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**MARKETING OF INNOVATIVE EDUCATIONAL PRODUCTS: CASE LUT SUMMER SCHOOL**

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## ABSTRACT

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### Abstract

The importance and value of marketing now are undeniable. The purpose of this paper is elaborating the methodology and strategy of promotion for LUT Summer School, the innovative educational organization. The elaborated methodology is based on the existing literature and includes practices which marketing specialists use. Students of different countries can apply to LUT Summer School and digital tools will be considered, their efficiency will be tested and results will be measured. Developed marketing strategy and methodology can be taken to usage for other organizations of small and medium business and higher education management that distribute and sell innovative educational products such as new approaches to teaching, innovative courses and other summer schools, which want to achieve new levels and use new teaching methods.

In the present time the demand of education grows and it leads to a situation when universities open new subsidiary organizations or extra courses to teach students for monetary reward. Business of education has become more popular as well. Now such enterprises do not start their educational programs without marketing and advertising. They want to attract potential consumers with new innovative courses and unique methods of techniques of learning but people in general don't believe new techniques and untypical courses even in spite of their efficiency and usefulness were tested. They still prefer the traditional ways of learning. To overcome these distrust of potential business customers, the right marketing methodology must be elaborated. In terms of

originality and value, this study advances the understanding of marketing and demonstrates how it helps in attraction of new customers in educational organizations, which create innovative educational products.

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# 1. Introduction

LUT Summer School conducts educational events and invites students to a three-week academic event with courses of master's level in such disciplines as marketing, management, solving inventive tasks and creativity (LUT Summer School official web-page, 2022). This organization strives for innovative approaches to education and high level of service to suggest students efficient learning. In the present time higher education organizations follow the same model as business enterprises, they need to satisfy their clients and provide quality service. The market of education grows up and even institutions should elaborate marketing strategies to survive in this competitive market of education where market forces and relations are increasing their presence and predominance (Newman and Couturier, 2002). This tendency led to a situation when universities pay much more attention to marketing's principles and marketing strategies (Howcroft and Fairless, 2016).

Due to the growing commercialization of education, the importance of correctly building a strategy for the distribution of educational products and services is currently indisputable. According to Okulich-Kazarin, the education market is growing, today its volume is 4.5-5 trillion US dollars, and in the coming years it is projected to grow to 7 trillion dollars. New educational programs, advanced training courses and other educational products or services are emerging. At the same time, it is difficult to combine the distribution of educational services and the peculiarities of market conditions, since the combination of methods and approaches here does not differ from the distribution of goods or services in any market, but must be adapted to the specifics and uniqueness of education and innovation.

The growth of the level of competition stimulated universities to differ from others significantly, this includes not only advertising companies, but also branding and corporate styles to improve the recognition of the educational enterprise and attract more customers (students) and keep trustful relationships (Mcgrath, 2002). Such factor as increasing the cost of education also changes understanding and impression of interaction between universities, students, students consider themselves as clients or buyers of education, and institutions are considered as sellers. Students pay for education as service and that is why education is considered as a product (Howcroft and Fairless, 2016).

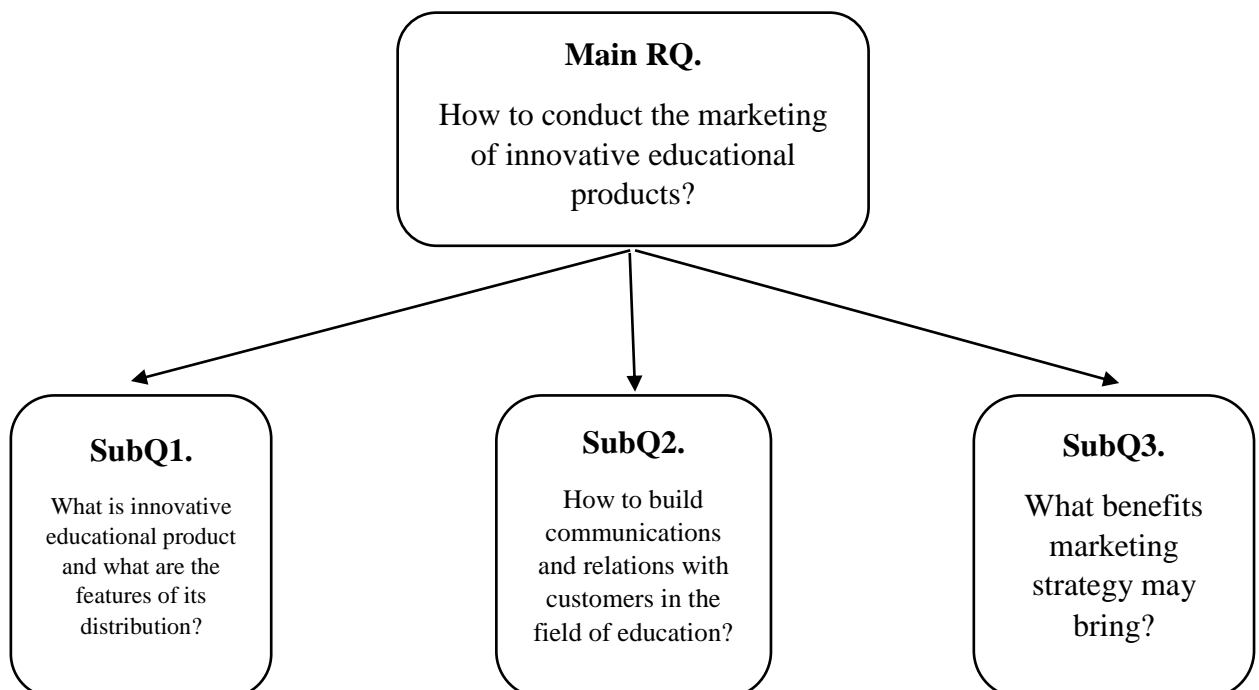
Relations between students and educational organizations are studied and there is collected experience but the market of education develops dramatically fast and progress does not stand on the one place as well. As was mentioned before, many new educational products and techniques

