and brand management, including AI, sustainability and ethical dilemmas.	Problem-based learning; scenario analysis; introductory exposure to AI-supported creative and analytical workflows; complex case studies.	Case study analysis and practical tasks (CAS); final exam — strategic case analysis (comprehensive problem-solving task) (FAS).
9) Formulate evidence-based positions on advertising and brand management decisions and demonstrate responsibility for their ethical and regulatory implications, including compliance with Ukrainian advertising legislation and relevant self-regulation codes.	Ethical case discussions; regulatory compliance exercises; debates; individual reflective tasks.	Individual capstone project, presentation and defence (CAS); participation in discussions (CAS); final exam (FAS).

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of the Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
Final examination — 40 points
The final examination is a written assessment consisting of three components:
1. Theoretical synthesis question — 10 points
9–10 points: The response demonstrates comprehensive and integrated understanding of relevant theories and concepts, compares alternative perspectives, and provides well-structured, evidence-based conclusions.
7–8 points: The response demonstrates good understanding and appropriate synthesis of theoretical material, although comparison of perspectives or argumentation may lack depth.
4–6 points: The response demonstrates basic understanding but is mainly descriptive, with limited synthesis, comparison, or supporting evidence.
1–3 points: The response is fragmented, contains substantial theoretical inaccuracies, or lacks a coherent and substantiated argument.
0 points: The task was not completed or does not provide assessable evidence of the relevant learning outcomes.
2. Critical analysis of a scientific concept or research finding — 15 points
13–15 points: The response provides a critical and well-structured analysis, compares alternative theoretical positions or research findings, evaluates methodological assumptions and limitations, and formulates well-substantiated conclusions.
9–12 points: The response demonstrates good analytical understanding and appropriate use of scientific evidence, although critical comparison, evaluation of limitations, or synthesis may lack depth.
5–8 points: The response is predominantly descriptive, with limited critical analysis, insufficient comparison of perspectives, or partially substantiated conclusions.

1–4 points: The response is fragmented, theoretically or methodologically weak, and unsupported by relevant academic evidence.
0 points: The task was not completed or does not provide assessable evidence of the relevant learning outcomes.
3. Strategic case analysis and justification of a managerial decision — 15 points
13–15 points: The response demonstrates comprehensive analysis of the case, applies relevant advertising and brand management frameworks, critically evaluates available evidence and alternative courses of action, and provides a coherent, feasible, and well-substantiated strategic decision.
9–12 points: The response demonstrates good understanding of the case and appropriate application of relevant frameworks. The proposed decision is generally justified, although the analysis of alternatives, risks, or implementation implications may lack depth.
5–8 points: The response identifies the main problem and proposes a generally relevant decision, but the analysis is mainly descriptive, the application of frameworks is limited, or the justification is only partially supported by evidence.
1–4 points: The response demonstrates limited understanding of the case, applies concepts inaccurately or superficially, and provides a weak or unsupported managerial decision.
0 points: The task was not completed or does not provide assessable evidence of the relevant learning outcomes.
60 points: Continuous assessment:
15 points — Capstone individual project (integrated IMC campaign for a Ukrainian brand)
15 points — Case study analysis and practical tasks
10 points — Research literature review (critical analytical review of 5–7 peer-reviewed sources on a course-related topic)
10 points — Participation in discussions / workshops
10 points — Group presentation (oral, multimedia)
Assessment criteria:
a) Capstone individual project (integrated IMC campaign for a Ukrainian brand) — 15 points
13–15 points: The student demonstrates excellent understanding of the material and depth of research. The capstone project contains a well-grounded situational analysis of the brand and category, SMART marketing and communication objectives, a coherent IMC architecture informed by the long-and-short-of-it principle, a creative platform, justified media mix, and a KPI system linked to brand equity (CBBE) and financial metrics. The work draws on contemporary peer-reviewed literature and Ukrainian and industry sources (WARC, Kantar, IAB Ukraine, VRK, Effie Ukraine), contains elements of novelty and reflects the author's own analytical position.
9–12 points: The student demonstrates good mastery of content and depth of research. Modern information sources were used. Minor violations of the requirements are present in the design of the task.
5–8 points: The structure is partially logical but ideas may not be clearly expressed. The task lacks coherence and/or accuracy in certain areas (e.g., missing justification of the media mix or KPI system).
1–4 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. Key components of the IMC campaign are missing; no link between strategy and tactics; mandatory sources not used.
0 points: The project was not submitted, was not completed, was plagiarised, or does not provide assessable evidence of the relevant learning outcomes.
b) Case study analysis and practical tasks — 15 points
13–15 points: Comprehensive and well-structured case analysis. Strong ability to interpret data and apply analytical frameworks (CBBE, Brand Identity Prism, introductory MMM/attribution logic). Conclusions are well-reasoned and supported by evidence; excellent use of relevant data, concepts and examples.
9–12 points: Good understanding of the case and application of appropriate analytical methods.

Analysis is generally clear and logically structured; conclusions are supported, though some arguments may lack depth.
5–8 points: Basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited; arguments are somewhat underdeveloped; minor inaccuracies or omissions.
1–4 points: Limited understanding of the problem. Analysis is weak, fragmented or poorly structured. Important elements are missing; use of data and examples is minimal or inappropriate.
0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcomes.
c) Research literature review — 10 points
8–10 points: The student selects 5–7 relevant peer-reviewed sources (predominantly published in 2020–2026 and indexed in Scopus / Web of Science), correctly applies academic citation style, and produces a coherent, critical synthesis. The review identifies competing theoretical positions, contradictions and research gaps in the literature, and links the findings to the chosen course-related problem in advertising or brand management. The work demonstrates academic integrity and analytical independence.
5–7 points: The student selects an adequate set of academic sources and produces a generally clear review, but the synthesis is partially descriptive rather than critical; competing positions are identified but not fully analysed; citation style is mostly correct with minor inconsistencies.
2–4 points: Few peer-reviewed sources are used or sources are largely outdated/non-academic; the review is mainly descriptive; citation and referencing contain noticeable errors.
0–1 points: The literature review is not submitted, is plagiarised, or relies on a single non-academic source without critical analysis.
d) Participation in discussions / workshops — 10 points
8–10 points (81–100%): Discussion is conducted correctly. The student demonstrates excellent mastery of educational material (IMC concepts, brand equity models, media planning, regulatory norms), expresses and successfully argues their position with reference to academic and applied sources.
5–7 points (51–80%): The student demonstrates understanding of the educational material, but some inaccuracies in interpretation of models or analysis of cases are noticed.
2–4 points (21–50%): A basic understanding of the material, but with significant gaps or omissions; the student does not use course terminology or confuses concepts.
0–1 points (1–20%): A lot of mistakes, with little to no understanding of the material's context; passive participation, lack of reliance on sources.
e) Group presentation — 10 points
8–10 points: Excellent teamwork and division of responsibilities; clear, well-structured and confident presentation; strong visual aids; well-reasoned answers to questions; effective use of communication tools.
5–7 points: Good teamwork and presentation; the answers to questions are mostly correct and supported; some arguments may lack depth or clarity.
2–4 points: Presentation lacks clarity or structure in parts; answers to questions are limited or partially correct; arguments are weak.
0–1 points: Presentation is absent, unclear, disorganised or incomplete; the team is unable to answer questions.

Contents

Topic 1. Advertising and Brand Management within the Integrated Marketing Communications Paradigm.
Topic 2. Ethics and Legal Regulation of Advertising and Brand Communications.
Topic 3. Brand Equity: Conceptualisation, Measurement and Management.
Topic 4. Brand Identity, Positioning and Value Proposition.
Topic 5. Brand Architecture, Corporate Branding and B2B Branding.
Topic 6. Advertising Process Management, Agency–Client Relationships and Creative Strategy.
Topic 7. Media Planning, Programmatic Advertising and Integrated Campaign Management.
Topic 8. Advertising and Brand Research: Brand Tracking, Social Listening, Attribution, Marketing Mix Modelling, ROI and Critical Appraisal of Evidence.
Topic 9. Digital, Social Media and Influencer Marketing.
Topic 10. Emerging Issues in Advertising and Brand Management: Artificial Intelligence, Sustainability, Brand Purpose and Authenticity.

Literature

Compulsory reading

1. Belch, G. E., & Belch, M. A. (2024). Advertising and promotion: An integrated marketing communications perspective (13th ed.). McGraw Hill. 864 p. https://www.mheducation.com/highered/product/advertising-and-promotion-13e-belch.html

2. Keller, K. L., & Swaminathan, V. (2020). *Strategic brand management: Building, measuring, and managing brand equity* (5th ed., Global ed.). Pearson Education. 624 p. https://www.pearson.com/en-gb/subject-catalog/p/Keller-Strategic-Brand-Management-Building-Measuring-and-Managing-Brand-Equity-Global-Edition-5th-Edition/P200000004606

3. Kapferer, J.-N. (2012). *The new strategic brand management: Advanced insights and strategic thinking* (5th ed.). Kogan Page. 512 p. https://www.koganpage.com/marketing-communications/the-new-strategic-brand-management-9780749465155

4. Aaker, D. A. (1996). *Building strong brands*. The Free Press. 380 p.

5. Schultz, D. E., Tannenbaum, S. I., & Lauterborn, R. F. (1993). *Integrated marketing communications: Putting it together and making it work*. NTC Business Books. 218 p.

6. Schultz, D. E., & Schultz, H. F. (2004). *IMC, the next generation: Five steps for delivering value and measuring returns using marketing communications*. McGraw-Hill. 480 p. https://www.mheducation.com/highered/mhp/product/imc-next-generation.html

7. Mishustina, T., & Kolodynskyi, S. (Eds.). (2025). *Informatsiinyi biznes ta internet-marketynh*: navchalnyi posibnyk [Information business and internet marketing: a study guide] [Electronic edition]. Condor. 480 p.

8. Zozulov, O. V., & Tsarova, T. O. (2019). Brend yak nematerialnyi aktyv u postindustrialnomu suspilstvi [Brand as an intangible asset in post-industrial society]. Igor Sikorsky Kyiv Polytechnic Institute. https://ela.kpi.ua/bitstreams/bb9a46b2-a38c-46f7-9cd2-8a62f8cdcd04/download

9. Binet, L., & Field, P. (2013). *The long and the short of it: Balancing short and long-term marketing strategies*. Institute of Practitioners in Advertising. 124 p. https://ipa.co.uk/knowledge/publications-reports/the-long-and-the-short-of-it-balancing-short-and-long-term-marketing-strategies

10. Verkhovna Rada of Ukraine. (1996). Zakon Ukrainy “Pro reklamu” [Law of Ukraine “On Advertising”], No. 270/96-VR, current edition

Recommended reading

1. Holt, D. B. (2016). Branding in the age of social media. *Harvard Business Review, 94*(3), 40–50. https://hbr.org/2016/03/branding-in-the-age-of-social-media

2. Yoo, B., Donthu, N., & Lee, S. (2000). An examination of selected marketing mix elements

and brand equity. *Journal of the Academy of Marketing Science, 28*(2), 195–211. https://doi.org/10.1177/0092070300282002

3. Christodoulides, G., & de Chernatony, L. (2010). Consumer-based brand equity conceptualization and measurement: A literature review. *International Journal of Market Research, 52*(1), 43–66. https://doi.org/10.2501/S1470785310201053

4. Melnykovych, O. M. (2020). *Reklamnyi menedzhment* [Advertising management]. Kyiv National University of Trade and Economics.

5. Gurrieri, L., Drenten, J., & Abidin, C. (2023). Symbiosis or parasitism? A framework for advancing interdisciplinary and socio-cultural perspectives in influencer marketing. *Journal of Marketing Management, 39*(11–12), 911–934. https://doi.org/10.1080/0267257X.2023.2255053

6. Simchon, A., Edwards, M., & Lewandowsky, S. (2024). The persuasive effects of political microtargeting in the age of generative artificial intelligence. *PNAS Nexus, 3*(2), pgae035. https://doi.org/10.1093/pnasnexus/pgae035

7. Behl, A., Bhutani, C., Jayawardena, N., & Balaji, M. S. (2024). The dark side revealed: Insights and implications from online brand communities. *Journal of Product & Brand Management, 33*(8), 1041–1054.

8. Herzberg, M., & Rudeloff, C. (2023). Should your brand take a stand? Comparing the impact of brand activism and CSR on brand equity. *Journal of Brand Strategy, 12*(2), 145–162. https://doi.org/10.69554/WUNZ1621

9. Oklander, M. A. (2025). Vykorystannia shtuchnoho intelektu u personalizatsii komunikatsii na saiti [The use of artificial intelligence in the personalisation of website communications]. *Ekonomika ta suspilstvo*, (82). https://doi.org/10.32782/2524-0072/2025-82-55

10. Reshetnikova, O., Borovyk, T., & Senko, I. (2024). Marketynh v sotsialnykh merezhakh yak instrument prosuvannia brendu ta pidvyshchennia obsiahiv zbutu [Social media marketing as a tool for brand promotion and sales growth]. *Ekonomika ta suspilstvo*, (65). https://doi.org/10.32782/2524-0072/2024-65-128

11. Myskiv, H. V., & Ivasiuta, L. O. (2025). Suchasni tendentsii rozvytku infliuens-marketynhu u sviti ta v Ukraini [Current trends in the development of influencer marketing worldwide and in Ukraine]. *Naukovi zapysky Lvivskoho universytetu biznesu ta prava*, (44), 251–259. https://nzlubp.org.ua/index.php/journal/article/view/1605

Web-resources

1. Interbrand. (n.d.). *Best Global Brands*. https://interbrand.com/best-global-brands/

2. Kantar BrandZ. (n.d.). *Most Valuable Global Brands*. https://www.kantar.com/campaigns/brandz/global

3. Brand Finance. (n.d.). *Global 500 Rankings*. https://brandfinance.com/

4. WARC. (n.d.). *World Advertising Research Center*. https://www.warc.com/

5. IPA. (n.d.). *Institute of Practitioners in Advertising*. https://ipa.co.uk/

6. Cannes Lions. (n.d.). *International Festival of Creativity*. https://www.canneslions.com/

7. Effie Ukraine. (n.d.). *Effie Ukraine*. https://effie.org.ua/winners/

8. All-Ukrainian Advertising Coalition (VRK). (n.d.). *Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition]*. https://vrk.org.ua/

9. IAB Ukraine. (n.d.). *IAB Ukraine*. https://iab.com.ua/

10. Edelman. (n.d.). *Edelman Trust Barometer*. https://www.edelman.com/trust/trust-barometer

11. Marketing Science Institute. (n.d.). *Marketing Science Institute*. https://www.msi.org/

12. Taylor & Francis. (n.d.). *Journal of Advertising*. https://www.tandfonline.com/journals/ujoa20

13. Springer Nature. (n.d.). *Journal of Brand Management*. https://link.springer.com/journal/41262

14. Banda Agency. (n.d.). *Ukraine NOW case*. https://bandaagency.com/case/ukraine-now

15. Kantar Worldpanel Ukraine. (n.d.). *Kantar Worldpanel Ukraine*. https://upg-cd-

ne.kantar.com/ua/

AI tools for educational and professional use

The list below provides orientation for working with contemporary AI tools relevant to the topics of the course (especially Topics 7-10). All academic work must comply with the principles of academic integrity: any use of AI tools must be transparently disclosed by the student. AI tools may be used for ideation, language editing, exploratory analysis and draft visual materials, provided that their use is disclosed. Students remain responsible for the accuracy, originality and integrity of submitted work. AI-generated references, data and factual claims must be independently verified. The generation of a complete assessed assignment, fabrication of evidence, concealment of AI use, and uploading confidential or personal data to public AI systems are prohibited.

1. OpenAI. *ChatGPT* — generative content, brief drafting, ideation, copy variants. https://chatgpt.com/
2. Anthropic. *Claude* — long-context analysis of briefs, campaigns, regulatory documents. https://claude.ai/
3. Google. *Gemini* — multimodal research, search-grounded analysis, image understanding. https://gemini.google.com/
4. Perplexity AI. *Perplexity* — research with citations, market and competitor desk research. https://www.perplexity.ai/
5. Midjourney. *Midjourney* — visual concepting, mood-boards, key visuals for creative platforms. https://www.midjourney.com/
6. Adobe. *Adobe Firefly* — commercially safe generative imagery and brand-compliant visual assets. https://www.adobe.com/products/firefly.html
7. Canva. *Canva Magic Studio* — AI-assisted design of social-media posts, presentations, ad creatives. https://www.canva.com/magic-studio/
8. Runway. *Runway* — generative video, motion ads, social-media short-form content. https://runwayml.com/
9. HeyGen. *HeyGen* — AI video avatars and localised video advertising in multiple languages. https://www.heygen.com/
10. ElevenLabs. *ElevenLabs* — AI voice generation for audio ads, podcasts, voice-overs. https://elevenlabs.io/
11. Jasper. *Jasper* — brand-voice-aware AI copywriting for marketing teams. https://www.jasper.ai/
12. Meta. *Meta Advantage+* — AI-driven ad targeting, creative optimisation and campaign automation. https://www.facebook.com/business/ads/advantage
13. Google. *Performance Max* — AI-based cross-channel campaign management in Google Ads. https://ads.google.com/home/campaigns/performance-max/
14. Brandwatch. *Brandwatch Consumer Intelligence* — AI-powered social listening, sentiment and brand-health analytics. https://www.brandwatch.com/
15. Talkwalker. *Talkwalker* — AI-driven media monitoring and influencer analytics. https://www.talkwalker.com/

PRODUCT INNOVATION POLICY				
The course aims to provide students with theoretical knowledge and practical skills in forming a strategy for the development of the assortment of modern enterprises, as well as mastering innovative methods of finding, developing and successfully implementing ideas for new products in a dynamic market environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	5 / mandatory	Svitlana Yaremenko, PhD (Economics), Associate Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Understand the practical aspects of increasing the effectiveness of marketing activities, to know the organizational forms of innovative activity and the principles of managing innovative processes at the enterprise.			Interactive lectures, case-based learning, and strategic seminars on innovation management.	Case study report (CAS), Final exam (FAS).
2) Develop new product concepts, generate creative ideas, and conduct preliminary analysis of production and sales opportunities to assess the commercial prospects of the product.			Design Thinking workshops, product prototyping sessions, and scenario planning.	Presentation, Peer assessment of product concepts (CAS), Final exam (FAS).
3) Conduct marketing analysis of the market regarding the prospects for updating the assortment, search and evaluate ideas for improving the product portfolio.			Market analytics labs, benchmarking workshops, and data-driven market simulations.	Market research report (CAS), Multiple-choice questions (FAS).
4) Justify and calculate indicators of the economic efficiency of innovations implemented within the product policy of the enterprise.			Financial modeling workshops, quantitative problem-solving, and ROI calculation drills.	Defense of the economic justification project (CAS), Final exam (FAS).
5) Work in a team to create new products, develop advertising ideas and promotion programs, demonstrating skills of collective creativity.			Project-Based Learning (PBL), creative brainstorming sessions, and visual branding workshops.	Brand book draft, evaluation of collective creative output (CAS), Final exam (FAS).
6) Communicate professionally and demonstrate leadership skills, including the ability to motivate colleagues to make non-standard decisions and perform their duties properly in group projects.			Business role-playing, negotiation simulations, and leadership coaching circles.	Peer-to-peer evaluation, Observation of teamwork dynamics (CAS), Final exam (FAS).

7) Manage the marketing activities of the market entity (and its divisions) and define a clear system of criteria and indicators for evaluating the effectiveness of this activity.	Individual research project, independent study with mentor feedback, and workshops.	Final integrated project (CAS), Final exam (FAS).

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: **Final exam** (5 sets of written tasks, each task includes 24 tests, 1 analytical task and 1 analytical and calculation task).
Assessment criteria:
a) Test tasks. Multiple-choice questions: every correct answer gets 1 point.
b) Analytical task 10 points
9-10 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
7-8 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for their answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
5-6 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
3-4 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-2 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
c) critical analysis of issues 6 points
6 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
5 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
4 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
20 points Assignments / tasks
10 points Presentation (oral, multimedia)

Content

Topic 1. Innovation as an object of commodity innovation policy
Topic 2. Process approach in innovation management at the enterprise
Topic 3. New product in the marketing concept
Topic 4. Comprehensive provision of product innovation policy
Topic 5. Marketing innovation strategies and models of their selection, types of investment strategies for the development of enterprises
Topic 6. Product policy and assortment management
Topic 7. Organization and planning of the creation of a new product
Topic 8. Management of technological development of the enterprise
Topic 9. Systemic product quality management

Literature

Compulsory reading

1. Illiashenko S.M., & Shypulina Yu.S. Tovarna innovatsiina polityka: pidruchnyk [*Product Innovation Policy: Textbook*]. – Sumy: "Universytetska knyha", 2023. – 281 p.

2. Morokhova V.O., & Smolych D.V. Tovarna innovatsiina polityka: navch. posib. [*Product Innovation Policy: Study manual*]. – Lutsk: "Vezha-Druk", 2017. – 248 p.

3. Oklander M.A., & Kirnosova M.V. Marketynhova tovarna polityka: pidruchnyk [*Marketing Product Policy: Textbook]*. – Kyiv: "Tsentr uchbovoi literatury", 2021. 246 p.

4. Kotler P., Keller K. L., & Chernev A. (2022). Marketing Management (16th ed.). Harlow: Pearson.

5. Trott P. (2021). Innovation Management and New Product Development (7th ed.). Harlow: Pearson.

6. Tidd J., & Bessant J. (2024). Managing Innovation: Integrating Technological, Market and Organizational Change (8th ed.). Hoboken, NJ: Wiley.

Recommended reading

1. Yaremenko S.S. (2025). Obhruntuvannia kontseptualnykh pidkhodiv do upravlinnia tovarnoiu innovatsiinoiu politykoiu pidpryiemstv v umovakh hlobalizatsii [*Justification of conceptual approaches to the management of product innovation policy of enterprises in the conditions of globalization*]. – Efektyvna ekonomika. No.4. Online edition.

2. Taranenko I.V., Naumenko V.S., Shevchenko V.M., & Yaremenko S.S. (2025). Analiz konkurentnoi sytuatsii na rynku dlia formuvannia stratehichnoho vektoru rozvytku pidpryiemstva [*Analysis of the competitive situation on the market for the formation of the strategic vector of enterprise development*]. – Academy Review. No.1 (62), p. 211-226.

3. Shevchenko V.M., Taranenko I.V., Yaremenko S.S., & Khripko D.O. (2023). Konkurentnyi benchmarkinh yak instrument pidvyshchennia konkurentospromozhnosti ahrarnoho pidpryiemstva [*Competitive benchmarking as a tool for increasing the competitiveness of an agricultural enterprise*]. – Ahrosvit. № 18, p. 43-50.

4. Yaremenko S.S., Taranenko I.V., & Mishustina T.S. (2025). Marketynhova tovarna polityka: zbirnyk zavdan praktychnykh zaniat ta samostiinoi roboty (praktykum) [*Marketing Product Policy: Collection of Practical Tasks and Independent Study (Workshop)*]. – 3-tie vyd., dop. i pererob. Dnipro: Alfred Nobel University, 2025. 141 p.

5. Shevchenko A.V., Borysenko O.S., Fisun Yu.V., & Krapko O.M. (2022). Marketynhova tovarna polityka: praktykum [*Marketing Product Policy: Practical Workshop*]. – Kyiv: NAU, p. 68.

6. Shevchenko V.M., Taranenko I.V., Yaremenko S.S., & Musaiev R.A. Analiz asortymentnoi polityky torhovoho pidpryiemstva ta napriamy yii vdoskonalennia [*Analysis of the Product Range Policy of a Trading Enterprise and Directions for its Improvement*]. // European Vector of Economic Development. Alfred Nobel University: Dnipro. – 2023. – Vol. No. 1 (34).

7. Yaremenko, S. (2025). Konkurentnyi benchmarkinh yak zasib udoskonalennia upravlinnia konkurentospromozhnistiu pidpryiemstva [*Competitive benchmarking as a means of improving enterprise competitiveness management*]. Yevropeiskyi naukovyi zhurnal

Ekonomichnykh ta Finansovykh innovatsii, 2 (16), pp. 430-440.

8. Shevchenko, V.M., Mishustina, T.S., Yaremenko, S.S., & Malkovych, D.D. (2025). Brendynh yak efektyvnyi instrument upravlinnia konkurentospromozhnistiu pidpryiemstva [*Branding as an effective tool for enterprise competitiveness management*]. Mizhnarodnyi naukovyi zhurnal "Internauka", No. 8.

9. Yaremenko, S.S. (2025). Upravlinnia konkurentospromozhnistiu pidpryiemstva z vykorystanniam instrumentariiu marketynhovoi komunikatsiinoi polityky [*Management of enterprise competitiveness using marketing communication policy tools*]. Ekonomichnyi prostir, No. 201, 378-384.

10. Taranenko I.V., Mishustina T.S., Yaremenko S.S., et al. (2017). Marketynhove upravlinnia konkurentospromozhnistiu na mikro-, mezo-, makrorivni: monohrafiia [*Marketing Competitiveness Management at Micro, Meso, and Macro Levels: Monograph*]. – Dnipro: Alfred Nobel University.

11. Ulrich K. T., Eppinger S. D., & Yang M. C. (2020). Product Design and Development (7th ed.). New York: McGraw-Hill Education.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO ‘Ukrainian Association of Marketing’ (NGO “UMA” (n.d.). https://uam.in.ua/en/home/
3. Nielsen. (n.d.). https://www.nielsen.com/
4. American Marketing Association. (n.d.). https://www.ama.org/
5. European Social Marketing Association (n.d.). https://europeansocialmarketing.org

MARKETING MANAGEMENT

The course aims to develop a comprehensive system of knowledge of the theory and practice of organising marketing management within enterprises, to master methods for effectively applying research findings in the creation of competitive marketing structures, and to acquire skills in using modern methods and techniques for idea generation, as well as for the functional and economic justification of the compliance of new marketing management approaches with market requirements under conditions of instability.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / mandatory	Iryna Taranenko, Doctor of Sciences (Economics), Full Professor	150 hours (22 h. lectures, 20 h. practical classes, 108 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Critically apply fundamental concepts, categories, and methods of marketing management to analyze a company’s marketing environment and support marketing planning.	Interactive lectures; analysis of modern marketing practices; guided discussions	Analytical exercises, marketing environment analysis task, participation in analytical discussions (CAS); final exam (FAS).

2) Apply and critically interpret strategic marketing analysis methods to develop marketing policies and strategies and justify appropriate forms of marketing organization.	Case-based learning; application of strategic analysis tools (SWOT, PESTEL, etc.); data interpretation exercises	Participation in analytical discussion, case study analysis; analytical assignment, practical/analytical task (CAS), final exam (FAS)
3) Conduct strategic and operational diagnostics of marketing management processes and develop evidence-based recommendations for the implementation of marketing strategies, projects, and programs.	Problem-based learning; management workshop, diagnostic case studies; project-based tasks on strategy development and implementation	Participation in analytical discussion and workshop, case study report; group mini-project; presentation and defense (CAS), final exam (FAS)
4) Design a marketing management system for long-term interaction with market stakeholders and justify appropriate forms of marketing organization under conditions of uncertainty.	Workshop on relationship management; group discussions; development of stakeholder interaction models	Participation in analytical discussions and workshop, practical assignment (relationship marketing model); analytical report (CAS), final exam (FAS)
5) Collect, process, and critically analyze data from various sources using modern methods and specialized software, and apply research findings to solve professional marketing management problems.	Hands-on training with data analysis tools; practical exercises; practical/analytical tasks	Software-based data analysis tasks; individual analytical assignment using data from multiple sources; research findings application report (CAS), final exam (FAS)
6) Develop and justify solutions to complex marketing management problems related to the marketing mix, marketing strategies, and effective marketing plans.	Simulation exercises; real-world problem-solving tasks; group work	Case-based assessment of complex marketing management problems; marketing mix and strategy problem-solving tasks; marketing plan development and presentation (CAS), final exam (FAS)
7) Integrate ethical standards, academic integrity, and principles of social responsibility into marketing management decisions and professional activities.	Discussions on ethical dilemmas; analysis of real cases; independent study of ethical standards	Reflective report on socially responsible marketing management decisions, participation in ethical dilemma discussions, written assignment (CAS); final exam (FAS).
Assessment		
The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester. 40 points: Final exam (written assignment includes a case study on the organisation of marketing in a company and the development of its marketing plan, and an analytical task on the marketing budget and the evaluation of marketing effectiveness – ROMI, marketing KPIs)		

Assessment criteria:
a) Case study 30 points
26-30 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
21-25 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for their answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
16-20 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
11-15 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-10 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
b) Analytical task 10 points
9–10 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
7–8 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
5–6 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3–4 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in analytical discussions / management workshops
20 points Case study/ strategic and operational diagnostics report
20 points Analytical assignments (development of a marketing plan and a marketing budget)
10 points Individual or group presentation of a marketing plan (oral, multimedia)

Content

Topic 1. Current understanding and content of marketing management
Topic 2. Organization of marketing in business
Topic 3. Marketing planning system
Topic 4. Marketing strategic planning
Topic 5. Tactical and operational marketing planning
Topic 6. Marketing budget
Topic 7. Effectiveness of marketing activities
Topic 8. Social responsibility of business and sustainable marketing

Literature

Compulsory reading

1. Kotler, Ph., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th edition). Pearson Education. 834 p.

2. Borysenko, O. S., Shevchenko, A. V., Fisun, Yu. V., & Krapko, O. M. (2024). *Marketynhovyi menedzhment* [Marketing Management]. NAU. 204 p.

3. Kovshova, I. O. (2018). *Marketynhovyi menedzhment: teoriia, metodolohiia, praktyka* [Marketing Management: Theory, Methodology, Practice]. FOP Vyshemyrskyi V. S. 516 p.

4. Krykavskyi, Ye., Deineha, I., Deineha, O., & Lorvi, I. (2014). *Marketynhovyi menedzhment* [Marketing Management]. Vydavnytstvo Lvivskoi politekhniky. 384 p.

5. Darchuk, V. H. (2019). *Analiz ta planuvannia marketynhovoi diialnosti* [Analysis and Planning of Marketing Activities]. DUT. 146 p.

Recommended reading

1. Buniak, N. M. (2023). *Marketynhovyi menedzhment* [Marketing Management]. Volynskyi natsionalnyi universytet imeni Lesi Ukrainky. 180 p.

2. Bendle, N. T., Farris, P. W., Pfeifer, Ph. E., & Reibstein, D. J. (2016). *Marketing Metrics. 50+ Metrics Every Executive Should Master* (3rd edition). Wharton School Publishing. 456 p.

3. Tomczak, T., Reinecke, S., & Kuss, A. (2018). *Strategic Marketing: Market-Oriented Corporate and Business Unit Planning*. Springer. 261 p.

4. Lambin, J. J., & Schuiling, I. (2012). *Market-Driven Management: Strategic and Operational Marketing* (3rd edition). Red Globe Press. 624 p.

5. Kravchenko, O. M., Kravchenko, O. A., & Shuba, A. A. (2021). Formuvannia systemy marketynhovoho menedzhmentu pidpryiemstva [Formation of the marketing management system of an enterprise]. *Ekonomika i suspilstvo*, (27).

6. Bezus, R. M., Kriuchko, L. S., & Pererva, S. M. (2021). Marketynhovyi menedzhment u SMM [Marketing management in SMM]. *Investytsii: praktyka ta dosvid*, (21), 66–71.

7. Taranenko, I. V., & Kokariev, I. I. (2025). Polityky ESG yak instrument marketynhovoho upravlinnia konkurentospromozhnistiu pidpryiemstv na rynku kharchovykh produktiv [ESG policies as a marketing management tool for the competitiveness of enterprises in the food market]. *Herald of Khmelnytskyi National University. Economic Sciences*, 3(2) (342), 121–125.

8. Shulha, L. V., Tereshchenko, I. O., & Horilei, V. Yu. (2019). Systema marketynhovoho menedzhmentu pidpryiemstva [The system of marketing management of an enterprise]. *Ahrosvit*, (18), 63–67.

9. Kovshova, I. O. (2017). Naukovi pidkhody do vyznachennia marketynhovoho menedzhmentu [Scientific approaches to defining marketing management]. *Naukovi zapysky NaUKMA. Ekonomichni nauky*, 2(1), 69–74.

10. Konopliannykova, M. A. (2017). Upravlinnia marketynhovoiu diialnistiu: poniattia, pryntsypy, pidkhody [Management of marketing activities: concepts, principles, approaches]. *Hlobalni ta natsionalni problemy ekonomiky*, (17), 332–336.

11. Kovshova, I. O. (2017). Orhanizatsiia marketynhovoho menedzhmentu na pidpryiemstvi [Organization of marketing management at the enterprise]. *Ekonomika i suspilstvo*, (11).

Web-resources

1. American Marketing Association. (n.d.). American Marketing Association. https://www.ama.org/

2. Marketing Management Journal. (n.d.). https://www.mmaglobal.org/marketing-management-journal

3. Journal of Marketing Management. (n.d.). https://www.tandfonline.com/journals/rjmm20

4. Marketing and Management of Innovations. (n.d.). https://mmi.sumdu.edu.ua/

5. Marketing Strategy Journal. (n.d.). https://www.sciencedirect.com/journal/marketing-strategy-journal

6. Journal of Strategic Marketing. (n.d.). https://www.tandfonline.com/journals/rjsm20

7. Journal of Marketing. (n.d.). https://www.ama.org/journal-of-marketing/

8. Why is Marketing Management Important for Businesses? (2025). https://www.gisma.com/blog/why-is-marketing-management-important-to-businesses

ELECTIVE COURSES

COMMUNICATIVE ENGLISH FOR LIFE				
The course aims to increase the competence and confidence of students in communicating in English in real life, complementing other academic English courses. This is achieved by covering a wide range of topics related to students' lives or their future perspectives, as well as topics that simply pique the curiosity of young people, encouraging students to communicate. Although written assignments are included, the primary focus of the course is to develop students' spoken English skills, not least by helping them overcome psychological barriers to productive communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
English	2 / 11 weeks	4 / elective	Svitlana Medynska, PhD in Professional Education, Associate Professor	120 hours (32 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Use a wider range of English vocabulary and grammar with greater clarity and coherence; understand cultural and linguistic differences in the English-speaking world			Interactive lectures featuring constant dialogue with students; Internet searching	Continuous assessment of classroom activity (CAS); end-of-semester quiz on the topics covered (CAS)
2) Speak English with a clearer accent and express opinions in spoken English on a range of topics of interest to young people			Student presentations, discussions, debates, guessing games, vocabulary expansion games, and truth games	Midterm presentation (CAS); continuous assessment of speaking activities (CAS)
3) Maintain a longer, more sustained dialogue in English; participate in international travel and communicate confidently with new acquaintances			Role-plays, sharing news and personal experiences, and interview practice	Business games and role-play evaluation (CAS); job or study interview simulations (CAS)

4) Write an essay on any familiar topic; write a persuasive CV/resume, motivation, or cover letter	Writing essays in English; practical workshops on application materials	Midterm essay evaluation (CAS); review of written CV/ motivation letters (CAS)
5) Demonstrate appropriate behaviour in a multicultural environment being mindful of cultural and linguistic differences in the English-speaking world	Lectures, practical classes, brainstorming, group discussion, presentation	Participation in discussions, role plays, assessment of interaction/ pair/ group work skills and speaking skills, evaluation of presentations (CAS)

Assessment

The final grade is given on a 100-point scale as a result of 100% continuous assessment:
50 points for participation in speaking activities of different types in class;
10 points for presentation on a topic of the student's choice;
20 points for writing assignments (essay, CV, motivation letter);
20 points for the end-of-semester quiz (CAS)
Assessment criteria:
a) presentation
9–10 points: The student demonstrates fluency in oral speech, full adherence to the presentation structure and use of linguistic potential, the relevance of the topic is justified, the topic is fully disclosed, the results obtained are systematized and classified, and the conclusions are persuasive. There are practically no errors in the student's speech, or there are insignificant errors that do not hinder the delivery of information to the listeners in full.
7–8 points: The student demonstrated good command of oral speech, adherence to the presentation structure, sufficient use of the linguistic potential of the presentation, and the relevance of the topic is justified, the topic is fully disclosed, the results obtained are systematized and classified, but the conclusions are not fully persuasive. There are errors in the student's speech that do not hinder the delivery of information to the listeners in full.
5–6 points: The student demonstrates satisfactory command of oral speech, incomplete adherence to the presentation structure, insufficient use of the linguistic potential of the presentation, and the relevance of the topic is not sufficiently justified, the topic is partially disclosed, the results obtained are not fully systematized and classified, and the conclusions are not fully persuasive. There are errors in the student's speech that partially hinder the delivery of information to the listeners in full.
1–4 points: The structure of the presentation is not followed. The topic is not disclosed. A less than mediocre level of oral speech skills is demonstrated. There are many errors in the student's speech that hinder the delivery of information to the listeners in full.
b) participation in speaking activities of different types in class
For participating in speaking activities of different types in class, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The student participates actively, presents ideas freely and independently with strong reasoning using a wide range of vocabulary and complex grammar, and fully performs role-specific tasks following all procedural recommendations.
61–80%: The student takes a fairly active part, provides logical arguments but may lack depth or spontaneous speech preparation, and uses a sufficient range of vocabulary. Minor errors are present but do not hinder the delivery of information. Role tasks are performed in full.
41–60%: Participation is superficial and lacks solid argumentation. The student demonstrates a narrow vocabulary, makes significant grammatical errors, and relies on reproducing provided info rather than proposing ideas. Tasks are only partially performed.

1–40 %: Participation is limited to isolated phrases or remarks. The student demonstrates minimal vocabulary and frequent grammatical errors that hinder understanding or does not perform the required role effectively.
c) written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Introductions and Small Talk. The importance of networking, matters of politeness, and intercultural issues.
Topic 2. Hobbies and Leisure. Reading, collecting, creative hobbies, and unusual interests.
Topic 3. Movies, Series, Music Videos, and Music. Discussing likes and dislikes. Are your tastes mainstream or niche?
Topic 4. Dance, Sports, Fitness, and Physical Activity. The benefits of these activities for society and health, sports and dance celebrities, public speaking experience, and the joy of being a spectator.
Topic 5. Education. Describing personal experience and expectations. To what extent are the costs of time and money justified? Does your educational environment resemble a Netflix series?
Topic 6. Proving Your Competence. Job and study applications. Writing motivation letters and CVs, and building confidence in interviews.
Topic 7. Work. Talking about goals and ambitions. The link between student jobs and professional employment.
Topic 8. Travel. Traveling by bus, train, and plane; crossing borders. Independent travel versus package tours. Respecting local customs and peculiarities.
Topic 9. Our Relationship with Animals and Nature. Pets, wildlife, “scary” creatures, the ethics of zoos, the ethics of our diet, and our reaction to landscapes.
Topic 10. News and Events. Are young people really indifferent to the news? The role of social media. The appeal of conspiracy theories.
Topic 11. Technology in Our Lives. Technologies we take for granted. The realization of incredible, amazing futuristic projects. Does the rapid pace of technological development alarm you?

Literature

Compulsory reading

1. Adler, R., Rodman, G., du Pré, A., & Cook Overton, B. (2021). Understanding Human Communication (15th ed.). Oxford.
2. Pelteret, C. (2012). *English for Life. Speaking. B1+ Intermediate*. Harper Collins Publishers.
3. Prentis, N. (2014). *English for Life. Speaking. B2+ Upper Intermediate*. Harper Collins Publishing.
4. Semerenko, L., & Medynska, S. (2010). *Effective Business Communication*. Dnipropetrovsk University of Economics and Law.
5. Clare, A., & Wilson, J. J. (2023). Speakout B2+: Student’s Book and eBook with Online Practice (3rd ed.). Pearson Education.

Recommended reading

1. Duhigg, C. (2024). *Supercommunicators: How to Unlock the Secret Language of Connection*. Random House
2. Merolla, A. & Hall, J. (2025). *The Social Biome: How Everyday Communication Connects and Shapes Us*. Oxford University Press.
3. Powell, M. (2002). *In Company Intermediate*. MacMillan Education.
4. Powell, M. (2010). *In Company Upper-Intermediate* (2nd ed.). MacMillan Education.

Tarnopolsky, O. B. (2010). *English Communication Role Plays*. Dnipropetrovsk University of Economics and Law.

Web-resources

1. BBC Learning English: 6 Minute English. (n.d.). *Official website*. https://www.bbc.co.uk/learningenglish/english/features/6-minute-english
2. TED Talks: Ideas Worth Spreading. (n.d.). https://www.ted.com/talks
3. Cambridge Dictionary: English Grammar and Usage. (n.d.). https://dictionary.cambridge.org/grammar/british-grammar/
4. The School of Life: Emotional Intelligence. (n.d.). https://www.theschooloflife.com/articles/
5. National Geographic: Travel and Culture. (n.d.). https://www.nationalgeographic.com/travel
6. SkillsYouNeed: Helping You Develop Life Skills. (n.d.). https://www.skillsyouneed.com/

The Guardian: Lifestyle and Society. (n.d.). https://www.theguardian.com/lifeandstyle

SELF-MANAGEMENT: PERSONAL RESOURCE MANAGEMENT

The course aims to develop students' understanding of self-management as a system of effective personal resource management in professional and international economic environments. It focuses on the development of self-regulation, decision-making, stress resilience and productivity skills required for work in conditions of uncertainty and global competition. The course also aims to enhance students' ability to manage time, energy and personal effectiveness in professional activities, including international business and economic cooperation contexts.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	4 / elective	Serhii Dubinskyi, PhD (Economics), Associate Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**

1) Analyse theoretical approaches to self-management and personal resource management in professional and international contexts.	Lectures, problem-based learning, discussions	Class participation, analytical tasks, written assignments (CAS), end-of-semester test (CAS)
2) Evaluate personal resources (time, energy, cognitive and emotional capacities) and their impact on professional effectiveness and decision-making.	Lectures, self-assessment exercises, case studies	Testing, analytical tasks, reflective assignments (CAS), end-of-semester test (CAS)
3) Apply goal-setting and planning techniques (e.g., SMART, prioritization frameworks) in conditions of uncertainty and dynamic environments.	Lectures, practical exercises, simulations	Practical tasks, case analysis, written assignments (CAS), end-of-semester test (CAS)
4) Use time management and productivity tools to optimise individual and team performance in professional activities.	Workshops, case studies, group work	Case analysis, practical tasks, participation (CAS), end-of-semester test (CAS)
5) Apply stress management and self-regulation techniques to maintain resilience and performance in high-pressure professional contexts.	Lectures, simulations, reflective exercises	Practical tasks, reflective reports, case analysis (CAS), end-of-semester test (CAS)
6) Design and implement personal development and career strategies based on resource-oriented approaches	Project-based learning, workshops	Project work, presentations, written assignments (CAS), end-of-semester test (CAS)
7) Demonstrate the ability to make effective decisions and manage personal performance in international and cross-cultural professional environments.	Case studies, discussions, simulations	Case analysis, participation, analytical tasks (CAS), end-of-semester test (CAS)
Assessment		

The final grade is given on a 100-point scale and is based entirely on continuous assessment (CAS).

100 points for assessment:

- 20 points – participation in discussions and practical activities;
- 20 points – completion of practical tasks and case studies;
- 20 points – modular assessment (tests and analytical tasks);
- 20 points – individual project (personal development strategy);
- 20 points – end-of-semester test (CAS).

81–100%: The student demonstrates a high level of engagement, critical thinking, and the ability to apply self-management tools in complex and dynamic professional situations.

51–80%: The student participates regularly and demonstrates a good understanding of key concepts, with minor inaccuracies in application.

21–50%: The student shows limited participation and basic understanding of the material.

1–20%: Minimal participation and insufficient understanding.

b) Practical tasks and case studies

Assessment is based on the correctness of solutions, the ability to apply theoretical models, and the effectiveness of proposed strategies in real or simulated professional contexts.

c) Individual project

The student is assessed based on the quality of a personal resource management or career development plan, including goal setting, strategy design and practical applicability.

d) End-of-semester test (CAS)

The end-of-semester test (CAS) evaluates the integration of theoretical knowledge and practical competencies, including the ability to analyse personal effectiveness, apply self-management strategies and make decisions in conditions of uncertainty.

Content

Topic 1. Self-Management as a System of Personal Resource Management
Topic 2. Values, Life Orientation and Decision-Making in Professional Activity
Topic 3. Goal Setting and Strategic Planning in Dynamic Environments
Topic 4. Time Management and Productivity Tools
Topic 5. Energy Management and Psychophysiological Resources
Topic 6. Emotional Self-Regulation and Stress Management in Professional Activity
Topic 7. Self-Discipline, Motivation and Habit Formation
Topic 8. Self-Management in International and Cross-Cultural Environments
Topic 9. Self-Reflection, Performance Evaluation and Personal Effectiveness

Literature

Compulsory reading

1. Covey, S. R. (2020). The 7 Habits of Highly Effective People (30th Anniversary ed.). Simon & Schuster.
2. Clear, J. (2018). Atomic Habits. Avery.
3. Kahneman, D. (2011). Thinking, Fast and Slow. Farrar, Straus and Giroux.
4. Newport, C. (2016). Deep Work: Rules for Focused Success in a Distracted World. Grand Central Publishing.
5. Goleman, D. (2013). Focus: The Hidden Driver of Excellence. HarperCollins.
6. Burkeman, O. (2021). Four Thousand Weeks: Time Management for Mortals. New York: Farrar, Straus and Giroux.