of teaching were developed, the one example of it is LUT Summer School where students have the opportunity to study intensively for several weeks, receive knowledge and combine it with the rest of nature and this is combined with social programme. The summer school is also an innovative educational product in this case and for efficient realization of potential for such a product, the differences and features of the educational product and the value should be understandable for clients. This process also includes the elaborating of distinguishing attributes which are connected to the value (Cagan and Vogel, 2002).

The marketing of innovative educational products has been not studied meticulously. The purpose of this paper is elaborate based on existing literature and ways the marketing methodology and strategy to attract clients (students) and sell innovative educational products successfully.

### 1.1. The purpose of the research and research questions

This paper is dedicated to developing the methodology and expanding theoretical knowledge on how marketing of innovative educational products can be conducted. This paper will seek deeper the current situation on the market, challenges, problems and methods to succeed in this field. Benefits of marketing components, ideally, are aimed to be identified as well.



**Figure 1.** The main question of this paper and connected sub-questions

According to research goals of this paper, the main question was formulated with next words:



## **How to conduct the marketing of innovative educational products?**

To expand the topic and make it more valuable, several sub-questions were developed. They are aimed also to make it more practical and applicable. The next sub-questions were defined:

**Sub-question 1.** What is innovative educational product and what are the features of its distribution?

It is necessary to establish what an innovative educational product is, which contributes to the achievement of innovation. This will allow working out marketing strategy in more detail. The creation of an innovative educational product is due to the fact that in order to achieve novelty. The developer does not just form new techniques and approaches to teaching and, for example, control the assimilation of knowledge, but combines it with multimedia, network (distance) learning technologies, international teaching methods in order to make the delivery of information more effective and gain a competitive advantage (Bagautdinova & Klesheva, 2014).