Recommended reading

1. Baumeister, R. F., & Tierney, J. (2011). Willpower: Rediscovering the Greatest Human Strength. Penguin Books.
2. Duhigg, C. (2012). The Power of Habit. Random House.
3. McKeown, G. (2014). Essentialism: The Disciplined Pursuit of Less. Crown Publishing.
4. Pink, D. H. (2009). Drive: The Surprising Truth About What Motivates Us. Riverhead Books.
5. Thaler, R. H., & Sunstein, C. R. (2009). Nudge: Improving Decisions About Health, Wealth, and Happiness. Yale University Press.
6. Karamushka, L. M. (2015). Psychology of Management. Kyiv: Lybid.
7. Maksymenko, S. D. (2016). General Psychology. Kyiv: Center of Educational Literature.
8. Grant, A. (2023). Hidden Potential: The Science of Achieving Greater Things. New York: Viking.
9. Newport, C. (2024). Slow Productivity: The Lost Art of Accomplishment Without Burnout. New York: Portfolio.

Web-resources

1. American Psychological Association (APA). (n.d.). https://www.apa.org
2.Harvard Business Review. (n.d.). Productivity, leadership and decision-making. https://hbr.org
3.McKinsey & Company. (n.d.). Productivity and performance insights. https://www.mckinsey.com
4. MIT Sloan Management Review. (n.d.). https://sloanreview.mit.edu
5. World Economic Forum. (n.d.). Future of work and skills. https://www.weforum.org
6.PositivePsychology.com. (n.d.). Self-management and well-being tools. https://positivepsychology.com
7.MindTools. (n.d.). Time management and productivity techniques. https://www.mindtools.com
8.Coursera. (n.d.). Courses on productivity and personal development. https://www.coursera.org
9. LinkedIn Learning. (n.d.). Professional and career skills. https://www.linkedin.com/learning
10. Google Scholar. (n.d.). https://scholar.google.com

ACADEMIC FOREIGN LANGUAGE

The primary objective of the Academic Foreign Language course is to ensure practical mastery of a foreign language at a professional level and to develop the necessary communicative competence for the professional interaction in both oral and written forms. The course aims to enhance the English linguistic competence of Master's students focusing on developing skills for fluent and correct communication across a wide range of professional situations in the academic settings, with an emphasis on pragmatic, professional, and intercultural communication, mastering monologues and dialogues within socio-political, general economic, and specialized topics to develop skills for articulating a professional stance and employing methods for effective influence on interlocutors, preparing, delivering, and publicly discussing presentations on professional issues and personal research results, with a focus on the communicative aspects of academic discourse.

Language of teaching	**Semester**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**

English	3	3 / elective	Svitlana Medynska, PhD in Professional Education, Associate Professor; Maryna Dolzhenko, PhD in Pedagogy, Associate Professor	90 hours (24h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Demonstrate skills in academic, professional, and intercultural communication, as well as international cooperation, presenting results of scientific research in a foreign language in both oral and written forms and possessing a level of English language proficiency sufficient for successful communication in professional and social spheres			Completing tasks for self-directed learning, reading various types of periodicals, analyzing information from specialized academic journals, business magazines, and professional news outlets, listening to audio and video materials in the field of study	Assessment of practical skills, oral answers to questions, checking the correctness of completing test tasks (CAS), end-of-semester test (CAS)
2) Analyse verbal and video texts of upper-intermediate professional complexity, where authors express specific attitudes and viewpoints and recognize a wide range of specialized terminology and abbreviations within the professional field			Self-directed learning assignments, Internet searches, textbook assignments, vocabulary drills, essay writing based on reading, reading skills testing	Assessment of practical skills, oral answers to questions, checking written work, checking the correctness of test tasks (CAS), end-of-semester test (CAS)
3) Search, process, analyse and contextualize a significant volume of scientific information from diverse sources; interpret research findings in a foreign language in both written and oral forms to participate in extensive conversations and discussions regarding the interpretation of business phenomena and contemporary global marketing issues			Writing abstracts, reviews, literature surveys, or essays on professional topics; testing of speaking and writing skills; short reports (presentations) followed by	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), end-of-semester test (CAS)

	discussions to identify and analyze the viewpoints of all participants	
4) Critically evaluate, competently analyse, interpret and annotate scientific research and economic articles in a foreign language in both written and oral forms while recognizing the value of a subjective position within the information space and account for the specifics of its perception by the interlocutors	Searching for and selecting relevant academic and professional data using global databases and online resources; critically examining texts and providing structured oral assessments of professional literature and materials; summarizing and synthesizing key findings from field-specific articles, expert reports, and video content.	Assessment of written assignments, oral questioning, presentation evaluation, written work review, oral interview (CAS), end-of-semester test (CAS)
5) Communicate the results of scientific inquiry and research through clear, detailed descriptions and presentations on a wide range of professional topics, and effectively develop and support arguments using advanced communicative strategies in a foreign language to engage and persuade the audience	Preparation and delivery of a presentation, researching a topic, designing visual aids, and presenting findings orally to the audience	Presentation evaluation, peer assessment (CAS), language skills assessment (within a professional context) (CAS)
6) Adapt to and act within new and unconventional situations; generate innovative ideas for solving professional, scientific, and practical problems while recognizing the importance of appropriate behaviour within a multicultural environment, taking into account the national and cultural characteristics of representatives from diverse backgrounds	Brainstorming, pair work and small group work, role-plays, Internet research	Assessment of interactional skills (pair/ group work), speech skills evaluation (CAS), end-of-semester test (CAS)
Assessment		
The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 20 points for participation in discussions / problem-solving situations; 20 points for participation in role-plays/ case studies; 20 points for written assignments: summary/ abstract/ essay; 10 points for research project presentation (oral with multimedia support); 30 points for end-of-semester test (CAS) Assessment criteria:		

a) Participation in discussions / problem-solving situations
5 points: The student takes an active part in the discussion; presents material fluently, independently, and with strong arguments using a wide range of vocabulary and complex grammatical structures. All recommendations for academic and professional debating are fully adhered to.
4 points: The student actively participates and provides relevant arguments using a sufficient range of vocabulary and grammar. However, some arguments may lack depth, and there might be minor inaccuracies or occasional non-substantial linguistic errors.
3 points: Participation is fragmentary and superficial (lacks proper argumentation and justification). The student demonstrates significant inaccuracies, a limited vocabulary, and noticeable grammatical errors.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks. The student demonstrates a very narrow vocabulary and numerous grammatical errors that hinder effective communication.
b) Participation in role-plays/ case studies
5 points: The student takes an active part in the role-play/ case study; presents role-specific material fluently, independently, and with strong arguments. The student actively proposes innovative ideas using a wide range of vocabulary and complex grammatical structures and fully completes all assigned team tasks.
4 points: The student actively participates in the role-play/ case study and provides relevant arguments according to the assigned role. They use a sufficient range of vocabulary and grammar. However, they may lack linguistic preparation during problem-solving; minor inaccuracies or occasional non-substantial errors occur. All assigned team tasks are fully completed.
3 points: Participation is fragmentary and superficial (lacks proper justification). The student demonstrates significant inaccuracies, a limited vocabulary, and gross grammatical errors. They do not propose original ideas, merely reproducing role-specific information. Assigned team tasks are partially completed.
1-2 points: The student partially masters the material; participation is limited to isolated phrases or remarks relevant to the role. They demonstrate a very narrow vocabulary and numerous grammatical errors that hinder effective communication, and do not participate in completing team tasks.
c) Written assignments: summary/ abstract/ essay
5 points: The text is composed according to established standards and is clearly structured using appropriate language clichés and linking words. The written statement is logical, coherent, and well-argued. All task requirements are fully addressed. A wide range of vocabulary and grammatical structures is demonstrated; only a few minor grammatical or lexico-stylistic errors are permitted.
4 points: The text generally follows established standards with the use of language clichés and linking words. The structure is sufficiently clear. Not all task requirements are fully addressed (some are only mentioned). A small number of grammatical or lexico-stylistic errors are present; the range of vocabulary and grammatical structures is adequate but not extensive.
3 points: The text deviates from established standards; there are inaccuracies in the use of language clichés or insufficient use of linking words. Many task requirements are not addressed. A significant number of grammatical and lexico-stylistic errors are present, demonstrating a very narrow vocabulary range.
1-2 points: The text fails to meet established standards and lacks logical structure. Most task requirements are ignored. Critical grammatical and stylistic errors occur frequently, making the text difficult to understand. Vocabulary is extremely limited and often used inappropriately.
d) Research project presentation (oral with multimedia support)
9–10 points: The student demonstrates fluent oral proficiency and full adherence to the presentation structure. The relevance of the topic is well-justified; the subject is explored comprehensively. Results are systematically organized and classified, leading to highly persuasive conclusions. Speech is virtually error-free or contains only minor inaccuracies that do not hinder the full delivery of information.

7–8 points: The student demonstrates good oral proficiency and maintains the required presentation structure. The relevance of the topic is justified, and the subject is fully covered. Results are organized, though conclusions may not be entirely persuasive. Occasional linguistic errors occur but do not interfere with the overall clarity and delivery of information.
5–6 points: The student demonstrates satisfactory oral proficiency with partial adherence to the presentation structure. The relevance of the topic is insufficiently justified, and the subject is only partially explored. Results are not fully systematized, and conclusions lack persuasiveness. Linguistic errors partially hinder the effective delivery of information.
1–4 points: The presentation structure is not followed, and the topic is not disclosed. The student demonstrates a below-average level of oral proficiency. Numerous grammatical and lexical errors significantly hinder communication and prevent the audience from understanding the content.
e) Test
The criteria for the test assignment are written on the test card.

Content

Topic 1. The Academic and Professional Landscape of Marketing: Focusing on Global Contexts
Topic 2. Advanced Communication Models in Marketing: Strategic Stakeholder and Consumer Interaction
Topic 3. Marketing Research Methodology: Synthesizing Insights, Planning, and Hypothesis Testing
Topic 4. Structuring and Visualizing Marketing Insights: Data-Driven Concept Presentation
Topic 5. Persuasive Argumentation, Hedging, and Controversies in Marketing Trends
Topic 6. Academic and Professional Integrity in Marketing: Intellectual Property and Ethics of Consumer Data

Literature

Compulsory reading

1. Bailey, S. (2025). Academic Writing: A Handbook for International Students (6th ed.). Routledge. 288 p.
2. Hewings, M. (2014). *Cambridge Academic English*. Upper intermediate. Cambridge University Press.
3. McCarthy, M., O'Dell, F. (2016). *Academic Vocabulary in Use*. Cambridge University Press. 174 p.
4. Mohelnytska, L. F. (2022). *Anhliiska mova dlia mahistriv: navchalnyi posibnyk* [English for Master Students: Study Guide]. Zhytomyr Polytechnic. 77 p.
5. Morley, J. (2018). *Academic Phrasebank*. The University of Manchester. 151 p.
6. Robinson, N. & Day, J. (2010). Cambridge English for Marketing. Cambridge University Press. 120 p.
7. Thaine, C. (2012). *Cambridge Academic English*. Intermediate. Cambridge University Press.

Recommended reading

1. Caplan, N. A., Johns. A. (2022). *Essential Actions for Academic Writing: A Genre-Based Approach.* Kindle Edition. University of Michigan Press ELT.
2. Cargill, M., O'Connor, P. (2021). *Writing Scientific Research Articles*. Wiley-Blackwell.Kindle Edition.
3. Duarte, N. (2019). *DataStory: Explain Data and Inspire Action Through Storytelling.* Ideapress Publishing. 240 p.
4. HBR Guide. (2021). *HBR Guide to Better Business Writing.* Harvard Business Review Press. 240 p.
5. Higgins, J. (2020). *10 Skills for Effective Business Communication: Practical Strategies from the World's Greatest Leaders*. Tycho Press.
6. Knaflic, C. N. (2020). *Storytelling with Data: Let's Practice!* Wiley. 448 p.
7. Starodubtseva, T. V., & Miasoid, H. I. (Eds.). (2009). *Present your diploma project in English*: materialy dlia samostiinoi roboty studentiv [Present your diploma project in English: Materials for students' self-study]. DUEP. 53 p.

8. Wizner, A., Devis, A., & Sen, S. (2016). *Communication Strategies in a Diverse World*. Kendall Hunt Publishing Company.

Web-resources

1. TED Talks: Business Section. (n.d.). https://www.ted.com/topics/business
2. The Economist. (n.d.). *Official website*. https://www.economist.com
3. The Financial Times. (n.d.). *Official website.* http://www.ft.com/home/europe
4. The Guardian. *Official website.* https://www.theguardian.com/international
5. The Harvard Business Review (HBR). (n.d.). *Official website*. https://hbr.org

INFORMATION SYSTEMS IN ENTERPRISE MANAGEMENT

The course aims to develop advanced knowledge and practical skills in the use, integration and management of enterprise information systems, including work with databases, digital platforms and analytical tools to support managerial decision-making, optimize business processes and enhance organizational performance.

Language of teaching	**Semester**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 / elective	Valeriia Pysarkova, PhD (Economics)	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyze and apply scientific, methodological, and analytical tools for managing enterprise information systems in complex and uncertain environments.	Lectures, case study analysis, analytical workshops	Case study reports, analytical tasks (CAS)
2) Identify organizational problems and justify managerial decisions using information systems and digital tools.	Lectures, problem-based learning, practical tasks	Problem-solving tasks, practical assignments (CAS)
3) Design integrated enterprise management systems based on the effective use of information systems.	Lectures, system design workshops, project-based learning	System design projects, project reports (CAS)
4) Develop and evaluate projects related to the implementation and improvement of enterprise information systems.	Lectures, BI tools labs, project-based learning	Dashboard projects, practical information technology tasks (CAS)
5) Analyze and apply specialized software and enterprise information systems to solve complex managerial problems and support decision-making processes.	Lectures, database workshops, hands-on labs	Database tasks, practical lab assignments (CAS)

6) Evaluate, plan, and organize information, methodological, and technological support of enterprise activities using modern information systems.	Lectures, strategic planning workshops, individual assignments	Individual assignments, strategic planning tasks (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
45 points for practical tasks and work with information systems and databases;
35 points for case study analysis and project tasks;
20 points for presentations.
Assessment criteria:
a) practical tasks and work with information systems and databases
38–45 points: The student demonstrates a high level of performance in practical tasks, effectively uses enterprise information systems, databases and digital tools, correctly applies analytical methods and provides well-justified managerial solutions and results.
30–37 points: The tasks are generally completed correctly with a good level of system usage and data analysis, though some minor inaccuracies may be present.
18–29 points: The tasks are partially completed, demonstrate limited use of information systems and insufficient justification of results.
1–17 points: The tasks are poorly completed, incomplete or not submitted.
b) case study analysis and project tasks
30–35 points: The student demonstrates excellent analytical and project-management skills, correctly identifies enterprise problems, develops well-structured project solutions and provides justified managerial decisions.
22–29 points: The student demonstrates a good understanding of the case and project tasks, though some inaccuracies or insufficient analytical depth may be present.
13–21 points: A basic understanding of the problem is demonstrated with limited analysis and weak project development.
1–12 points: Weak analysis, incomplete or incorrect project solutions, inability to justify managerial decisions.
c) presentations
17–20 points: The student demonstrates excellent understanding of the material, depth of analysis and professional presentation skills. The presentation is logically structured, visually clear and reflects independent thinking and effective use of digital tools.
13–16 points: The student demonstrates a good understanding of the topic with minor inaccuracies in structure or presentation.
7–12 points: The structure is somewhat logical, though ideas are not always clearly expressed or sufficiently justified.
1–6 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Classification of information systems: ERP, CRM, SCM, HRM. Typology of information systems
Topic 2. Information systems in human resource management
Topic 3. Information systems in financial management
Topic 4. Information systems in supply chain management (SCM)
Topic 5. User roles and access management in enterprise information systems
Topic 6. Implementation and evaluation of information systems

Literature

Compulsory reading

1. Dubnytskyi, V. I., Naumenko, N. Yu., Ovcharenko, O. V., & Pysarkova, V. R. (2020). *Informatsiinyi menedzhment* [Information management]. Dnipro: DVNZ UDKhTU. 405 p.

2. Baltzan, P. (2024). *Business driven information systems* (9th ed.). McGraw-Hill. 672 p.

3. Baley, I., & Veldkamp, L. (2025). *The data economy: tools and applications*. Princeton University Press. 320 p.

4. Azarova, A. O., Yurchuk, N. P., Nikiforova, L. O., & Shyian, A. A. (2024). *Informatsiini systemy i tekhnolohii. Chastyna 2* [Information systems and technologies. Part 2]. Vinnytsia: VNTU. 160 p.

Recommended reading

1. Hryhorkiv, V. S., et al. (2021). *Korporatyvni informatsiini systemy* [Corporate information systems]. Chernivtsi: Yurii Fedkovych National University: Ruta. 151 p.

2. Kravchenko, I. V., & Mykytenko, V. I. (2022). *Informatsiini tekhnolohii* [Information technologies]. Kyiv: KPI im. Ihoria Sikorskoho. 447 p.

3. Zelinska, O. V., Potapova, N. A., & Volontyr, L. O. (2020). *Informatsiini systemy ta tekhnolohii v haluzi* [Information systems and technologies in the industry]. Vinnytsia: VNAU. 263 p.

4. Sharda, R., Delen, D., & Turban, E. (2024). *Business intelligence, analytics, and data science: a managerial perspective* (5th ed.). Pearson. 832 p..

5. Pysarkova, V. (2025). *Formuvannia innovatsiinoho potentsialu startapiv na osnovi informatsiino-analitychnykh platform* [Formation of innovative potential of startups based on information-analytical platforms]. *Ekonomika ta suspilstvo* [Economy and Society], 80. DOI: 10.32782/2524-0072/2025-80-116

6. Nesterenko, O. V. (2019). *Informatsiini systemy upravlinnia pidpryiemstvamy* [Enterprise management information systems]. Kyiv: UkrNTS RIT. 134 p.

Web-resources

1. Vpravno. (n.d.). *Demo version of the information system*. *Official website*. https://demo.vpravno.com.ua/uk/

2. Google. (n.d.). *Google Workspace accessibility guide*. *Official website*. https://support.google.com/a/answer/1631886

3. Google. (n.d.). *Getting started with Google Sheets*. *Official website*. https://www.youtube.com/watch?v=oCYT63b_m88

5. Microsoft. (n.d.). *Power BI*. Official website. https://powerbi.microsoft.com

6. Tableau. (n.d.). *Tableau data visualization*. Official website. https://www.tableau.com

7. Google. (n.d.). *Looker Studio*. Official website. https://lookerstudio.google.com

8. Oracle. (n.d.). *Enterprise resource planning (ERP)*. Official website. https://www.oracle.com/erp

9. SAP. (n.d.). *SAP ERP and business solutions*. Official website. https://www.sap.com

10. IBM. (n.d.). *Business analytics and AI solutions*. Official website. https://www.ibm.com/analytics

11. Kaggle. (n.d.). *Data science and analytics platform*. Official website. https://www.kaggle.com

12. Statista. (n.d.). *Statistics and market data*. Official website. https://www.statista.com

13. Salesforce. (n.d.). *Official website.* https://www.salesforce.com

14. Odoo. (n.d.). *Official website.* https://www.odoo.com

MARKETING PROJECT MANAGEMENT (AI IN MARKETING)				
The course aims to develop a system of theoretical knowledge and practical skills for planning, managing, and evaluating marketing projects using artificial intelligence tools and data-driven approaches in dynamic business environments. The course focuses on AI-supported marketing campaigns and brand communication projects (segmentation, personalisation, content creation, chatbots and marketing automation); AI applications in online retail are covered in the parallel elective Marketing Project Management (AI in E-commerce).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / elective	Olha Hamzah, PhD (Economics), Associate Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Apply contemporary marketing principles, project management approaches and AI tools, adapting AI-driven solutions to specific business goals and project requirements.			Lectures, case studies, AI tool demonstrations and experimentation, workshops, project-based learning	Analytical tasks, case analysis, mini-tests, practical assignments (CAS), individual AI-based marketing project (CAS)
2) Develop integrated marketing project strategies and marketing systems that combine analytics, AI technologies and automation, and generate innovative solutions using AI-assisted ideation.			Strategy development sessions, interdisciplinary group projects, AI integration exercises, AI-assisted ideation workshops	Strategic project proposals, creative tasks and concept development (CAS), individual project (CAS)
3) Plan and manage marketing projects using AI tools and evaluate project performance and effectiveness with KPIs.			Project-based learning, simulations, KPI modelling and dashboard exercises	KPI tasks, analytical assignments (CAS), individual project (CAS)
4) Collect, process and analyse marketing data with digital and AI analytics tools, conduct marketing diagnostics and interpret the results of strategic analysis.			Hands-on lab work with AI and analytics platforms, data interpretation tasks, diagnostics exercises	Analytical tasks, reports, mini-projects (CAS), individual project (CAS)

5) Justify marketing decisions using data-driven and project management approaches and solve complex marketing problems under uncertainty, including the management of project risks.	Case studies, simulations, decision-making and problem-solving exercises	Case analysis, practical assignments (CAS), individual project (CAS)
6) Present and justify project results using data visualisation and AI tools, and apply communication and teamwork skills in project environments.	Presentation and pitching training, data visualisation exercises, role plays, teamwork exercises	Presentations, pitching, peer review, group tasks (CAS), final project presentation (CAS)
7) Critically evaluate AI tools in marketing decision-making, considering their risks and limitations, and apply ethical and sustainability principles in AI-driven marketing projects.	Lectures, debates, ethical and CSR case analysis	Case discussions, analytical essays, reflective tasks (CAS), individual project (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 60 points for semester learning activities and 40 points for an end-of-course project.

60 points for continuous assessment:

- Practical assignments (AI tools for segmentation, content creation, chatbots and marketing automation) – 40 points
- Case studies of AI-driven marketing campaigns and analytical tasks – 10 points
- Tests – **5 points**
- Class participation and presentations – **5 points**

40 points – End-of-course individual project (CAS):

Individual AI-based Marketing Project

Project requirements:

Development of an AI-supported marketing campaign project for a real or simulated brand: target segments and personalisation, AI-generated content plan, marketing automation scenario, campaign KPIs, and assessment of risks and ethical issues.

Assessment criteria:

36-40 – comprehensive AI-driven project, strong strategy, clear KPIs, justified insights
30-35 – well-developed project with minor inconsistencies
24-29 – basic implementation, limited analytical depth
16-23 – incomplete project, weak justification
1-15 – very limited project
0 – not submitted

Content

Topic 1. Introduction to AI in Marketing Projects
Topic 2. Data Analysis and Machine Learning in Marketing
Topic 3. Personalization and Recommendation Systems
Topic 4. Targeting, Segmentation, and Content Strategy
Topic 5. Natural Language Processing (NLP)
Topic 6. Chatbots and Customer Automation
Topic 7. Marketing Automation and AI Tools
Topic 8. AI in Search and Social Media
Topic 9. Visual AI and Image Processing
Topic 10. AI Content Creation
Topic 11. AI in Social Media Strategy
Topic 12. Ethics and Legal Aspects

Topic 13. KPI and Performance Measurement
Topic 14. AI Tools Ecosystem in Marketing

Literature

Compulsory reading

1. Davenport, T. H. (2025). *Agentic Artificial Intelligence: Harnessing AI Agents to Reinvent Business, Work, and Life*. Boston: Harvard Business Review Press.
2. Davenport, T. H., & Mittal, N. (2023). *All-in on AI: How Smart Companies Win Big with Artificial Intelligence*. Boston: Harvard Business Review Press.
3. Kaput, M. (2022). *Marketing Artificial Intelligence: AI, Marketing, and the Future of Business*. Dallas, TX.
4. Warnock, V. (2023). *ChatGPT for Marketers: A Practical Guide to Using AI for Content Creation*.
5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley.
7. Walters, T., & Hammond, J. (2025). *AI in Marketing: Applications, Insights, and Analysis*. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Pearson.
9. Kotler, P., Kartajaya, H., & Setiawan, I. (2019). *Marketing 4.0: Moving from Traditional to Digital*. Wiley.
10. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.

Recommended reading

1. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley.
2. Marr, B. (2023). *Artificial Intelligence in Practice* (2nd ed.). Wiley.
3. Mollick, E. (2024). *Co-Intelligence: Living and Working with AI*. Portfolio.
4. McKinsey & Company (2024). *The State of AI Report*.
5. Harvard Business Review (2020–2025). Articles on AI in marketing and digital transformation.
6. Stone, M., Bond, A., & Foss, B. (2004). *Customer Relationship Management in Practice*. Pearson.
7. Kumar, V., & Reinartz, W. (2016). *Creating Enduring Customer Value*. Journal of Marketing.

Web-resources

1. OpenAI. https://www.openai.com/
AI tools (ChatGPT) for content generation, prompting, and marketing automation.
2. Google. https://www.thinkwithgoogle.com/
Insights, trends, and case studies on AI in digital marketing and consumer behaviour.
3. HubSpot (n.d.). https://www.hubspot.com/
Resources on CRM systems, automation, and AI-driven marketing strategies.
4. Statista. https://www.statista.com/
Statistical data and reports for market analysis and campaign planning.
5. Harvard Business Review. https://hbr.org/
Articles on AI, digital transformation, and marketing strategy.
6. McKinsey & Company. https://www.mckinsey.com/
Research and insights on AI adoption and business transformation.
7. SEMrush. https://www.semrush.com/
SEO tools and analytics for keyword research and campaign optimisation.
8. Canva. https://www.canva.com/
AI-supported tools for visual content creation.

MARKETING PROJECT MANAGEMENT (AI IN E-COMMERCE)

The course aims to develop a system of theoretical knowledge and practical skills for planning, managing, and optimising marketing projects in e-commerce using artificial intelligence tools, data analytics, and performance-driven approaches in digital business environments. The course focuses on online retail: customer journeys, conversion funnels, recommendation systems, product content and marketplaces; AI applications in brand and campaign management are covered in the parallel elective Marketing Project Management (AI in Marketing).

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / elective	Olha Hamzah, PhD (Economics), Associate Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Apply contemporary marketing and e-commerce principles, project management approaches and AI tools, adapting AI-driven solutions to business goals, customer journeys and platform-specific requirements.	Lectures, case studies of e-commerce platforms, AI tool demonstrations and experimentation, workshops, project-based learning	Analytical tasks, case analysis, mini-tests, practical assignments (CAS), individual AI-based e-commerce project (CAS)
2) Develop integrated e-commerce marketing strategies and systems that combine digital channels, analytics, AI technologies and automation, and generate innovative solutions for content, automation and personalisation.	Strategy development sessions, interdisciplinary group projects, case studies (Amazon, Shopify, marketplaces), AI-assisted ideation workshops	Strategy proposals, creative tasks and concept development (CAS), individual project (CAS)
3) Plan and manage e-commerce marketing projects using AI tools and manage e-commerce performance with KPIs (conversion rate, CAC, LTV, retention, ROI).	Project-based learning, KPI and funnel modelling, dashboard exercises	KPI tasks, analytical assignments (CAS), individual project (CAS)
4) Collect, process and analyse e-commerce data with digital, AI and BI tools, apply customer analytics and AI-based segmentation, and diagnose e-commerce performance to develop optimisation strategies.	Hands-on lab work with analytics tools (GA, BI), data analysis, diagnostics exercises	Analytical tasks, reports, mini-projects (CAS), individual project (CAS)

5) Justify marketing decisions using data-driven and performance marketing approaches and solve complex e-commerce marketing problems under uncertainty, managing risks in digital environments.	Case studies, simulations, decision-making and problem-solving exercises	Case analysis, practical assignments (CAS), individual project (CAS)
6) Present and justify e-commerce project results using dashboards, analytics and AI tools, and apply communication and teamwork skills in digital marketing projects.	Presentation training, visualisation exercises, pitching sessions, role plays, teamwork exercises	Presentations, dashboard demos, peer review, group tasks (CAS), final project presentation (CAS)
7) Critically evaluate AI tools in e-commerce decision-making, considering risks, bias and limitations, and apply ethical, legal and sustainability principles in AI-driven e-commerce projects.	Lectures, debates, ethical, CSR and regulatory case analysis	Case discussions, analytical essays, reflective tasks (CAS), individual project (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 60 points for semester learning activities and 40 points for an end-of-course project.

60 points for continuous assessment:

- Practical assignments (e-commerce analytics, recommendation systems, product content automation and conversion optimisation tasks) – 40 points
- Case studies of e-commerce platforms and marketplaces and analytical tasks – 10 points
- Tests – **5 points**
- Class participation and presentations – **5 points**

40 points – End-of-course individual project (CAS):

Individual AI-based E-commerce Project

Project requirements:

Development of an AI-based optimisation project for an online store or a marketplace seller: customer journey and conversion funnel analysis, AI-based personalisation or product recommendations, product content automation, KPI system (conversion rate, CAC, LTV, retention, ROI), and data privacy assessment.

Assessment criteria:

36-40 – comprehensive AI-driven project, sound funnel logic, clear e-commerce KPIs, justified insights

30-35 – well-developed project with minor inconsistencies

24-29 – basic implementation, limited analytical depth

16-23 – incomplete project, weak justification

1-15 – very limited project

0 – not submitted

Content

Topic 1. Introduction to AI in E-commerce Marketing Projects

Topic 2. E-commerce Business Models and Digital Customer Journey

Topic 3. Data Analytics and Machine Learning in E-commerce

Topic 4. Customer Segmentation and Personalisation in Online Retail

Topic 5. Recommendation Systems in E-commerce

Topic 6. AI in Product Content and Catalog Management

Topic 7. Chatbots and AI-driven Customer Experience

Topic 8. Marketing Automation in E-commerce

Topic 9. AI in Performance Marketing (Ads, SEO, Conversion Optimisation)

Topic 10. AI Content Creation for E-commerce (product descriptions, visuals, video)
Topic 11. AI in Social Commerce and Marketplaces
Topic 12. Ethics, Data Privacy, and Legal Aspects in E-commerce AI
Topic 13. KPI Systems in E-commerce (conversion, CAC, LTV, retention)
Topic 14. AI Tools Ecosystem for E-commerce

Literature

Compulsory reading

1. Davenport, T. H. (2025). *Agentic Artificial Intelligence: Harnessing AI Agents to Reinvent Business, Work, and Life*. Boston: Harvard Business Review Press.
2. Davenport, T. H., & Mittal, N. (2023). *All-in on AI: How Smart Companies Win Big with Artificial Intelligence*. Boston: Harvard Business Review Press.
3. Kaput, M. (2022). *Marketing Artificial Intelligence: AI, Marketing, and the Future of Business*. Dallas, TX.
4. Warnock, V. (2023). *ChatGPT for Marketers: A Practical Guide to Using AI for Content Creation*.
5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley.
7. Walters, T., & Hammond, J. (2025). *AI in Marketing: Applications, Insights, and Analysis*. Routledge.
8. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Pearson.
9. Kotler, P., Kartajaya, H., & Setiawan, I. (2019). *Marketing 4.0: Moving from Traditional to Digital*. Wiley.
10. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.

Recommended reading

1. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley.
2. Marr, B. (2023). *Artificial Intelligence in Practice* (2nd ed.). Wiley.
3. Mollick, E. (2024). *Co-Intelligence: Living and Working with AI*. Portfolio.
4. McKinsey & Company (2024). *The State of AI Report*.
5. Harvard Business Review (2020–2025). Articles on AI in marketing and digital transformation.
6. Stone, M., Bond, A., & Foss, B. (2004). *Customer Relationship Management in Practice*. Pearson.
7. Kumar, V., & Reinartz, W. (2016). *Creating Enduring Customer Value*. Journal of Marketing.

Web-resources

1. OpenAI. https://www.openai.com/
AI tools (ChatGPT) for content generation, prompting, and marketing automation.
2. Google. https://www.thinkwithgoogle.com/
Insights, trends, and case studies on AI in digital marketing and consumer behaviour.
3. HubSpot (n.d.). https://www.hubspot.com/
Resources on CRM systems, automation, and AI-driven marketing strategies.
4. Statista. https://www.statista.com/
Statistical data and reports for market analysis and campaign planning.
5. Harvard Business Review. https://hbr.org/
Articles on AI, digital transformation, and marketing strategy.
6. McKinsey & Company. https://www.mckinsey.com/
Research and insights on AI adoption and business transformation.

7. SEMrush. https://www.semrush.com/ SEO tools and analytics for keyword research and campaign optimisation. 8. Canva. https://www.canva.com/ AI-supported tools for visual content creation.

BUSINESS ANALYTICS WITH POWER BI				
The course aims to develop a system of theoretical knowledge in data processing, analysis, and visualisation, and to provide practical skills in using Power BI for effective managerial decision-making.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / elective	Olha Hamzah, PhD (Economics), Associate Professor	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Plan and conduct analytical research in marketing, analyse results, and justify data-driven decisions under uncertainty.			Lectures, mini-research based on datasets, practical tasks in Power BI, analytical exercises	Analytical tasks, mini-research assignments, class discussions (CAS), individual BI project (CAS)
2) Present and discuss analytical results using data visualisation tools.			Presentations, dashboard development, visual storytelling exercises, peer review	Presentations, dashboard demonstrations, peer assessment (CAS), individual BI project presentation (CAS)
3) Improve marketing effectiveness using business analytics and manage projects with BI tools.			Project-based learning, case studies, KPI analysis, Power BI workshops	Practical tasks (KPI analysis), case study reports (CAS), individual BI project (CAS)
4) Develop and enhance marketing systems based on data analysis and KPIs.			Lectures, seminars, group work, modelling marketing systems using data	Group tasks, analytical assignments (CAS), individual BI project (CAS)
5) Apply marketing analysis tools to support decision-making.			Case studies, simulations of decision-making, practical data analysis tasks	Case analysis, practical assignments (CAS), individual BI project (CAS)
6) Use strategic marketing analysis methods and interpret results to improve performance.			Lectures, case studies, analytical	Analytical tasks, case study analysis (CAS),

	exercises, scenario modelling	individual BI project (CAS)
7) Manage marketing activities and evaluate performance using analytical indicators and BI tools.	Workshops, KPI design exercises, simulations, dashboard development	Practical tasks (KPI systems), class participation (CAS), individual BI project (CAS)
8) Collect, process, and analyse data using modern tools (Power BI, ETL, DAX).	Hands-on practice (Power Query, DAX, ETL), lab work, data integration tasks	Practical tasks (data preparation, modelling, DAX), mini-tests (CAS), individual BI project (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 60 points for semester learning activities and 40 points for an end-of-course project.

60 points for continuous assessment:

a) practical assignments in Power BI (40 points)

Assessment is based on the ability to collect, transform, model, analyse, and visualise data using Power BI (Power Query, data modelling, DAX, dashboards):

36-40 points – tasks are completed correctly, data modelling and DAX calculations are accurate, dashboards are well-structured, conclusions are clear and justified.

30-35 points – generally correct implementation with minor inaccuracies in modelling or visualisation.

24-29 points – basic level of completion, limited analytical depth, partial errors in calculations or structure.

16-23 points – significant errors in data processing or visualisation, weak interpretation.

1-15 points – low level of understanding, incomplete or incorrect tasks.

0 points – tasks are not completed.

b) case study and analytical tasks (10 points)

Assessment is based on the ability to interpret data and propose data-driven marketing decisions:

9–10 points – comprehensive and well-structured analysis, justified decisions.

7–8 points – good understanding with minor inconsistencies.

5–6 points – basic analysis with partial understanding.

3–4 points – limited understanding, weak analysis.

0–2 points – lack of understanding, incorrect or absent analysis.

c) tests (5 points)

Assessment is based on knowledge of BI concepts, data analysis methods, and tools:

5 points – excellent knowledge.

3-4 points – good understanding.

1-2 points – limited knowledge.

0 points – insufficient knowledge.

d) class participation and presentations (5 points)

Assessment is based on engagement in discussions, teamwork, and presentation of intermediate results:

5 points – active participation and meaningful contributions.

3-4 points – regular participation.

1-2 points – limited participation.

0 points – no participation.

40 points – End-of-course individual BI project (CAS)
Individual BI project: Development of a Power BI dashboard and analytical report
Assessment is based on the completeness, technical quality, and analytical value of the project:
36-40 points – comprehensive project including data collection, ETL (Power Query), data modelling, DAX calculations, interactive dashboard, KPI system, and well-justified insights; clear and professional presentation.
30-35 points – well-developed project with minor inconsistencies in modelling, visualisation, or interpretation.
24-29 points – basic implementation with partial coverage of required elements; limited analytical depth.
16-23 points – incomplete project, weak modelling and visualisation, insufficient justification.
1-15 points – very limited project, major technical and analytical errors.
0 points – project not submitted.

Content

Topic 1. Business Analytics and BI Systems
Topic 2. Power BI Architecture and Capabilities
Topic 3. Data Sources, ETL, and Power Query
Topic 4. Data Modelling and DAX Language
Topic 5. Data Visualisation and Report Design
Topic 6. Power BI Service and Data Security
Topic 7. AI and Advanced Analytics in Power BI
Topic 8. Marketing and Sales Analytics
Topic 9. Business Decision-Making Based on Data

Literature

Compulsory reading

1. Ferrari, A., & Russo, M. (2017). *Analyzing Data with Microsoft Power BI and Power Pivot for Excel*. Microsoft Press. 459 p.
2. Ferrari, A., & Russo, M. (2025). *The Definitive Guide to DAX* (2nd ed.). Microsoft Press.
3. Sydorova, A. V., Bilenko, D. V., & Burkina, N. V. (2019). *Biznes-analityka* [Business Analytics]. Vasyl Stus Donetsk National University. 104 p.
4. Varenko, V. M. (2014). *Informatsiino-analitychna diialnist* [Information and Analytical Activity]. University Ukraine. 417 p.
5. Bekes, G. (2021). *Data Analysis for Business, Economics, and Policy*. Cambridge University Press. 738 p.
6. Wilke, C. O. (2019). *Fundamentals of Data Visualization*. O'Reilly Media. 387 p.
7. Kolokolov, A., & Zelensky, M. (2024). *Data Visualization with Microsoft Power BI*. O'Reilly Media. 461 p.
8. Healy, K. (2018). *Data Visualization: A Practical Introduction*. Princeton University Press. 296 p.
9. Seamark, P. (2018). *Beginning DAX with Power BI*. Apress.
10. Few, S. (2006). *Information Dashboard Design*. O'Reilly Media. 206 p.
11. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.

Recommended reading

1. Anisimov, A. V., & Kuliabko, P. P. (2017). *Informatsiini systemy ta bazy danykh* [Information Systems and Databases].
2. Antonenko, V. M., Mamchenko, S. D., & Rohushyna, Yu. V. (2016). *Suchasni informatsiini systemy i tekhnolohii: upravlinnia znanniamy* [Modern Information Systems and Technologies].
3. Ware, C. (2008). *Visual Thinking for Design*. Morgan Kaufmann. 183 p.
4. Warnock, V. (2023). *ChatGPT for Marketers*.

5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley.

Web-resources

1. Microsoft. https://powerbi.microsoft.com/
Official Power BI platform: dashboards, analytics tools, and learning resources.
2. Google. https://analytics.google.com/
Google Analytics platform for web and marketing data analysis.
3. Kaggle. https://www.kaggle.com/
Datasets, analytics tools, and practical exercises for data analysis.
4. Statista. https://www.statista.com/
Statistical data and reports for marketing analysis.
5. Harvard Business Review. https://hbr.org/
Articles on data-driven decision-making and analytics.
6. Google. https://www.thinkwithgoogle.com/
Marketing analytics insights and digital trends.
7. Microsoft. https://learn.microsoft.com/
Tutorials and documentation for Power BI and data analysis tools.

INNOVATION MANAGEMENT

The course aims to develop advanced theoretical knowledge and practical competencies in innovation management within dynamic, technology-driven, and highly competitive business environments. The course focuses on strategic innovation management, market-oriented innovation development, digital transformation, commercialization of innovative products and services, and the integration of innovation processes into organizational and marketing strategies.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	4 / elective	Valeriia Pysarkova, PhD (Economics)	120 hours (18 h. lectures, 14 h. practical classes, 88 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically analyze innovation challenges, market opportunities, customer needs, and technological trends to justify strategic managerial decisions in dynamic business environments.	Lectures, case-study analysis, problem-based learning, analytical discussions	Case-study reports, analytical tasks, participation in analytical discussions and problem-solving activities (CAS)

2) Design and develop integrated innovation management systems and market-oriented innovation strategies at strategic and operational levels.	Lectures, strategic planning workshops, innovation design sessions, teamwork	Strategic assignments, innovation strategy design tasks, workshop activities, teamwork evaluation (CAS)
3) Develop, validate, and manage innovation projects, including new product and service development, commercialization strategies, and customer value propositions.	Project-based learning, group work, innovation workshops, practical project sessions	Innovation project development, project reports, workshop-based project activities, teamwork evaluation, project presentation (CAS)
4) Evaluate, plan, and organize informational, analytical, technological, and financial support for innovation and digital transformation activities in organizations.	Lectures, analytical workshops, practical tasks, digital analytics sessions	Analytical tasks, applied practical assignments, digital analytics tasks, presentations (CAS)

Assessment

The final grade is given on a 100-point scale.
100 points for work in the semester:
40 points for project work;
35 points for analytical reports;
25 points for presentations.
Assessment criteria:
a) project work
34–40 points: The student develops a comprehensive and well-structured innovation project, demonstrates strong analytical and creative thinking, and provides feasible and well-justified solutions.
26–33 points: The project is generally well-developed, though some elements lack depth or clarity.
16–25 points: The project is partially developed, with limited analysis and weak justification.
1–15 points: The project is incomplete, poorly structured or lacks logical justification.
b) analytical reports
30–35 points: The student demonstrates a high level of analytical skills, conducts in-depth analysis of innovation processes and provides well-justified conclusions and recommendations.
22–29 points: The report is generally well-prepared, with a good level of analysis, though some inaccuracies may be present.
13–21 points: The report demonstrates a basic level of analysis with limited depth and weak justification.
1–12 points: The report is poorly prepared, lacks analysis and contains significant errors.
c) presentations
21–25 points: The student demonstrates excellent understanding of the material, depth of analysis and presents ideas clearly, logically and professionally. The presentation reflects independent thinking and creativity.
16–20 points: The student demonstrates a good understanding with minor inaccuracies.
10–15 points: The structure is somewhat logical, but ideas are not always clearly expressed.
1–9 points: The presentation is poorly structured and contains significant errors.

Content

Topic 1. Foundations of innovation management
Topic 2. Innovation ecosystems and customer-oriented innovation
Topic 3. Strategic innovation and market development
Topic 4. Digital transformation and innovation business models
Topic 5. Innovation and new product development projects
Topic 6. Design thinking and customer value creation
Topic 7. Commercialization of innovations and go-to-market strategies
Topic 8. Innovation risk management and organizational readiness
Topic 9. Innovation analytics, performance measurement, and sustainable innovation

Literature

Compulsory reading

1. Schilling, M. A. (2023). *Strategic management of technological innovation* (7th ed.). McGraw-Hill. 560 p.

2. Tidd, J., & Bessant, J. (2024). *Managing innovation: integrating technological, market and organizational change* (8th ed.). Wiley. 640 p.

3. Buniak, N. M. (2022). *Innovatsiinyi menedzhment* [Innovation management]. Lutsk: Lesya Ukrainka Volyn National University. 132 p.

4. Zakharchenko, V. I., Kovtunenko, K. V., & Laptieva, V. V. (2024). *Innovatsiino-investytsiinyi menedzhment* [Innovation and investment management]. Sumy: Universytetska knyha. 148 p.

5. Melnyk, L. H., & Karintseva, O. I. (Eds.). (2023). *Ekonomika ta biznes-innovatsii* [Economics and business innovations]. Sumy: Universytetska knyha. 702 p.

Recommended reading

1. Kopytko, M. I., & Blaha, N. V. (2022). *Upravlinnia innovatsiiamy ta investytsiiamy* [Management of innovations and investments]. Lviv: Lviv State University of Internal Affairs. 296 p.

2. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society*. Stanford: Stanford University Press. 280 p.

3. Boiko, M. I. (2020). *Upravlinnia innovatsiinoiu diialnistiu* [Management of innovation activity]. Lviv: Ivan Franko National University of Lviv. 298 p.

4. Morozov, V. V. (2020). *Innovatsiinyi menedzhment* [Innovation management]. Dnipro: DNU. 310 p.

5. Chorna, N. P. (2022). *Analitychnyi instrumentarii upravlinnia innovatsiiamy* [Analytical tools of innovation management]. Ternopil: FOP Osadtsa Yu. V. 214 p.

6. Bodin, L. (2025). *Atomic scaling: How small teams create huge growth*. London: Entrepreneur Press. 300 p.

7. Yaroshenko, I. H. (2020). *Upravlinnia innovatsiinymy protsesamy* [Management of innovation processes]. Lviv: Lviv Polytechnic National University. 310 p.

Web-resources

1. HYPE Innovation. (n.d.). *Official website.* https://www.hypeinnovation.com/resources
2. Viima. (n.d.). *Official website.* https://www.viima.com/resources
3. Open Innovation. (n.d.). *Official website.* https://openinnovation.eu
4. World Intellectual Property Organization. (n.d.). *Official website.* https://www.wipo.int
5. OECD. (n.d.). *Official website.* https://www.oecd.org

DIGITAL MARKETING STRATEGIES

The course aims to develop advanced strategic and analytical competencies in digital marketing. Students examine digital consumer behaviour, customer journey design, content and performance marketing, search and social media marketing, marketing automation, MarTech, analytics, and artificial intelligence, with particular attention to data-driven decision-making and ethical and regulatory requirements. Through case analysis and project-based learning, students critically evaluate contemporary digital marketing approaches and develop a comprehensive, evidence-based digital marketing strategy for a brand, including implementation and performance measurement.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course / Form of final assessment**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	5 / elective	Volodymyr Dubnytskyi, Doctor of Sciences (Economics), Full Professor	150 hours total — 40 contact hours (20 h. lectures, 20 h. practical classes) + 110 h. self-directed learning

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Develop and justify digital marketing strategies in accordance with organisational strategic objectives and the characteristics of the digital business environment.	Interactive lectures; analysis of academic and professional literature; strategic planning workshops; case study discussions.	Participation in discussions; strategic analysis assignment; capstone project (CAS).
2) Analyse consumer behaviour, customer experience and marketing data to support evidence-based managerial decision-making in an omnichannel environment.	Case study analysis; customer journey mapping workshops; consumer behaviour analysis exercises; data interpretation tasks.	Case study analysis; practical assignments; group project (CAS).
3) Plan, integrate and evaluate digital marketing communications using contemporary digital channels and technologies.	Practical workshops; digital campaign simulations; content planning exercises; collaborative project work.	Practical assignments; group project / presentation; campaign plan report (CAS).
4) Critically evaluate and apply marketing analytics, attribution models and performance measurement approaches, assessing data quality, methodological assumptions and limitations to support evidence-based managerial decisions.	Analytics workshops; guided data analysis; attribution modelling exercises;	Analytical assignments; literature review; analytical report (CAS).

	structured discussions of performance metrics and KPIs.	
5) Integrate marketing technologies, automation and artificial intelligence tools into digital marketing systems while considering ethical, legal and regulatory requirements.	MarTech and AI tool workshops; problem-based learning; technology evaluation exercises; analysis of regulatory and ethical cases.	Practical assignments; compliance and ethics case analysis; capstone project (CAS).
6) Critically appraise contemporary peer-reviewed research and professional evidence in digital marketing, compare theoretical and methodological perspectives, and integrate relevant findings into strategic managerial decision-making.	Research literature review workshops; academic database searching; critical reading and comparative analysis of peer-reviewed studies and professional reports; structured discussions of theoretical perspectives, methodological limitations, research gaps, and managerial implications.	Research literature review (CAS); participation in research discussions (CAS); evidence-based analytical tasks (CAS).

Assessment

The final grade is awarded on a 100-point scale based on continuous assessment of student performance throughout the semester.

Distribution of points:

a) Capstone individual project (digital marketing strategy) – 25 points

b) Marketing case study analysis – 25 points

c) Research literature review – 20 points

d) Group project and presentation – 15 points

e) Participation in discussions, workshops and practical assignments – 15 points

a) Individual capstone project (digital marketing strategy) — 25 points

22–25 points: The student demonstrates excellent understanding of the course material and a high level of analytical independence. The project contains a well-grounded situational and competitive analysis, clearly defined strategic objectives aligned with organisational goals, and a coherent digital marketing strategy integrating relevant channels, including content, search, social media, performance marketing, and automation. The selection of MarTech and AI tools is justified, and the measurement framework clearly links KPIs to marketing and business outcomes. The work draws on relevant contemporary peer-reviewed academic and professional or industry sources and reflects the author's own analytical position.

16–21 points: The student demonstrates good understanding of the course material and appropriate use of relevant evidence. The project includes the main components of a digital marketing strategy, although minor inconsistencies may be present in the strategic logic, integration of channels, selection of technologies, measurement framework, or presentation of the work.
9–15 points: The project meets the basic requirements but is only partially coherent. Some ideas are insufficiently developed or justified. Weaknesses may include an unclear connection between objectives and tactics, limited justification of the channel mix, superficial integration of MarTech or AI tools, or an incomplete measurement framework.
1–8 points: The project is poorly structured, incomplete, inaccurate, or confusingly presented. Key components of the digital marketing strategy are missing, the connection between strategic objectives and implementation is weak or absent, and relevant supporting evidence is not used appropriately.
0 points: The project was not submitted, was not completed, was found to violate academic integrity requirements in accordance with University procedures, or does not provide assessable evidence of the relevant learning outcomes.

b) Marketing case study analysis — 25 points

22–25 points: The student provides a comprehensive, critical, and well-structured analysis of the case. Consumer, behavioural, and performance data are interpreted accurately, and relevant analytical frameworks, including customer journey mapping, attribution approaches, and channel-specific metrics, are applied appropriately. Conclusions and managerial recommendations are coherent, evidence-based, and supported by relevant concepts, data, and examples.
16–21 points: The student demonstrates a good understanding of the case and applies appropriate analytical methods. The analysis is generally clear and logically structured, and the conclusions are supported by evidence, although some arguments, comparisons, or managerial implications may lack depth.
9–15 points: The student demonstrates basic understanding of the case and partially applies relevant analytical tools. The analysis contains underdeveloped arguments, limited interpretation of data, or minor inaccuracies and omissions. Conclusions are only partially substantiated.
1–8 points: The student demonstrates limited understanding of the case. The analysis is weak, fragmented, or poorly structured. Important elements are missing, and the use of data, metrics, frameworks, and relevant examples is minimal or inappropriate.
0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcomes.

c) Research literature review — 20 points

17–20 points: The student selects 5–7 relevant peer-reviewed sources, predominantly published within the last five years and, where appropriate, indexed in Scopus and/or Web of Science. The review presents a coherent and critical synthesis, compares theoretical or methodological positions, identifies contradictions, limitations, and research gaps, and explains their implications for a selected problem in digital marketing. Academic citation requirements are followed consistently, and the work demonstrates academic integrity and analytical independence.
11–16 points: The student selects an adequate set of relevant academic sources and produces a generally clear review. However, the synthesis is partially descriptive rather than critical, alternative positions are not fully compared, or the implications for the selected digital marketing problem are insufficiently developed. Citation style is generally correct, with minor inconsistencies.
5–10 points: The review uses few relevant peer-reviewed sources, or the selected sources are largely outdated, non-academic, or insufficiently connected to the chosen problem. The discussion is mainly descriptive, critical synthesis is limited, and citation or referencing contains noticeable errors.
1–4 points: The review demonstrates minimal engagement with relevant academic literature. Sources are largely irrelevant, non-academic, or improperly cited, and there is little or no critical comparison, synthesis, or discussion of implications.

0 points: The literature review was not submitted, was not completed, was found to violate academic integrity requirements in accordance with University procedures, or does not provide assessable evidence of the relevant learning outcomes.

d) Group project and presentation — 15 points Individual grades for group work are based on each student's documented contribution, fulfilment of assigned responsibilities, peer evaluation, presentation performance, and responses to questions.

13–15 points: The project demonstrates excellent teamwork and an appropriate division of responsibilities. The digital campaign plan or channel strategy is coherent, well-structured, evidence-based, and supported by relevant strategic frameworks. The presentation is clear, confident, professional, and effectively supported by visual materials. Responses to questions are accurate and well reasoned.

9–12 points: The project demonstrates good teamwork and a generally sound campaign plan or channel strategy. The presentation is clear and well organised, and responses to questions are mostly correct and supported. Some aspects of the strategic justification, individual contribution, or argumentation may lack depth or clarity.

5–8 points: The project or presentation lacks clarity, coherence, or structure in some areas. The application of relevant frameworks is limited, individual contributions are uneven, and responses to questions are only partially correct or insufficiently substantiated.

1–4 points: The project is incomplete, poorly structured, or strategically inconsistent. Teamwork and the division of responsibilities are ineffective, the presentation is unclear or disorganised, and the participants are largely unable to justify their decisions or answer questions.

0 points: The group project or presentation was not submitted or delivered, the student made no assessable individual contribution, or the work does not provide assessable evidence of the relevant learning outcomes.

e) Participation in discussions, workshops, and practical assignments — 15 points

13–15 points: The student participates actively and consistently throughout the semester, demonstrates excellent understanding of digital marketing strategies, consumer behaviour, analytics, attribution, and MarTech and AI tools, and presents well-substantiated arguments supported by relevant academic and professional sources. Practical assignments are completed accurately, independently, and to a high standard.

9–12 points: The student participates regularly, demonstrates good understanding of the course material, and generally completes practical assignments appropriately. Minor inaccuracies may occur in the interpretation or application of concepts, frameworks, analytical methods, or digital tools.

5–8 points: Participation is irregular. The student demonstrates basic understanding of the course material but has significant gaps, makes limited use of relevant terminology, and completes practical assignments inconsistently or with noticeable errors.

1–4 points: Participation is minimal and largely passive. The student demonstrates limited understanding of the course material, makes substantial conceptual or practical errors, and submits few or incomplete practical assignments.

0 points: The student did not participate in assessed activities and did not submit practical assignments.

A pass is awarded to students who obtain 60–100 points. Students who receive fewer than 60 points must complete additional assessment activities in accordance with the academic regulations of the University.

Contents

Topic 1. Digital marketing strategy in the omnichannel environment

Topic 2. Digital consumer behaviour and segmentation

Topic 3. Customer journey mapping and experience design

Topic 4. Content marketing and inbound strategy
Topic 5. Search engine optimisation and search marketing
Topic 6. Performance marketing and programmatic advertising
Topic 7. Social media marketing and community management
Topic 8. Email marketing and marketing automation
Topic 9. MarTech stack and customer data platforms
Topic 10. Marketing analytics, attribution and measurement
Topic 11. Artificial intelligence and machine learning in digital marketing
Topic 12. Privacy, ethics and regulation in digital marketing

Literature

Compulsory reading

1. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital marketing: Strategy, implementation and practice* (8th ed.). Pearson Education. 720 p. https://www.pearson.com/en-gb/subject-catalog/p/digital-marketing/P200000004496

2. Kingsnorth, S. (2022). *Digital marketing strategy: An integrated approach to online marketing* (3rd ed.). Kogan Page. 376 p. https://www.koganpage.com/marketing-communications/digital-marketing-strategy-9781398605459

3. Tuten, T. L. (2023). *Social Media Marketing* (5th ed.). SAGE Publications. 464 p.

4. Hair, J. F., Harrison, D. E., & Ajjan, H. (2024). *Essentials of marketing analytics* (2nd ed.). McGraw-Hill Education. https://www.mheducation.com/highered/product/essentials-of-marketing-analytics-hair.html

5. Scott, D. M. (2022). *The new rules of marketing and PR: How to use content marketing, podcasting, social media, AI, live video, and newsjacking to reach buyers directly* (8th ed.). Wiley. 464 p. https://www.wiley.com/en-us/The+New+Rules+of+Marketing+and+PR%2C+8th+Edition-p-9781119823858

6. Mishustina, T., & Kolodynskyi, S. (Eds.). (2025). *Informatsiinyi biznes ta internet-marketynh*: navchalnyi posibnyk [Information business and internet marketing: a study guide] [Electronic edition]. Condor. 480 p.

7. Oklander, M. A. (2025). Vykorystannia shtuchnoho intelektu u personalizatsii komunikatsii na saiti [Use of artificial intelligence in the personalisation of website communications]. *Ekonomika ta suspilstvo*, (82). https://doi.org/10.32782/2524-0072/2025-82-55

8. IAB Ukraine. (2025). *Digital market overview Ukraine 2025*. https://iab.com.ua/wp-content/uploads/2025/06/IAB-Ukraine-Digital-Market-Overview_2025-1.pdf

Recommended reading

1. Chaffey, D. (2024). Digital marketing strategy and planning — RACE framework update. *Smart Insights*. https://www.smartinsights.com/digital-marketing-strategy/race-a-practical-framework-to-improve-your-digital-marketing/

2. Davenport, T., Guha, A., Grewal, D., & Bressgott, T. (2020). How artificial intelligence will change the future of marketing. *Journal of the Academy of Marketing Science, 48*(1), 24–42. https://doi.org/10.1007/s11747-019-00696-0 **Scopus / Web of Science.**

3. European Parliament & Council of the European Union. (2024). *Regulation (EU) 2024/1689 laying down harmonised rules on artificial intelligence (AI Act)*. Official Journal of the European Union. https://eur-lex.europa.eu/eli/reg/2024/1689/oj

4. Kannan, P. K. (2017). Digital marketing: A framework, review and research agenda. *International Journal of Research in Marketing, 34*(1), 22–45. https://doi.org/10.1016/j.ijresmar.2016.11.006 **Scopus.**

5. Lemon, K. N., & Verhoef, P. C. (2016). Understanding customer experience throughout the customer journey. *Journal of Marketing, 80*(6), 69–96. https://doi.org/10.1509/jm.15.0420 **Scopus / Web of Science.**

6. Myskiv, H. V., & Ivasiuta, L. O. (2025). Suchasni tendentsii rozvytku infliuens-marketynhu u sviti ta v Ukraini [Current trends in the development of influencer marketing in the world and in Ukraine]. *Naukovi zapysky Lvivskoho universytetu biznesu ta prava*, (44), 251–259. https://nzlubp.org.ua/index.php/journal/article/view/1605

7. Reshetnikova, O., Borovyk, T., & Senko, I. (2024). Marketynh v sotsialnykh merezhakh yak instrument prosuvannia brendu ta pidvyshchennia obsiahiv zbutu [Social media marketing as a tool for brand promotion and sales growth]. *Ekonomika ta suspilstvo*, (65). https://doi.org/10.32782/2524-0072/2024-65-128

8. Simchon, A., Edwards, M., & Lewandowsky, S. (2024). The persuasive effects of political microtargeting in the age of generative artificial intelligence. *PNAS Nexus, 3*(2), pgae035. https://academic.oup.com/pnasnexus/article/doi/10.1093/pnasnexus/pgae035/7591134 **Scopus / Web of Science.**

9. Thomas, I. (2024). Embracing cookieless advertising with AI. *Applied Marketing Analytics: The Peer-Reviewed Journal, 10*(2), 103–115. https://doi.org/10.69554/ABJZ3410 **Peer-reviewed.**

10. Tran, T. P., Mai, E. S., & Taylor, E. C. (2021). How does personalized advertising affect consumer privacy concerns? A mediation investigation. *Journal of Interactive Marketing, 56*(1), 16–30. https://doi.org/10.1016/j.intmar.2021.01.006 **Scopus.**

11. Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition]. (2025). *Zvit pro obsiahy reklamno-komunikatsiinoho rynku Ukrainy 2024* [Report on the volume of the Ukrainian advertising and communication market 2024]. https://vrk.org.ua/news-events/2025/vrk-report-2024.html

12. Yurchenko, O. A. (2025). Suchasni instrumenty ta zasoby tsyfrovoho marketynhu dlia prosuvannia biznes-proiektiv [Contemporary instruments and means of digital marketing for the promotion of business projects]. *Sotsialnyi rozvytok: ekonomiko-pravovi problemy*, (5), 1–11. ISSN 3083-6018. https://elibrary.kubg.edu.ua/id/eprint/52158/

Web-resources

1. Think with Google. (n.d.). *Think with Google — Marketing Insights*. https://www.thinkwithgoogle.com/

2. Meta for Business. (n.d.). *Meta for Business — Ads and Audience Insights*. https://www.facebook.com/business/

3. HubSpot. (n.d.). *HubSpot Blog and State of Marketing Research*. https://blog.hubspot.com/

4. Content Marketing Institute. (n.d.). *Content Marketing Institute*. https://contentmarketinginstitute.com/

5. Marketing Week. (n.d.). *Marketing Week*. https://www.marketingweek.com/

6. McKinsey & Company. (n.d.). *McKinsey Marketing & Sales Insights*. https://www.mckinsey.com/capabilities/growth-marketing-and-sales/our-insights

7. Gartner. (n.d.). *Gartner Marketing Research and Insights*. https://www.gartner.com/en/marketing

8. All-Ukrainian Advertising Coalition (VRK). (n.d.). *Vseukrainska reklamna koalitsiia*. https://vrk.org.ua/

9. Ad Age. (n.d.). *Ad Age — Digital Marketing News*. https://adage.com/

10. Smart Insights. (n.d.). *Smart Insights — Digital Marketing Strategy*. https://www.smartinsights.com/

11. Statista. (n.d.). *Statista Digital Marketing Statistics*. https://www.statista.com/markets/411/topic/539/digital-advertising/

12. MMA Global. (n.d.). *MMA Global — Mobile Marketing Association*. https://www.mmaglobal.com/

AI tools for educational and professional use

The list below provides guidance on the use of contemporary AI and digital marketing tools relevant to the course. All academic work must comply with the principles of academic integrity. AI tools may be used for ideation, language editing, exploratory analysis, and the preparation of draft materials, provided that their use is transparently disclosed. Students remain responsible for the accuracy, originality, and academic integrity of submitted work. AI-generated references, data, and factual claims must be independently verified. Using AI to generate a complete assessed assignment, fabricate evidence, conceal AI use, or upload confidential, personal, or commercially sensitive data to public AI systems is prohibited.

1. OpenAI. *ChatGPT* — generative content drafting, brief writing, ideation and copy variants for digital campaigns. https://chatgpt.com/

2. Anthropic. *Claude* — long-context analysis of strategy documents, regulatory texts and academic literature. https://claude.ai/

3. Google. *Gemini* — multimodal research, search-grounded analysis, integration with Google Workspace and GA4. https://gemini.google.com/

4. Perplexity AI. *Perplexity* — research with cited sources, market analysis, competitor and consumer trend exploration. https://www.perplexity.ai/

5. Google. *Google Analytics 4 (GA4)* — web and app analytics, event tracking, conversion modelling and audience insights. https://analytics.google.com/

6. Google. *Looker Studio* — data visualisation and marketing performance dashboards connected to GA4 and Google Ads. https://lookerstudio.google.com/

7. HubSpot. *HubSpot Marketing Hub* — inbound marketing, CRM, email automation, lead scoring and campaign analytics. https://www.hubspot.com/products/marketing

8. Mailchimp. *Mailchimp* — AI-powered email marketing, audience segmentation and campaign performance analytics. https://mailchimp.com/

9. Canva. *Canva Magic Studio* — AI-assisted design of social media creatives, ad banners and marketing presentations. https://www.canva.com/magic-studio/

LABORATORY OF INNOVATION, IDEAS AND STARTUPS				
The Master's-level capstone course develops students' capacity for sophisticated entrepreneurial thinking, evidence-based venture design and scholarly communication in innovation and startup contexts. Moving beyond foundational startup skills, students engage in rigorous market creation analysis, construct investor-grade business models with full financial architecture, design and execute systematic product validation processes, integrate ethical and governance frameworks, and synthesise all outputs into a professional venture package.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1 / 14 weeks	5 / elective	Inna Strelchenko, Doctor of Sciences (Economics), Full Professor	150 hours (20 h. lectures, 20h. practical classes, 110 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically evaluate competing theoretical frameworks and empirical evidence on innovation ecosystems, startup failure patterns and market creation strategies, and design an original, evidence-based entrepreneurial value proposition with a justified go-to-market approach for a defined market opportunity.			Lecture, research seminar, design lab, independent research: systematic review of 5 peer-reviewed academic sources on innovation management and entrepreneurship	Competitive framework evaluation report (individual), value proposition design brief with primary research documentation (individual) (CAS)
2) Critically assess the structural risks, financing constraints and governance challenges inherent in startup scaling, and construct a comprehensive, investor-grade business model with a justified financial architecture and an evidence-based risk mitigation framework.			Lectures, seminar, financial architecture workshop, risk governance design	Cross-case failure analysis report (team, 3–4 students), investor-grade financial model and funding roadmap (individual), risk governance framework (individual) (CAS)
3) Design and execute a systematic product validation process — integrating lean experimentation, advanced UX/UI research methods and ethical data practices — and critically evaluate empirical evidence from validation cycles to make justified pivot-or-persevere decisions.			Lectures, lean experimentation lab: students design a multi-stage validation roadmap for their, UX research workshop	Validation roadmap (individual), UX research report with redesign brief (individual) (CAS)

4) Critically evaluate ethical, legal and societal dimensions of startup activity — including IP strategy, data governance, ESG integration and responsible innovation — and integrate these considerations into the governance architecture of an original startup project.	Advanced seminar: critical evaluation of ethical and legal failures in technology startups, IP and governance design workshop	Case analysis report on ethical/legal startup failures (team), IP strategy + data governance + ESG integration document (individual) (CAS)
5) Synthesise all project outputs into an original, investor-grade startup venture package — comprising a comprehensive business plan, a defensible pitch deck and a scaling strategy — and demonstrate doctoral-preparatory capacity for scholarly communication through academic writing and conference presentation.	Lectures, venture package integration workshop, academic conference simulation — Nobel Studios Demo Day (12-min pitch + 8-min Q&A)	Investor-grade venture package (individual/team), Nobel Studios Demo Day pitch performance (individual) (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
30 points – investor-Grade Venture;
20 points – investor-Grade Financial Model and Funding Roadmap;
15 points – Nobel Studios Demo Day pitch performance;
15 points – IP Strategy + Data Governance + ESG Integration Document;
20 points – individual and team analytical tasks, case analyses, validation roadmap, UX research report, pivot defence and academic abstract.
a) Assessment criteria for the Investor-Grade Venture Package (30 points):
26-30 pts – fully integrated venture package. All components are coherent and mutually reinforcing. The business plan is evidence-based and investor-ready. Scaling strategy is specific, time-bound and resource-justified. Pitch deck is professional, compelling and narratively coherent. Academic abstract is publication-quality.
21-25 pts – substantially complete with minor integration gaps. All key components present. Strategic logic is sound. Minor weaknesses in evidence depth or financial projections.
13-20 pts – partially complete. Significant gaps in at least one major component (financial model, scaling strategy or pitch deck). Strategic coherence limited.
7-12 pts – major components missing or fundamentally inadequate. No evidence of integration across project stages.
1-6 pts – largely incomplete. Does not meet minimum standards for investor communication.
0 pts – not submitted.
b) Assessment criteria for Demo Day pitch performance:
Panel uses a standardised Investment Readiness Rubric scoring: problem-solution fit clarity (3 pts), market size and segmentation (2 pts), business model and unit economics (3 pts), traction and validation evidence (2 pts), team credibility and role definition (2 pts), financial logic and funding ask (2 pts), quality of responses to investor questions (1 pt). Total: 15 points.
c) General rubric for all individual written deliverables:
90-100%: Demonstrates sophisticated critical evaluation and original synthesis. All analytical components are rigorously evidenced. Recommendations are original, feasible and strategically coherent. Academic writing meets publication standards. 75-89%: Strong analysis with minor gaps in critical depth. All components present and logically argued. 60-74%: Adequate analysis. Limited

critical engagement. Components present but lack full rigour. 40-59%: Descriptive rather than analytical. Critical evaluation largely absent. FAIL range. 0-39%: Does not meet minimum standards. Not submitted or plagiarised. FAIL.
d) Academic Integrity:
Minimum originality rate: 85%. Use of AI-generated text presented as the student's own analytical or creative work is a serious violation and will result in 0 points for the relevant component. All sources cited using APA 7th edition. Primary data collection (customer interviews, usability tests) must comply with informed consent and research ethics principles.
e) Nobel Studies Demo Day – recognition:
The top 3 ranked venture packages (as scored by the investor panel) receive Certificates of Distinction and are nominated for participation in external startup competitions (Ukrainian Startup Fund pitch events, university accelerator programmes). Students with scores of 90+ on the venture package are supported in preparing a full conference paper for submission to a peer-reviewed journal or international conference.

Content

CONTENT MODULE 1. INNOVATION ECOSYSTEMS, MARKET CREATION AND ENTREPRENEURIAL STRATEGY
Topic 1. Theoretical frameworks for disruptive innovation and market creation: critical evaluation of Jobs-to-Be-Done, Disruptive Innovation Theory and Blue Ocean Strategy – explanatory power, limitations and empirical evidence.
Topic 2. Entrepreneurial opportunity recognition and evaluation: distinguishing genuine market gaps from assumed opportunities; primary and secondary research methods for opportunity validation at the pre-seed stage.
Topic 3. Strategic customer discovery: advanced interview methodology, ethnographic observation, digital behavioural analytics; synthesis of insights into validated problem statements and customer archetypes.
Topic 4. Value proposition design and competitive positioning: constructing defensible UVPs for fragmented and platform markets; competitive moat analysis and first-mover vs. fast-follower strategy.

CONTENT MODULE 2. BUSINESS MODEL DESIGN, FINANCIAL ARCHITECTURE AND RISK GOVERNANCE
Topic 5. Advanced business model analysis: critical evaluation of platform, subscription, marketplace and freemium models; unit economics as the diagnostic lens for business model health (CAC, LTV, payback period, gross margin).
Topic 6. Startup financial architecture: 3-scenario financial modelling, funding roadmap design, dilution management, cap table fundamentals and term sheet literacy.
Topic 7. Financing strategies for growth-stage startups: comparative analysis of VC, angel, revenue-based financing, corporate venture, EU grants and crowdfunding – selection criteria, due diligence expectations and investor relations.
Topic 8. Risk governance in startup scaling: integrated risk framework design, regulatory risk mapping (GDPR, sectoral regulations), crisis management and contingency planning.

CONTENT MODULE 3. VALIDATED PRODUCT DEVELOPMENT AND EVIDENCE-BASED DECISION-MAKING
Topic 9. Advanced lean experimentation: multi-stage validation roadmap design; experiment typology (concierge, Wizard of Oz, smoke test, A/B); statistical significance in startup experimentation; ethical dimensions of user testing.
Topic 10. Advanced UX/UI research methods: moderated usability testing, eye-tracking analysis, cognitive walkthrough, heuristic evaluation and accessibility auditing; translating user research into evidence-based product decisions.
Topic 11. Pivot theory and practice: typology of pivots (customer segment, problem, solution, channel,

revenue model, technology); structured decision frameworks; case studies of successful and failed pivots in Ukrainian and global e-commerce startups.

CONTENT MODULE 4. STARTUP GOVERNANCE, ETHICS AND RESPONSIBLE INNOVATION

Topic 12. IP strategy and competitive protection: patent, trademark, trade secret and open-source decisions; freedom-to-operate analysis; IP portfolio management for scaling startups.

Topic 13. Data governance, GDPR compliance and privacy-by-design: building compliant data architectures for e-commerce startups; data monetisation ethics; cross-border data transfer in EU-Ukraine contexts.

Topics 14–15. ESG integration and responsible innovation: ESG reporting standards for startups (GRI, B Corp); dual-use technology risk assessment; social impact measurement; building stakeholder trust through responsible business conduct.

CONTENT MODULE 5. VENTURE PACKAGE INTEGRATION, SCALING AND SCHOLARLY COMMUNICATION

Topic 17. Scaling strategy design: internationalisation frameworks (Uppsala model, born-global theory), market entry mode selection, strategic partnership and ecosystem positioning, resource acquisition strategy for scaling.

Topic 18. Investor-grade venture package integration: synthesising all project outputs into a coherent business plan, pitch deck, executive summary and scaling roadmap; investment readiness assessment and iterative refinement.

Topic 19. Nobel Studios Demo Day and scholarly communication: pitch delivery to investor panel; academic framing of entrepreneurial research; conference paper development; publication pathways for entrepreneurship scholars.

Literature

Compulsory reading

1. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. Scientific Bulletin of the Odessa National Economic University, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

2. Strelchenko, I., Pysarkova, V., & Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. Review of Transport Economics and Management, 14 (30), 34–44. DOI: 10.15802/rtem2025/344966.

3. Ries, E. (2011). The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses. New York: Crown Business. 320 p. ISBN: 978-0-307-88789-4.

4. Gupta, A., George, G., & Fewer, T. J. (2024). Venture Meets Mission: Aligning People, Purpose, and Profit to Innovate and Transform Society. Stanford University Press.

5. Lidow, D. (2022). The Entrepreneurs: The Relentless Quest for Value. New York, NY: Columbia University Press. URL: https://principus.si/2023/12/05/derek-lidow-the-entrepreneurs-the-relentless-quest-for-value/

6. Mills, K. G. (2024). Fintech, Small Business & the American Dream (2nd ed.). Boston, MA: Palgrave Macmillan. URL: https://www.hbs.edu/faculty/Pages/item.aspx?num=66328

Recommended reading

1. Blank, S., & Dorf, B. (2012). The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company. Pescadero, CA: K&S Ranch. ISBN: 978-0-984-99930-8.
2. Osterwalder, A., & Pigneur, Y. (2010). Business Model Generation. Hoboken, NJ: Wiley. ISBN: 978-0-470-87641-1.
3. Isenberg, D. (2013). Worthless, Impossible, and Stupid: How Contrarian Entrepreneurs Create and Capture Extraordinary Value. Harvard Business Review Press.
4. Collins, J. (2001). Good to Great: Why Some Companies Make the Leap and Others Don't. HarperBusiness.
5. Strelchenko, I., et al. (2025). Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor. 480 p.
6. Strelchenko, I., Shevchenko, V., Hamzah, O., & Lysenko, A. (2025). Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu [Improvement of internet marketing strategy]. International Scientific Journal "Internauka". Series: Economic Sciences, 7. DOI: 10.25313/2520-2294-2025-7-11235.

Web-resources

1. Y Combinator Startup School. (n.d.). URL: https://www.startupschool.org
2. Ukrainian Startup Fund. (n.d.). URL: https://usf.com.ua/en
3. Strategyzer Business Model Canvas & Value Proposition Canvas. (n.d.). URL: https://www.strategyzer.com/library
4. CB Insights. (n.d.). Startup failure post-mortems and venture intelligence. URL: https://www.cbinsights.com/research/startup-failure-post-mortem/
5. PCI Security Standards Council PCI DSS. (n.d.). URL: https://www.pcisecuritystandards.org

ECOSYSTEMS IN E-RETAIL

The course aims to develop a system of theoretical knowledge and practical skills for analysing, designing, and managing e-retail ecosystems, including platforms, marketplaces, digital channels, and data-driven interactions using artificial intelligence and advanced analytics in contemporary digital commerce environments.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / elective	Olha Hamzah, PhD (Economics), Associate Professor	150 hours (20 h. lectures, 20 h. practical classes, 110 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Apply contemporary marketing principles, theories, and tools in e-retail ecosystems, including digital platforms and online retail environments.	Lectures, discussions based on literature, practical problem-solving sessions	Participation in discussions, oral responses, practical tasks (CAS), individual project (CAS)

2) Improve the effectiveness of marketing activities in e-retail by designing and managing digital projects and online store solutions.	Interactive lectures, case studies, project-based learning, practical exercises	Practical assignments, case analysis (CAS), individual project (CAS)
3) Collect, process, and analyse e-commerce data from multiple sources using modern digital tools and software.	Hands-on practice, analytical exercises, work with digital tools	Group tasks, strategy proposals (CAS), individual project (CAS)
4) Apply scientific and creative approaches to develop innovative solutions in e-retail ecosystems, including website design and digital customer experience.	Workshops, brainstorming sessions, UX/UI exercises, design tasks	Creative assignments, practical tasks (CAS), individual project (CAS)
5) Develop and justify solutions to e-retail challenges, take responsibility for decision-making, and implement marketing solutions in digital environments.	Case studies, simulations, problem-solving exercises, discussions	Case analysis, practical tasks (CAS), project defence (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 60 points for semester learning activities and 40 points for an end-of-course project.

60 points – Continuous Assessment (CAS)

a) Practical assignments (e-retail tools, website development, UX tasks) – 40 points

Assessment is based on the ability to design, structure, and optimise e-commerce solutions (website structure, UX/UI, basic SEO, platform logic):

- 36-40 points – tasks are completed correctly and comprehensively; website structure is logical and user-friendly; UX/UI solutions are well-justified; strong application of digital tools.
- 30-35 points – generally correct implementation with minor inconsistencies in structure or design.
- 24-29 points – basic level of completion; limited understanding of UX or structure; partial errors.
- 16-23 points – significant errors in structure, usability, or logic.
- 1-15 points – low level of understanding; incomplete or incorrect tasks.
- 0 points – tasks are not completed.

b) Case studies and analytical tasks – 10 points

Assessment is based on the ability to analyse e-retail ecosystems, platforms, and customer journeys:

- 9-10 points – comprehensive and well-structured analysis; strong understanding of ecosystem interactions.
- 7-8 points – good understanding with minor inconsistencies.
- 5-6 points – basic analysis with partial understanding.
- 3-4 points – limited understanding; weak analysis.
- 0-2 points – lack of understanding; incorrect or absent analysis.

c) Tests – 5 points

Assessment is based on knowledge of e-commerce concepts, UX principles, and digital tools:

- 5 points – excellent knowledge.
- 3-4 points – good understanding.
- 1-2 points – limited knowledge.
- 0 points – insufficient knowledge.

d) Class participation and discussions – 5 points

Assessment is based on engagement in discussions, teamwork, and contribution to problem-solving:

- 5 points – active participation and meaningful contributions.
- 3–4 points – regular participation.
- 1–2 points – limited participation.
- 0 points – no participation.

40 points – End-of-course individual project (CAS)
Individual Project: E-Retail Ecosystem Design
Project requirements: Development of an e-commerce solution (website or ecosystem concept) including:
- website structure and logic (pages, navigation)
- UX/UI concept
- basic SEO and content approach
- integration into an e-retail ecosystem (platforms, logistics, customer journey)
- justification of decisions

Assessment criteria:
- 36-40 points – comprehensive project with clear structure, strong UX/UI logic, well-integrated ecosystem approach, and justified decisions.
- 30-35 points – well-developed project with minor inconsistencies in structure or logic.
- 24-29 points – basic implementation with limited depth and partial justification.
- 16-23 points – incomplete project, weak structure and limited understanding.
- 1-15 points – very limited project with major errors.
- 0 points – project not submitted.

Content

Topic 1. E-commerce Ecosystem: Key Components and Principles of Functioning
Topic 2. Types of Websites and Their Characteristics
Topic 3. Introduction to Website Builders
Topic 4. Website Structure Development
Topic 5. Fundamentals of UX/UI Design
Topic 6. Basics of SEO for Web Design
Topic 7. Mobile Version and Responsive Design
Topic 8. Psychology of Perception in Web Design
Topic 9. Introduction to Retail Platforms
Topic 10. Digital Retail Infrastructure: Logistics, Payments, and Delivery
Topic 11. Current Trends in the Development of E-commerce Ecosystems

Literature

Compulsory reading

1. Sak, T. (2023). *Electronic Commerce and Global Entrepreneurship: Lecture Notes*. Lutsk: Lesya Ukrainka Volyn National University.
2. Lysak, O. I., Andrieieva, L. O., & Tebenko, V. M. (2020). *Electronic Commerce: Lecture Course*. Melitopol: Liuks.
3. Chmyr, I. O. (2021). *Electronic Commerce: Lecture Notes*. Odesa: Odesa State Environmental University.
4. Kraus, K. M., Kraus, N. M., & Manzhura, O. V. (2021). *Electronic Commerce and Internet Trade: Study Guide*. Kyiv: Agrar Media Group.
5. Shaleva, O. I. (2017). *Electronic Commerce*. Kyiv: Center for Educational Literature.
6. Afanasieva, O. P. (2019). *Internet Marketing: Lecture Notes*. Kharkiv: Kharkiv State University of Food Technology and Trade.
7. Drazhnytsia, S. A. (2013). *Electronic Commerce*. Lviv: Novyi Svit-2000.
8. Pasichnyk, V. V., & Pasichnyk, O. V. (2021). *Web Design*. Lviv: Magnolia.
9. Trofymenko, O. H., Kozin, O. B., Zadereiko, O. V., & Plachinda, O. Ye. (2019). *Web Technologies and Web Design*. Odesa: Phoenix.

10. Osborn, T. (2021). *Hello Web Design*. San Francisco: No Starch Press.
11. Tidwell, J., Brewer, C., & Valencia, A. (2019). *Designing Interfaces*. O'Reilly Media.
12. Yablonski, J. (2020). *Laws of UX: Using Psychology to Design Better Products and Services*. O'Reilly Media.
13. Weinschenk, S. M. (2020). *100 Things Every Designer Needs to Know About People*. New Riders.
14. Miller, B. D., & Ackerman, J. (2022). *Principles of Web Design*. Allworth Press.

Recommended reading

1. Borodkina, I. L., & Borodkin, H. O. (2020). *Web Technologies and Web Design: Application of HTML for Creating Digital Resources*. Kyiv: Lira-K.
2. Tomashevskyi, O. M., Tsehelyk, H. H., Viter, M. B., & Duduk, V. I. (2012). *Information Technologies and Business Process Modelling*. Kyiv: Center for Educational Literature.
3. Brown, E. (2019). *Web Development with Node and Express* (2nd ed.). O'Reilly Media.
4. Staiano, F. (2022). *Designing and Prototyping Interfaces with Figma*. Packt Publishing.
5. *Web Development and Design for Beginners: HTML5, CSS3, JavaScript, and Responsive Design* (2021).
6. Strelchenko, I. I., Ovcharenko, O. V., & Strelchenko, A. A. (2024). The artificial intelligence market in Ukraine and worldwide: Current state and development prospects. *Odesa National Economic University Herald*, 7-8, 7-16.
7. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.
8. Krug, S. (2013). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*. New Riders.
9. Nielsen, J. (2012). *Mobile Usability*. New Riders.
10. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Pearson.

Web-resources

1. OpenAI. https://www.openai.com/
AI tools (e.g., ChatGPT) for content generation, automation, and data-driven marketing solutions.
2. Google Analytics. https://analytics.google.com/
Platform for analysing website traffic, customer behaviour, and e-commerce performance.
3. Shopify. https://www.shopify.com/
E-commerce platform for building, managing, and scaling online stores.
4. Amazon Seller Central. https://sellercentral.amazon.com/
Marketplace platform for managing product listings, sales, and logistics in global e-retail ecosystems.
5. WooCommerce. https://woocommerce.com/
Open-source e-commerce solution for building and customising online stores.
6. SEMrush. https://www.semrush.com/
SEO, keyword research, and digital marketing analytics tools.
7. Think with Google. https://www.thinkwithgoogle.com/
Insights, trends, and case studies in digital marketing and consumer behaviour.
8. Statista. https://www.statista.com/
Statistical data and market reports for e-commerce analysis.
9. Nielsen Norman Group. https://www.nngroup.com/
Research-based resources on UX/UI design, usability, and user behaviour.
10. Harvard Business Review. https://hbr.org/
Articles on digital transformation, AI, and platform-based business models.

DIGITALIZATION, DIGITAL EDUCATION AND MIGRATION PROCESSES: THE EU EXPERIENCE FOR UKRAINE

This Master's-level course advances students' capacity for critical evaluation, independent research and evidence-based policy design across three interconnected domains of EU policy: digital transformation, migration governance and digital education. Building on EU frameworks and scholarly literature, students engage in rigorous comparative analysis, construct original interdisciplinary research projects and develop doctoral-preparatory academic writing skills. The course is implemented within the Erasmus+ Jean Monnet Module DEMEu4U and combines research seminars, analytical writing workshops, peer review and an academic conference simulation. Students are expected to produce scholarly and policy-oriented outputs at a level appropriate for publication or professional practice in European integration contexts.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / elective	Inna Strelchenko, Doctor of Sciences (Economics), Full Professor	150 hours (20 h. lectures, 20 h. practical classes, 110 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically evaluate the EU's digital transformation agenda — including the European Data Strategy, Digital Compass 2030, the AI Act and GDPR — and synthesise evidence-based policy recommendations for accelerating Ukraine's integration into the EU's digital single market.	Research seminar: comparative policy, analytical writing workshop, independent research: systematic review	Policy brief (individual), critical annotated bibliography (CAS)
2) Critically assess the systemic contradictions and effectiveness gaps in EU migration policy coordination, evaluate the long-term socio-economic and security implications of forced Ukrainian migration, and design evidence-based policy interventions for sustainable return and reintegration strategies.	Lecture, advanced seminar, research design workshop, guest expert session	Methodological appraisal reports, interdisciplinary research project (individual — primary course deliverable) academic conference presentation (CAS)
3) Analyse the systemic opportunities and structural barriers to digital education transformation in EU member states, critically evaluate the applicability of the EU Digital Education Action Plan and DigComp framework to higher education reform in Ukraine, and construct an original institutional strategy for digital education development.	Lecture, comparative research seminar, design lab, peer review and critical dialogue	Cross-country comparative analysis report (individual), Digital Education Development Strategy (individual) (CAS)

4) Critically evaluate competing theoretical frameworks and empirical approaches to studying digitalization, migration and digital education as interconnected policy domains, and design an original interdisciplinary research project that generates actionable knowledge for Ukraine's European integration agenda.	Research methodology seminar (cross-module), interdisciplinary research project (individual), academic conference simulation	Methodological appraisal reports (individual), interdisciplinary research project (individual), academic conference presentation (CAS)
5) Produce original scholarly and policy-oriented outputs — including peer-reviewed articles, policy briefs and conference presentations — that contribute to academic and public discourse on EU digitalization, migration and digital education, and demonstrate readiness for doctoral-level research or senior policy practice.	Advanced academic writing seminar, doctoral research skills workshop, publication preparation	Article evaluation reports (individual), literature review section of the research project, journal manuscript or conference paper draft (CAS)

Assessment

The final grade is given on a 100-point scale. All 100 points are accumulated during the semester:

100 points for work in the semester:
25 points — Interdisciplinary Research Project (individual);
25 points — Migration Policy Research Proposal (individual);
20 points — Policy Brief on EU Digital Transformation (individual);
20 points — Digital Education Development Strategy (individual);
10 points — Academic conference presentation, seminar participation, peer critique and written reflections.

a) General assessment rubric for all major written deliverables:
90-100%: demonstrates sophisticated critical evaluation and original synthesis. The research problem is clearly defined and theoretically grounded. Evidence is systematically selected, critically appraised and integrated. Recommendations/designs are original, feasible and well-argued. Academic writing is precise and publication-ready.
75-89%: strong analytical reasoning with minor gaps in critical depth or originality. All required components present. Conclusions are evidence-based and logically argued.
60-74%: adequate analysis but limited critical engagement. Some components lack depth or methodological rigour. Recommendations present but lack full justification.
40-59%: descriptive rather than analytical. Critical evaluation largely absent. Significant gaps in evidence use or academic argumentation. FAIL range.
0-39%: does not meet minimum academic standards. Descriptive summary without analysis. Not submitted or plagiarised. FAIL.

b) Academic Integrity and Scholarly Standards:
All submitted work must meet doctoral-preparatory standards of academic integrity. Minimum originality rate: 85%. Use of AI-generated text presented as the student's own scholarly contribution is considered a serious violation of academic integrity and will result in a grade of 0 and potential disciplinary proceedings. All sources must be cited using APA 7th edition. Primary data collection (interviews, surveys) conducted as part of the research project must comply with research ethics principles.

c) Publication incentive:
Students whose Interdisciplinary Research Project scores 90 points or above are invited to co-develop a publication with course instructors for submission to a Scopus-indexed or Web of Science-indexed journal, or to present at an international conference. Such collaboration is formalised through a written

agreement specifying authorship contributions.

Content

MODULE 1. CRITICAL PERSPECTIVES ON EU DIGITAL TRANSFORMATION: GOVERNANCE, ETHICS AND POLICY DESIGN

Topic 1. EU digital governance architecture: comparative evaluation of the European Data Strategy, Digital Compass 2030 and the AI Act — policy coherence, implementation gaps and contested priorities.

Topic 2. AI ethics, data sovereignty and digital rights in the EU: critical assessment of regulatory approaches (GDPR, AI Act, Data Governance Act) and their implications for Ukraine's digital governance reform.

Topic 3. Digital transformation outcomes in EU member states: cross-national comparative analysis using DESI indicators — systemic success factors, persistent inequalities and lessons for policy design.

Topic 4. Ukraine's EU digital integration agenda: critical evaluation of association agreement commitments, NIS2 transposition challenges and strategic priorities for Ukraine's digital single market accession.

Topic 5. Research methodology in digital policy studies: systematic literature review, mixed-methods research design and evidence synthesis for policy-oriented scholarship.

MODULE 2. EU MIGRATION POLICY: CRITICAL ANALYSIS, SYSTEMIC CONTRADICTIONS AND UKRAINE'S REINTEGRATION CHALLENGE

Topic 6. Theoretical frameworks in migration studies: critical evaluation of push-pull, transnationalism, social capital and securitisation theories in the context of forced Ukrainian migration.

Topic 7. EU migration governance: critical assessment of the New Pact on Migration and Asylum — burden-sharing mechanisms, member state non-compliance and structural limitations of the Common European Asylum System.

Topic 8. Forced migration from Ukraine: longitudinal socio-economic impact analysis for host EU member states and for Ukraine's demographic, labour market and national security sustainability.

Topic 9. Return migration and reintegration policy design: evidence-based evaluation of EU and Ukrainian policy instruments; construction of sustainable return strategies drawing on comparative international experience.

MODULE 3. DIGITAL EDUCATION IN THE EU: CRITICAL EVALUATION AND STRATEGIC DESIGN FOR UKRAINIAN HIGHER EDUCATION REFORM

Topic 10. Critical perspectives on digital education transformation: evaluation of the EU Digital Education Action Plan 2021–2027 and DigComp 2.2 against empirical evidence of outcomes, equity gaps and unintended consequences.

Literature

Compulsory reading

1. Strelchenko, I., Smiesova, V., Kozhushko, S., & Arakelova, I. (2024). Analysing forced migration's impact on Ukraine's economic sustainability. Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu, 5, 170–176. DOI: 10.33271/nvngu/2024-5/170.

2. Durdynets, M., Poda, T., Kostetska, L., Svoboda, I., & Strelchenko, I. (2024). Changes in the political discourse of Eastern European countries in the context of the migration crisis and combating human rights violations. Pakistan Journal of Criminology, 16(3), 1379–1394. DOI: 10.62271/pjc.16.3.1379.1394.

3. Arakelova, I. (2017). The influence of internally displaced persons on the social and economic development of regions in Ukraine. Baltic Journal of Economic Studies, 3(5), 6–12. DOI: 10.30525/2256-0742/2017-3-5-6-12.

4. Geddes, A., & Scholten, P. (2016). The Politics of Migration and Immigration in Europe (2nd ed.). London: SAGE Publications. ISBN: 978-1-849-20468-2.

5. European Commission. (2020). A European Strategy for Data. COM(2020) 66 final. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0066.
6. European Commission. (2021). Proposal for a Regulation on the European Union's Artificial Intelligence Act. COM/2021/206 final. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021PC0206.
7. European Commission. (2021). Digital Education Action Plan 2021–2027: Resetting Education and Training for the Digital Age. COM(2020) 624 final. URL: https://education.ec.europa.eu/focus-topics/digital-education/action-plan.
8. European Commission. (2020). New Pact on Migration and Asylum. COM(2020) 609 final. URL: https://home-affairs.ec.europa.eu/policies/migration-and-asylum/pact-migration-and-asylum_en.

Recommended reading

1. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world]. Scientific Bulletin of the Odessa National Economic University, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.
2. Mayer-Schönberger, V., & Cukier, K. (2013). Big Data: A Revolution That Will Transform How We Live, Work, and Think. Boston, MA: Houghton Mifflin Harcourt. ISBN: 978-0-544-00269-2.
3. European Commission. (2021). Proposal for a Regulation on the AI Act. COM/2021/206 final. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021PC0206
4. Digital Economy and Society Index (DESI). (2024). European Commission. URL: https://digital-strategy.ec.europa.eu/en/policies/desi

Web-resources

1 Digital Ecosystem of Knowledge (DEK) DEMEu4U Project. Alfred Nobel University. URL: https://old.duan.edu.ua/international-cooperation-ukr/proiekty-jean-monnet/2498-tsyfrova-ekosystema-znan-proiektu-demeu4u-dek.html
2. European Commission. (n.d.). European Data Strategy. URL: https://digital-strategy.ec.europa.eu/en/policies/strategy-data
3. European Commission. (n.d.). Digital Compass 2030: the European way for the Digital Decade. URL: https://digital-strategy.ec.europa.eu/en/policies/digital-compass
4. European Union Agency for Cybersecurity (ENISA). (n.d.). Official website. URL: https://www.enisa.europa.eu
5. UNHCR. The UN Refugee Agency. (n.d.). Ukraine refugee situation. URL: https://data.unhcr.org/en/situations/ukraine

PROJECT PRESENTATION USING AI

The course aims to develop theoretical knowledge and practical skills in designing, visualising, and presenting marketing and research projects using artificial intelligence tools, data-driven storytelling, and effective communication techniques in professional environments.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 / elective	Olha Hamzah, PhD (Economics), Associate Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Present and discuss the results of research and marketing projects using AI tools, applying effective data visualisation and storytelling techniques in both native and foreign languages.	Lectures, presentation analysis, AI tool demonstrations (ChatGPT, Canva), practical presentation exercises	Presentations, practical tasks, participation (CAS), final AI-based presentation project (CAS)
2) Apply interpersonal communication techniques in teamwork, negotiations, and professional discussions in the context of project presentations.	Role plays, group discussions, teamwork exercises, pitching sessions	Participation, group tasks, peer review (CAS), final project presentation (CAS)
3) Collect, process, and analyse data from multiple sources and transform it into clear, structured, and visually effective presentation content using digital and AI tools.	Hands-on practice, data visualisation exercises, AI tools, workshops	Practical assignments, analytical tasks (CAS), final project (CAS)

Assessment

The final grade is awarded on a 100-point scale and is based entirely on continuous assessment (CAS): 60 points for semester learning activities and 40 points for an end-of-course project.

60 points – Continuous Assessment (CAS)

a) Practical assignments (AI tools, presentation design, data visualisation) – 40 points

Assessment is based on the ability to design structured and visually effective presentations using AI tools:

- 36-40 points – presentations are well-structured, visually clear, and professionally designed; effective use of AI tools; strong storytelling and data visualisation.
- 30-35 points – generally well-developed presentations with minor inconsistencies in structure or design.
- 24-29 points – basic structure; limited use of AI tools or weak visualisation.
- 16-23 points – significant issues in structure, clarity, or logic.
- 1-15 points – low level of understanding; incomplete tasks.
- 0 points – tasks are not completed.

b) Case analysis and presentation tasks – 10 points

Assessment is based on the ability to analyse and evaluate presentation quality and effectiveness:
- 9-10 points – comprehensive and well-structured analysis; clear understanding of presentation logic and communication techniques.
- 7-8 points – good understanding with minor inconsistencies.
- 5-6 points – basic analysis with partial understanding.
- 3-4 points – limited understanding; weak analysis.
- 0-2 points – lack of understanding; incorrect or absent analysis.

c) Tests – 5 points

Assessment is based on knowledge of presentation design principles, communication techniques, and AI tools:
- 5 points – excellent knowledge.
- 3-4 points – good understanding.
- 1-2 points – limited knowledge.
- 0 points – insufficient knowledge.

d) Class participation and discussions – 5 points

Assessment is based on engagement in discussions, teamwork, and peer feedback:
- 5 points – active participation and meaningful contributions.
- 3-4 points – regular participation.
- 1-2 points – limited participation.
- 0 points – no participation.

40 points – End-of-course project presentation (CAS)

Individual AI-based Project Presentation Project requirements:

Development and delivery of a professional presentation based on a marketing or research project, including:
- structured storyline and clear message
- data visualisation (charts, insights)
- use of AI tools (content, visuals, scripts)
- effective communication and delivery

Assessment criteria:
- 36-40 points – highly professional presentation; strong storytelling; clear structure; effective use of AI; confident delivery.
- 30-35 points – well-developed presentation with minor inconsistencies.
- 24-29 points – basic structure with limited depth and weak use of AI.
- 16-23 points – incomplete or poorly structured presentation.
- 1-15 points – very limited presentation with major errors.
- 0 points – project not submitted.

Content

Topic 1. Introduction to Project Presentations and AI Tools
Topic 2. Structure and Storytelling in Project Presentations
Topic 3. Data Visualisation and Analytical Presentation
Topic 4. AI Tools for Presentation Content Creation
Topic 5. Communication and Presentation Delivery
Topic 6. Evaluation and Improvement of Presentations

Literature

Compulsory reading

1. Duarte, N. (2010). *Resonate: Present Visual Stories that Transform Audiences*. Hoboken, NJ: Wiley.
2. Duarte, N. (2012). *HBR Guide to Persuasive Presentations*. Boston: Harvard Business Review Press.
3. Knaflic, C. N. (2015). *Storytelling with Data: A Data Visualization Guide for Business Professionals*. Wiley.

4. Few, S. (2012). *Show Me the Numbers: Designing Tables and Graphs to Enlighten* (2nd ed.). Analytics Press.
5. Yablonski, J. (2020). *Laws of UX: Using Psychology to Design Better Products and Services*. O"Reilly Media.
6 Reynolds, G. (2011). *Presentation Zen: Simple Ideas on Presentation Design and Delivery* (2nd ed.). New Riders.
7. Tufte, E. R. (2006). *Beautiful Evidence*. Graphics Press.
8. Davenport, T. H., & Mittal, N. (2023). *All-in on AI: How Smart Companies Win Big with Artificial Intelligence*. Harvard Business Review Press.
9. Mollick, E. (2024). *Co-Intelligence: Living and Working with AI*. Portfolio.
10. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.
11. Knaflic, C. N. (2023). Storytelling with You: Plan, Create, and Deliver a Stellar Presentation. Hoboken, NJ: Wiley.

Recommended reading

1. Atkinson, C. (2005). *Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations that Inform, Motivate, and Inspire*. Microsoft Press.
2. Alley, M. (2013). *The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid* (2nd ed.). Springer.
3. Cairo, A. (2016). *The Truthful Art: Data, Charts, and Maps for Communication*. New Riders.
4. Evergreen, S. D. H. (2017). *Effective Data Visualization: The Right Chart for the Right Data*. SAGE Publications.
5. Ware, C. (2013). *Information Visualization: Perception for Design* (3rd ed.). Morgan Kaufmann.
6. Gallo, C. (2014). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. St. Martin's Press.
7. Heath, C., & Heath, D. (2007). *Made to Stick: Why Some Ideas Survive and Others Die*. Random House.
8. Marr, B. (2023). *Artificial Intelligence in Practice* (2nd ed.). Wiley.
9. Harvard Business Review (2020-2025). Articles on presentations, communication, and AI in business.
10. McKinsey & Company (2023-2025). Reports on data-driven decision-making and business communication.

Web-resources

1. OpenAI. https://www.openai.com/ AI tools (e.g., ChatGPT) for generating presentation content, scripts, and ideas.
2. Canva. https://www.canva.com/ AI-powered design platform for creating presentations, visuals, and marketing materials.
3. Gamma. https://gamma.app/ AI presentation tool for generating structured slides and storytelling content.
4. Tome. https://tome.app/ AI-native platform for creating interactive presentations and narratives.
5. Beautiful.ai. https://www.beautiful.ai/ Automated presentation design tool with smart templates and layout optimisation.
6. Microsoft Power BI. https://powerbi.microsoft.com/ Data visualisation and dashboard tool for presenting analytical insights.
7. Google Slides. https://slides.google.com/ Cloud-based presentation platform for collaboration and sharing.
8. Statista. https://www.statista.com/ Source of statistical data for creating data-driven presentations.
9. Think with Google. https://www.thinkwithgoogle.com/Insights, case studies, and trends for marketing and business presentations.
10. Harvard Business Review. https://hbr.org/ Articles

ECONOMIC AND MATHEMATICAL METHODS AND MODELS IN MARKETING				
The course aims to equip students with advanced quantitative analytical competencies for evidence-based marketing decision-making in digital and e-commerce environments. Moving beyond descriptive statistical methods, students engage in the critical evaluation of econometric models, construct demand and price optimisation models using real transaction data, design customer segmentation and predictive analytics frameworks, and build marketing mix optimisation and budget allocation models. The course prepares students for data-driven senior marketing roles and doctoral-level research in quantitative marketing.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3	3 / elective	Inna Strelchenko, Doctor of Sciences (Economics), Full Professor	90 hours (12 h. lectures, 12 h. practical classes, 66 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Critically evaluate the theoretical foundations and empirical applicability of econometric and optimisation methods in marketing decision-making, and justify the selection of an appropriate modelling approach for a defined strategic marketing problem in the e-commerce context.			Lecture, research seminar	Comparative methodological critique report (individual), critical annotated bibliography (individual) (CAS)
2) Construct and interpret multivariable econometric models for marketing demand analysis and price optimisation in digital markets, critically assessing model assumptions, diagnostic tests and the strategic implications of estimation results for e-commerce pricing and revenue management decisions.			Lectures, practical workshop (computer lab), independent study: replication exercise	Demand modelling and pricing strategy report (individual), replication and critique exercise (individual) (CAS)
3) Design and apply advanced segmentation and predictive modelling frameworks — including cluster analysis, discriminant analysis and machine learning classification methods — to construct evidence-based customer intelligence architectures for strategic e-commerce marketing decisions.			Lecture, data analytics workshop	Customer intelligence brief – segmentation analysis (individual), predictive churn model report (individual) (CAS)

4) Critically evaluate marketing mix optimisation and attribution modelling frameworks, construct a data-driven marketing budget allocation model for a defined e-commerce business context, and assess the methodological and ethical limitations of algorithmic attribution systems.	Lecture, applied modelling workshop	Marketing budget allocation model and scenario analysis (individual) (CAS)
5) Synthesise economic and mathematical modelling methods into an original, integrated quantitative marketing research design — connecting demand analysis, segmentation, predictive modelling and budget optimisation — and communicate findings at a standard appropriate for managerial decision-making and scholarly publication.	Lectures, capstone integration workshop, academic communication session	Quantitative Marketing Analytics Report – QMAR (individual), academic presentation of QMAR findings (individual, 10 min) (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
30 points – quantitative Marketing Analytics Report / QMAR;
20 points – demand modelling and pricing strategy report;
20 points – customer intelligence brief: segmentation analysis;
20 points – marketing budget allocation model and scenario analysis;
10 points – comparative methodological critique, predictive churn model, critical attribution evaluation, academic presentation and peer evaluation.
a) Assessment criteria for the QMAR (30 points):
26-30 pts – fully integrated analytical report. All components (demand model, segmentation, predictive model, budget optimisation) are technically accurate and strategically coherent. Executive summary is concise and decision-ready. The methodology section meets academic publication standards.
21-25 pts – substantially complete with minor integration gaps or technical inaccuracies. All key components present. Strategic interpretation is sound.
13-20 pts – partially complete. Significant gaps in at least one analytical component or limited integration across methods.
7-12 pts – major components missing or technically inadequate. Little evidence of cross-method synthesis.
1-6 pts – largely incomplete. Does not meet minimum analytical standards.
0 pts – not submitted.
b) General rubric for individual analytical deliverables:
90-100%: Demonstrates sophisticated critical evaluation and methodological rigour. Model construction is technically accurate and fully justified. Results are interpreted with strategic depth. Managerial recommendations are original and evidence-based. 75-89%: Strong analysis with minor technical or interpretative gaps. 60-74%: Adequate analysis but limited critical engagement or strategic depth. 40-59%: Descriptive rather than analytical. Technical errors present. FAIL range. 0-39%: Does not meet minimum standards. Not submitted or plagiarised. FAIL.
c) Software and data policy:
Analytical work may be conducted in R, Python, SPSS, Stata, Excel (advanced) or Google Sheets (with documented analytical workflow). All code/workflow files must be submitted alongside the written report as an appendix. Datasets provided by the instructor are for course use only and may not be shared externally.
d) Academic Integrity:
Minimum originality rate: 85%. Use of AI-generated text presented as the student's own analytical or scholarly contribution results in 0 points for the relevant component. Statistical results must be

reproducible: submitted code/workflow files are subject to verification. All sources cited using APA 7th edition

Content

CONTENT MODULE 1. FOUNDATIONS OF QUANTITATIVE MARKETING MODELLING AND DEMAND ANALYSIS

Lecture 1. Theoretical and epistemological foundations of economic and mathematical modelling in marketing: classification of methods, model selection criteria, assumptions and limitations in applied marketing contexts.

Lecture 2. Advanced demand modelling and price optimisation: multiple regression specifications for marketing demand analysis; price elasticity estimation; revenue optimisation models; model diagnostics and remediation.

CONTENT MODULE 2. CUSTOMER ANALYTICS: SEGMENTATION, PREDICTION AND MARKETING MIX OPTIMISATION

Lecture 3. Advanced segmentation and predictive modelling: cluster analysis methods (k-means, hierarchical, DBSCAN); discriminant analysis; logistic regression and decision trees for churn, LTV and conversion propensity modelling; model evaluation metrics.

Lecture 4. Marketing mix modelling (MMM) and attribution: diminishing returns, Adstock effects, saturation curves; comparison of attribution frameworks (last-click, linear, data-driven / Shapley value); MMM vs. MTA trade-offs; ethical and privacy dimensions of algorithmic attribution.

Lecture 5. Marketing ROI modelling and budget optimisation: response curve construction; budget allocation optimisation under constraints; scenario and sensitivity analysis; incremental lift measurement (A/B testing, geo-experiments, Difference-in-Differences).

CONTENT MODULE 3. INTEGRATED QUANTITATIVE MARKETING ANALYTICS AND SCHOLARLY COMMUNICATION

Lecture 6. Integrating quantitative models in strategic marketing management: constructing an analytical framework connecting demand modelling, segmentation, predictive analytics and budget optimisation; communicating model outputs to non-technical stakeholders; visualisation standards; academic writing for quantitative marketing research.

Literature

Compulsory reading

1. Lilien, G. L., Rangaswamy, A., & De Bruyn, A. (2017). Principles of Marketing Engineering and Analytics (3rd ed.). DecisionPro, Inc. ISBN: 978-0-985-76482-1.

2. Hanssens, D. M., Parsons, L. J., & Schultz, R. L. (2001). Market Response Models: Econometric and Time Series Analysis (2nd ed.). Boston, MA: Kluwer Academic Publishers. 516 p. ISBN: 978-0-792-37826-6.

3. Wedel, M., & Kamakura, W. A. (2000). Market Segmentation: Conceptual and Methodological Foundations (2nd ed.). Norwell, MA: Kluwer Academic Publishers. 382 p. ISBN: 978-0-792-38635-3.

4. Leeflang, P. S. H., Wieringa, J. E., Bijmolt, T. H. A., & Pauwels, K. H. (2015). Modeling Markets: Analyzing Marketing Phenomena and Improving Marketing Decision Making. International Series in Quantitative Marketing. New York: Springer. 408 p. DOI: 10.1007/978-1-4939-2086-0.

5. Provost, F., & Fawcett, T. (2013). Data Science for Business: What You Need to Know about Data Mining and Data-Analytic Thinking. Sebastopol, CA: O'Reilly Media. 413 p. ISBN: 978-1-449-36132-7.

6. de Haan, E. (2022). Attribution modeling. In C. Homburg, M. Klarmann, & A. Vomberg (Eds.), Handbook of Market Research. Springer, Cham. DOI: 10.1007/978-3-319-05542-8_39-1.

7. Hyndman, R. J., & Athanasopoulos, G. (2021). Forecasting: Principles and Practice (3rd ed.). Melbourne: OTexts.

8. Brown, I. (2024). Mastering Marketing Data Science: A Comprehensive Guide for Today's Marketers. Hoboken, NJ: Wiley. 432 p. ISBN: 978-1-394-25871-0.

Recommended reading

1. Leeflang, P. S. H., Wieringa, J. E., Bijmolt, T. H. A., & Pauwels, K. H. (Eds.). (2017). Advanced Methods for Modeling Markets. International Series in Quantitative Marketing. Springer, Cham. DOI: 10.1007/978-3-319-53469-5.

2. Kaushik, A. (2009). Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity. Indianapolis, IN: Sybex/Wiley. 475 p. ISBN: 978-0-470-52939-3.

3. Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM) (3rd ed.). Thousand Oaks, CA: Sage.

4. Grigsby, M. (2022). Marketing Analytics: A Practical Guide to Improving Consumer Insights Using Data Techniques (3rd ed.). London: Kogan Page.

Web-resources

1. Kaggle. (n.d.). Open datasets for marketing analytics practice. URL: https://www.kaggle.com/datasets

2. R Project for Statistical Computing. (n.d.). URL: https://www.r-project.org

3. Google Analytics Academy. (n.d.). URL: https://analytics.google.com/analytics/academy/

BUSINESS MANAGEMENT

The course aims to introduce the main stages of the process of creating and managing a business, the types of organisational and legal forms of enterprises, the principles of business planning, and the analysis of business performance indicators.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / elective	Ihor Bilotkach, PhD (Economics), Associate Professor	150 hours (20 h. lectures, 22 h. practical classes, 108 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Plan and conduct your own research in the field of marketing, analyse its results and justify the adoption of effective marketing decisions in conditions of uncertainty	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
2) Present and discuss the results of scientific and applied research, marketing projects in the state and foreign languages	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
3) Increase the effectiveness of marketing activities of a market entity at different levels of	Lectures, seminars, discussions,	Participation in the discussion, scenario-

management, develop marketing projects and manage them	scenario analysis workshops	based assignments, presentation (CAS), final exam (FAS)
4) Form and improve the marketing system of a market entity	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
5) Use interpersonal communication methods when solving collective problems, conducting negotiations, and conducting scientific discussions in the field of marketing	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
6) Understand the essence and features of the application of marketing tools in the process of making marketing decisions	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
7) Justify marketing decisions at the level of a market entity using modern management principles, approaches, methods, and techniques	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
8) Use methods of marketing strategic analysis and interpret its results in order to improve the marketing activities of a market entity	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
9) Manage the marketing activities of a market entity, as well as its divisions, groups and networks, determine the criteria and indicators for its evaluation	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
10) Form a marketing system of interaction, to build long-term mutually beneficial relationships with other market entities	Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
Assessment		
The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester. **40 points: Final exam (written; each exam card includes two theoretical questions and one case study on business management decisions).** Assessment criteria: a) Theoretical questions – 2 × 10 points (each question): 9–10 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.		

7–8 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported. 5–6 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies. 3–4 points: the answer is fragmentary; important elements are missing or explained incorrectly. 0–2 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material. b) Case study – 20 points (analysis of a business situation: business planning, analysis of performance indicators, personnel management, assessment of risks and economic security; justified management recommendations). 18–20 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples. 14–17 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported. 10–13 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies. 6–9 points: the answer is fragmentary; important elements are missing or explained incorrectly. 0–5 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material. 60 points for work in the semester: individual project – 40 points; participation in discussions – 10 points; test papers – 10 points. a) individual project – diagnostics of the performance of a selected company (planning, performance indicators, personnel, risks and economic security) and a business development plan, presented as a pitch (max. 40 points). Assessment criteria: 33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered. 27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered. 15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing. 7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing. 1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing. 0 points – the task has not been completed by the student. b) participation in discussions For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment: 81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position. 51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed. 21-50%: A basic understanding of the material, but with significant gaps or omissions. 1-20 %: A lot of mistakes, with little to no understanding of the material's context. c) test papers The criteria for the test assignment are written on the exam card.
Content
Topic 1. The essence, functions and basic methods of business management. Topic 2. Strategy and tactics of business development.

Topic 3. Planning of business activities.
Topic 4. Analysis of business performance indicators.
Topic 5. Assessment of the effectiveness of personnel use. Personnel management.
Topic 6. Formation of a system for ensuring the functioning of the business.
Topic 7. Assessment of the level of risks and economic security of the business.

Literature

Compulsory reading

1. Balanovska, T. I., & Troian, A. V. (2020). *Upravlinnia biznesom: navchalnyi posibnyk* [Business management: a textbook]. Kyiv: National University of Life and Environmental Sciences of Ukraine. 404 p.

2. Myronenko, Ye. V., et al. (2022). *Upravlinnia biznesom: strukturni zminy, marketynhovi ta pravovi aspekty: navchalnyi posibnyk* [Business management: structural changes, marketing and legal aspects: a study guide]. Kyiv: Kyiv National Economic University. 280 p.

3. Ushkalov, V. V. (2020). *Osnovy biznesu ta menedzhmentu: pidruchnyk* [Fundamentals of business and management: textbook]. Kharkiv: Simon Kuznets Kharkiv National University of Economics. 350 p.

4. Mykhalitska, N. Ya., Yatsyk, M. R., et al. (2024). *Upravlinnia vlasnym biznesom: navchalnyi posibnyk u skhemakh i tabeliakh* [Managing one's own business: a study guide in schemes and tables]. Lviv: Lviv State University of Internal Affairs. 480 p.

5. Wheelen, T. L., Hunger, J. D., Hoffman, A. N., & Bamford, C. E. (2022). *Strategic Management and Business Policy: Globalization, Innovation and Sustainability* (16th ed.). Harlow: Pearson. 880 p.

Recommended reading

1. Baiova, O. V. (Ed.). (2021). *Menedzhment orhanizatsii ta administruvannia: pidruchnyk* [Management of organizations and administration: textbook]. Kyiv: Personal. 520 p.

2. Baiova, O. V., Novalska, N. I., & Zhalat-Lozynska, L. O. (2020). *Menedzhment ta administruvannia: navchalnyi posibnyk u dvokh chastynakh. Chastyna 2: Menedzhment* [Management and administration: study guide in two parts. Part 2: Management]. Kyiv: Personal. 326 p.

3. Oleksiuk, O. V. (Ed.). (2022). *Pidpryiemnytstvo, torhivlia ta birzhova diialnist: pidruchnyk* [Entrepreneurship, trade and exchange activities: textbook]. Kharkiv: Simon Kuznets Kharkiv National University of Economics. 540 p.

4. Krupka, M. I. (Ed.). (2020). *Menedzhment: pidruchnyk* (2nd ed., rev. and enl.) [Management: textbook]. Lviv: Ivan Franko National University of Lviv. 440 p.

5. Daft, R. L. (2021). *Management* (14th ed.). Boston: Cengage Learning. 736 p

LOGISTICS MANAGEMENT

The course aims to develop a system of theoretical knowledge and practical skills in logistics management that would ensure increased enterprise stability, coordination of actions, and the resolution of conflict situations. At the same time, special emphasis is placed on improving interaction between the main functional areas, such as supply, production, marketing, distribution, and sales organisation.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2 / 11 weeks	5 / elective	Valentyna Shevchenko, PhD (Public	150 hours (20 h. lectures, 22 h. practical

			Administration), Associate Professor	classes, 108 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Increase the effectiveness of marketing activities of a market entity at different levels of management, develop marketing projects and manage them			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
2) Justify marketing decisions at the level of a market entity using modern management principles, approaches, methods, and techniques			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
3) Use methods of marketing strategic analysis and interpret its results in order to improve the marketing activities of a market entity			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
4) Form a marketing system of interaction, to build long-term mutually beneficial relationships with other market entities			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
5) Adhere to ethical standards, academic integrity, and be responsible for social values in marketing activities			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the final exam and 60 points for the work in the semester. **40 points: Final exam (written; each exam card includes two theoretical questions and one practical analytical and calculation task on logistics management).** Assessment criteria: a) Theoretical questions – 2 × 10 points (each question): 9–10 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples. 7–8 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported. 5–6 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies. 3–4 points: the answer is fragmentary; important elements are missing or explained incorrectly. 0–2 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material. b) Practical task – 20 points (analysis and calculations related to warehouse organisation, logistics costs and the efficiency of logistics services; justified conclusions and recommendations). 18–20 points: the answer is complete, well-structured and well-reasoned; the student demonstrates deep knowledge of the material and uses relevant concepts, data and examples.				

14–17 points: the answer is correct and generally well-reasoned, but some points lack depth or are insufficiently supported.
10–13 points: the answer outlines the main points but is incomplete; arguments are limited, and there are minor inaccuracies.
6–9 points: the answer is fragmentary; important elements are missing or explained incorrectly.
0–5 points: the answer is absent or irrelevant; the student shows a fundamental misunderstanding of the material.
60 points for work in the semester: individual project – 40 points; participation in discussions – 10 points; test papers – 10 points.
a) individual project – analysis of the logistics system of a selected company (organisational structure, warehousing, transport, logistics costs and service level) and proposals for its optimisation, presented as a pitch (max. 40 points). Assessment criteria:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues their position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the exam card.

Content

Topic 1. Methodological foundations of logistics management and its functions.
Topic 2. Organizational structure of logistics management of an organization.
Topic 3. Functional logistics management.
Topic 4. Logistical foundations of warehouse organization.
Topic 5. Logistics strategy, planning and mission.
Topic 6. Logistics analysis, control and audit.
Topic 7. Efficiency of the logistics services of enterprises.

Literature

Compulsory reading

1. Krykavskyi, Y. V., & Shandrivska, O. Y. (2023). *Lohistychnyi menedzhment: pidruchnyk* [Logistics management: textbook]. Lviv: Lviv Polytechnic Publishing House. 416 p.
2. Mykhalitska, N. Ya., & Veresklia, M. R. (2020). *Lohistychnyi menedzhment: navchalnyi posibnyk* [Logistics management: a study guide]. Lviv: Lviv State University of Internal Affairs. 440 p.

3. Marchenko, V. M., & Shutiuk, V. V. (2022). *Lohistyka: pidruchnyk* (2nd ed., rev. and enl.) [Logistics: textbook]. Kyiv: National University of Food Technologies. 334 p.

4. Petrenko, N. O., Shkolnyi, O. O., Kustrich, L. O., & Aloshkina, L. P. (2019). *Lohistychnyi menedzhment: navchalnyi posibnyk* [Logistics management: a study guide]. Uman: Sochinskyi M.M. Publisher. 265 p.

5. Harrison, A., Skipworth, H., van Hoek, R. I., & Aitken, J. (2019). *Logistics Management and Strategy: Competing through the Supply Chain* (6th ed.). Harlow: Pearson. 456 p.

Recommended reading

1. Ponomarenko, V. S., Tankov, K. M., & Lepeiko, T. I. (2010). *Lohistychnyi menedzhment: pidruchnyk* [Logistics management: textbook]. Kharkiv: INZHEK. 424 p.

2. Smerichevska, S. V. (2022). *Lohistychnyi menedzhment: navchalno-metodychnyi kompleks z dystsypliny* [Logistics management: educational and methodological complex]. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 280 p.

3. Bezuhla, L. S., Yurchenko, N. I., Ilchenko, T. V., Palchyk, I. M., & Volovyk, D. V. (2021). *Lohistyka: navchalnyi posibnyk* [Logistics: a study guide]. Dnipro: Porohy. 252 p.

4. Bezsmertna, O. V., Moroz, O. O., Bilokon, T. M., & Shvarts, I. V. (2018). *Lohistyka: navchalnyi posibnyk* [Logistics: a study guide]. Vinnytsia: Vinnytsia National Technical University. 304 p.

5. Mangan, J., Lalwani, C., & Calatayud, A. (2021). *Global Logistics and Supply Chain Management* (4th ed.). Hoboken: Wiley. 528 p.

INTERNSHIP (WORK PLACEMENT)

The work placement aims to develop students' ability to make independent professional decisions in a real organisational context, to apply marketing knowledge and tools in practice, and to become familiar with the organisation's marketing processes, technologies and regulatory framework, thereby shortening graduates' adaptation to professional positions. The work placement is the first stage of the practical training sequence: the diagnosis of the organisation's marketing activities carried out during the placement provides the basis for the Pre-Graduation Internship and the Master's thesis.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	2	6 / mandatory	Ihor Bilotkach, PhD (Economics), Associate Professor	180 hours (work at the enterprise)

Learning outcomes On completion of the Work Placement, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Know and be able to apply modern principles, theories, methods and practical techniques of marketing in practical activities (PLO1)	Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) Develop marketing strategy and tactics taking into account the cross-functional nature of its implementation**.** (PLO4)	Work at the enterprise, desk research using professional databases	Internship report, presentation (CAS)
3) Increase the effectiveness of marketing activities of a market entity at different levels of management, develop marketing projects and manage them. (PLO6)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
4) Form and improve the marketing system of a market entity. (PLO7)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
5) Use interpersonal communication methods when solving collective problems, conducting negotiations, and conducting scientific discussions in the field of marketing. (PLO8)	Self-study activity, writing a report, preparing presentation	
6) Understand the essence and features of the application of marketing tools in the process of making marketing decisions. (PLO9)	Work at the enterprise	Internship report, presentation (CAS)
7) Justify marketing decisions at the level of a market entity using modern management principles, approaches, methods, and techniques. (PLO10)	Self-study activity, work at the enterprise	Internship report, presentation (CAS)
8) Manage the marketing activities of a market entity, as well as its divisions, groups and networks, determine the criteria and indicators for its evaluation. (PLO13)	Work at the enterprise	Internship report, presentation (CAS)
9) Form a marketing system of interaction, to build long-term mutually beneficial relationships with other market entities. (PLO14)	Discussion, writing a report, preparing presentation	Internship report, feedback from the company (CAS)

10) Collect the necessary data from various sources, process and analyse their results using modern methods and specialized software. (PLO15) 11) Solve complex marketing problems under conditions of uncertainty and take responsibility for making and implementing marketing decisions. (PLO17)	Self-study activity, work at the enterprise Work at the enterprise, self-study activity	Internship report, presentation (CAS) Internship report, presentation (CAS)

Assessment

The work placement is assessed separately and graded on the University's 100-point scale with the corresponding ECTS grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
30% – Feedback from the company
40% – Report
30% – Presentation

Assessment criteria. The report is assessed for the depth of analysis of the organisation's marketing activities, the use of data and appropriate analytical tools, the justification of proposals, and compliance with formatting and academic integrity requirements. The presentation is assessed for clarity, structure and the ability to answer questions. The host-organisation supervisor assesses the student's professional conduct, independence and the quality of the tasks completed. The report is presented and defended at the Department; a minimum of 60 points is required to pass.

Organisation and supervision. The placement takes place in companies and organisations with which the University has internship agreements, or at the student's workplace if the position allows the placement tasks to be completed. Each student has a departmental supervisor, who issues an individual assignment and assesses the report, and a host-organisation supervisor, who provides access to information and written feedback. Confidential company information is used only in anonymised or aggregated form. Where on-site attendance is not possible because of security conditions, the placement may be completed in a remote or hybrid format.

Contents

Topic 1. Stages of introducing new products at the enterprise.
Topic 2. Ways to improve the quality of the enterprise's goods (services).
Topic 3. Implementation of advertising activities at the enterprise.
Topic 4. Distribution policy at the enterprise.
Topic 5. Forecasting sales of products at the enterprise.
Topic 6. Analysis of the enterprise's competitiveness.
Topic 7. Marketing structure at the enterprise.
Topic 8. Organization of marketing research at the enterprise.
Topic 9. Target markets of the enterprise.
Topic 10. Taking into account the behavior of buyers in marketing research.
Topic 11. Planning marketing research at the enterprise.
Topic 12. Main directions of increasing competitiveness at the enterprise.
Topic 13. Enterprise marketing program.
Topic 14. Material and technical support of the enterprise.
Topic 15. Information support of the enterprise
Topic 16. Problems of studying the micro-, mid- and macro-environment of the firm.
Topic 17. Study of the main competitors of the company and construction of a polygon of its competitiveness in comparison with one of the competitors.
Topic 18. Problems and methods of researching unsatisfied consumer demand for goods or services offered by the company.

Topic 19. Analysis (methods and technologies) of the structure of the company's goods market (potential, actual, qualified and other markets).
Topic 20. Conducting marketing research on segmenting the market of goods or services sold by the company.
Topic 21. Research and analysis of the real life cycle of the product: determine the stages of the life cycle at which a particular product of the enterprise is located.
Topic 22. Problems of positioning the product or service of the company.
Topic 23. Research of prices and elasticity of demand for the product or service of the organization.
Topic 24. Problems of developing and introducing a new product: the role of marketing research.
Topic 25. Analysis of consumer attitudes towards the company's goods or services using marketing research methods.
Topic 26. Study of consumer behavior patterns of the company's most important consumers and factors influencing buyers.
Topic 27. Study of the composition of consumers of goods and services, profiles of consumers of the company's main products.
Topic 28. Marketing research of the company's potential: product and sales and socio-economic potential.
Topic 29. Analysis (using marketing research) of the company's image and the main problems of its construction.
Topic 30. Marketing research of the company's personnel.
Topic 31. General analysis of the intermediate effectiveness of the company's advertising activities.
Topic 32. Study of the direct, final effectiveness of the company's advertising activities.
Topic 33. Analysis of the effectiveness of various advertising means used by the company.
Topic 34. Analysis of the effectiveness of an advertising or PR campaign planned or carried out by the company.
Topic 35. Research on the effectiveness of the sales promotion system (choice: price manipulation; tastings; game forms; special forms; merchandising, etc.).
Topic 36. Research on the effectiveness of direct marketing activities.
Topic 37. Digital marketing audit of the company (website, social media, online advertising).
Topic 38. Analysis of customer data and web analytics for marketing decision-making.
Topic 39. Use of AI tools and marketing automation in the company’s marketing activities.

Literature

Compulsory reading

1. Marchenko V. M. (ed.) Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 512 p.
2. Shepel T. V., Komlichenko O. O., Zhyvets A. M. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Sumy: Universytetska knyha, 2022. 308 p.
3. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p.
4. Fillis I., Melewar N. T. (eds.) Handbook of Entrepreneurship and Marketing. Cheltenham: Edward Elgar Publishing, 2020. 432 p.

Recommended reading

1. Illiashenko S. M. (ed.) Marketynhova diialnist pidpryiemstv [Marketing Activity of Enterprises]. Zaporizhzhia: Zaporizhzhia National University, 2020. 512 p.
2. Sofiienko A. V. Teoretychnyi marketynh [Theoretical Marketing]. Kropyvnytskyi: Central Ukrainian National Technical University, 2021. 220 p.
3. Nwankwo S., Gbadamosi A. (eds.) Entrepreneurship Marketing: Principles and Practice of SME Marketing. 2nd ed. London: Routledge, 2020. 430 p.
4. Kotler P., Keller K. L., Chernev A. Marketing Management. 16th ed. Harlow: Pearson, 2022.
5. Malhotra N. K. Marketing Research: An Applied Orientation. 7th ed. Harlow: Pearson, 2019.

6. Chaffey D., Ellis-Chadwick F. Digital Marketing: Strategy, Implementation and Practice. 8th ed. Harlow: Pearson, 2022.

PRE-GRADUATION INTERNSHIP

The pre-graduation internship aims to consolidate practical marketing skills at a professional level by performing the functions of marketing specialists in a real organisation, to test students' readiness for independent professional work, and to collect and analyse organisational data for the Master's thesis. The internship builds on the diagnosis of the organisation carried out during the Work Placement and provides the empirical basis for the Master's thesis.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	3	5 / mandatory	Ihor Bilotkach, PhD (Economics), Associate Professor	150 hours (work at the enterprise)

Learning outcomes On completion of the Pre-Graduation Internship, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Know and be able to apply modern principles, theories, methods and practical techniques of marketing in practical activities. (PLO1)	Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) Plan and conduct your own research in the field of marketing, analyse its results and justify the adoption of effective marketing decisions in conditions of uncertainty. (PLO3)	Work at the enterprise, desk research using professional databases	Internship report, presentation (CAS)
3) Develop marketing strategy and tactics taking into account the cross-functional nature of its implementation**.** (PLO4)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
4) Increase the effectiveness of marketing activities of a market entity at different levels of management, develop marketing projects and manage them. (PLO6)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
5) Form and improve the marketing system of a market entity. (PLO7)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)
6) Use interpersonal communication methods when solving collective problems, conducting negotiations, and conducting scientific discussions in the field of marketing. (PLO8)	Self-study activity, writing a report, preparing presentation	Internship report, presentation (CAS)
7) Understand the essence and features of the application of marketing tools in the process of making marketing decisions. (PLO9)	Self-study activity, work at the enterprise	Internship report, feedback from the company (CAS)

8) Justify marketing decisions at the level of a market entity using modern management principles, approaches, methods, and techniques. (PLO10)	Self-study activity, work at the enterprise	Internship report, presentation (CAS)
9) Use methods of marketing strategic analysis and interpret its results in order to improve the marketing activities of a market entity. (PLO11)	Work at the enterprise	Internship report, feedback from the company (CAS)
10) Carry out diagnostics and strategic and operational management of marketing management to develop and implement marketing strategies, projects and programs. (PLO12)	Self-study activity, work at the enterprise	Internship report, presentation (CAS)
11) Form a marketing system of interaction, to build long-term mutually beneficial relationships with other market entities. (PLO14)	Work at the enterprise	Internship report, presentation, feedback from the company (CAS)
12) Apply scientific approaches and methods to form creative innovative solutions in the field of marketing. (PLO16)	Self-study activity, work at the enterprise	Internship report, presentation (CAS)
13) Adhere to ethical standards, academic integrity, and be responsible for social values in marketing activities. (PLO18)	Discussion, writing a report, preparing presentation	Internship report, presentation (CAS)
14) Solve complex marketing problems under conditions of uncertainty and take responsibility for making and implementing marketing decisions. (PLO17)	Work at the enterprise, self-study activity	Internship report, presentation (CAS)

Assessment

The pre-graduation internship is assessed separately and graded on the University's 100-point scale with the corresponding ECTS grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
40% Feedback from the company
40% Report
20% Presentation

Assessment criteria. The report is assessed for the quality of the strategic analysis of the organisation, the collection and interpretation of data relevant to the Master's thesis, the justification of the proposed marketing decisions, and compliance with formatting and academic integrity requirements. The presentation is assessed for clarity, structure and the ability to answer questions. The host-organisation supervisor assesses the student's professional conduct, independence and the quality of the tasks completed. The report is presented and defended at the Department; a minimum of 60 points is required to pass.

Organisation and supervision. The internship takes place in companies and organisations with which the University has internship agreements, or at the student's workplace if the position allows the internship tasks to be completed; the host organisation is normally the object of the student's Master's thesis. Each student has a departmental supervisor, usually the thesis supervisor, who issues an individual assignment and assesses the report, and a host-organisation supervisor, who provides access to information and written feedback. Confidential company information is used only in anonymised or aggregated form. Where on-site attendance is not possible because of security conditions, the internship may be completed in a remote or hybrid format.

Contents

Topic 1. Development of a marketing strategy for an enterprise.
Topic 2. Development of a marketing strategy for a firm in the consumer market.
Topic 3. Making strategic decisions regarding the product based on the developed marketing strategy.
Topic 4. Making strategic decisions regarding methods of stimulation based on the developed marketing strategy.
Topic 5. Development of a marketing strategy for a firm that occupies a leading position in the market.
Topic 6. Development of a marketing strategy for a firm that is a contender for leadership.
Topic 7. Development of a marketing strategy for a firm that is an inhabitant of a market niche.
Topic 8. Development of a pricing strategy and programs within the framework of the adopted marketing strategy.
Topic 9. Development of a marketing strategy for the promotion of services.
Topic 10. Determination of a marketing strategy for a firm in the consumer market whose product is at the maturity stage.
Topic 11. Determination of a marketing strategy for a manufacturing firm whose product is at the growth stage.
Topic 12. Development of a strategy for introducing a new product to the market.
Topic 13. Strategic decisions regarding distribution channels within the framework of the company's marketing strategy.
Topic 14. Development of a digital marketing strategy for the company, including the channel mix and performance metrics.
Topic 15. Data-driven marketing decisions: customer analytics and web analytics in strategy development.
Topic 16. Application of AI tools and marketing automation in the company's marketing strategy.
Topic 17. Other topics (in agreement with the supervisors of the thesis and internship).

Literature

Compulsory reading

1. Marchenko V. M. (ed.) Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 512 p.
2. Shepel T. V., Komlichenko O. O., Zhyvets A. M. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Sumy: Universytetska knyha, 2022. 308 p.
3. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p.
4. Fillis I., Melewar N. T. (eds.) Handbook of Entrepreneurship and Marketing. Cheltenham: Edward Elgar Publishing, 2020. 432 p.

Recommended reading

1. Illiashenko S. M. (ed.) Marketynhova diialnist pidpryiemstv [Marketing Activity of Enterprises]. Zaporizhzhia: Zaporizhzhia National University, 2020. 512 p.
2. Sofiienko A. V. Teoretychnyi marketynh [Theoretical Marketing]. Kropyvnytskyi: Central Ukrainian National Technical University, 2021. 220 p.
3. Nwankwo S., Gbadamosi A. (eds.) Entrepreneurship Marketing: Principles and Practice of SME Marketing. 2nd ed. London: Routledge, 2020. 430 p.
4. Kotler P., Keller K. L., Chernev A. Marketing Management. 16th ed. Harlow: Pearson, 2022.
5. Malhotra N. K. Marketing Research: An Applied Orientation. 7th ed. Harlow: Pearson, 2019.
6. Chaffey D., Ellis-Chadwick F. Digital Marketing: Strategy, Implementation and Practice. 8th ed. Harlow: Pearson, 2022.

Structure of the Marketing Study Programme (Master's degree)

Semesters	1	2	3
Teaching Units (Courses), 30 ECTS* Mandatory			
Courses of General Training	5	0	3
Courses of Professional Training	12	10	0
TOTAL	**17**	**10**	**3**
Teaching Units (Courses), 33 ECTS Elective**			
Courses of General Training 7			
Courses of Professional Training 26			
	Internship (Work Placement) 6 ECTS	Pre-Graduation Internship 5 ECTS	
		Master's Thesis 16 ECTS	

TOTAL	Mandatory	Elective	Internship	Master's Thesis
	30	33	11	16

*One ECTS credit = 30 academic hours.
**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block.