**Sub-question 2.** How to build communications and relations with customers?

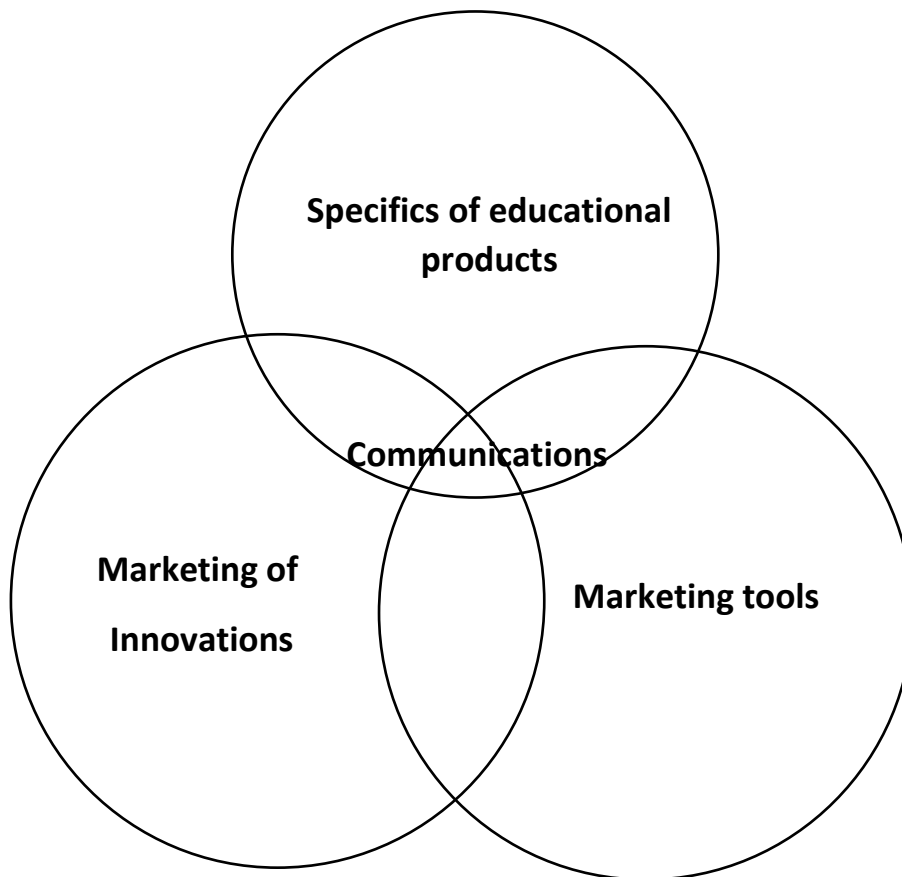
Universities invest resources and elaborate conditions to form the value of their services. They implement innovations in their educational programs and offer something new to differ from competitors. The realization of a holistic valuable proposition is simpler and more understandable. It helps applicants to know what results of studying they will obtain. They understand that the education does not lead to work which they wish and they forecast the economical expediency to pay money for it (Michelle & Clayton, 2014). The factors mentioned above evidence that it is substantially important to build communication with potential customers to deliver the value of the service. Marketing communication is for building loyalty and increasing the value of a brand, making it more recognizable in the conscience of clients (Smedescu et al, 2016).

Nowadays, marketing activity is an inalienable process of the business to exist on the market. Universities and educational organizations are not exclusions. These rules are also immanent to well-known and very successful universities even, they utilize the marketing to keep their positions and have the sufficient incoming flow of students every year (Bialon, 2015). Last decades, traditional institutions invest money into competing with other institutions (Michelle & Clayton, 2014). So, to find clients (students), become more famous and deliver the value of programs, marketing tools should be used.

**Sub-question 3.** What benefits can a marketing strategy bring?

This question is dedicated to identify how elaborating a marketing strategy can help organizations to reach the goals and what benefits will organizations get. The question will contain the explanation why marketing strategy must be elaborated. Theoretical framework

Theoretical framework consists of such concepts as marketing of innovations, because this paper is dedicated to innovations in the field of education, the features of innovative and educational products, digital tools that are recommended for utilization and building communications with potential customers. All these tools are implemented in the field of higher education with features of relations and processes in this field.



**Figure 2. Theoretical framework**

The description of defined concepts is displayed below.

### **1.2.1 Marketing of innovations**

The feature of modern universities and contemporary educational organizations is the importance of developing various relations with potential students and other interested persons. It is necessary to develop a customer's value and satisfy the demands (Kotler et. al, 2015).

According to Kotler (2015), marketing is essential for organizations because its processes and tools are effective for creating value propositions, communicating with customers, building relationships, and managing those relationships in a way that benefits all stakeholders. The promotion of innovative products differs from the methods of marketing and promotion already known and tested. When promoting innovative products, it is necessary to conduct informing properly. The information message should provide the consumer with a complete description of the product its characteristics, how to handle it and how to use it. A demonstration of the product's work through multimedia and other visualization tools, as well as how it improves a person's life or satisfies a need (Kolchina & De Martino, 2016).

Marketing strategy for university – is a method of activity in the market of education and it contains all steps and operations which will be implemented including changing of processes within university. Marketing strategy is for planning of long-term and short-term interaction with customers (Bialon, 2015). The realization of this strategy will require digital tools as well.

### **1.2.2 Marketing tools**

The number of Internet users grows up and more and more companies use various tools for promotion of their services or products in the World Wide Web. The Internet gives us many opportunities to search the channels of sales and attraction of new audiences. Hoffman & Novak defined the internet as a new marketing paradigm (Hoffman & Novak, 1996). So, utilization of digital tools is an inalienable component of marketing strategy. For instance, there are such digital tools as online advertising (banner advertising) with quick buying abilities, services for searching information, email marketing, web-sites, media advertising and eventually, all these services can be applied for the promotion in social networks (Bala & Verma, 2018).

With digital tools marketing specialist can organize interaction with internet users and motivate them to make a favorable decision: visit the web-site, read the information and acquire with the product, features of this product and find contact details for the further communication. The experience of customers on the web influences positively on decision of buying (Cetină, Cristiana, Rădulescu, 2012, as cited in Bala & Verma, 2018) and that is why digital tools are so helpful to organize a positive customer's experience.

### **1.2.3 Communications**

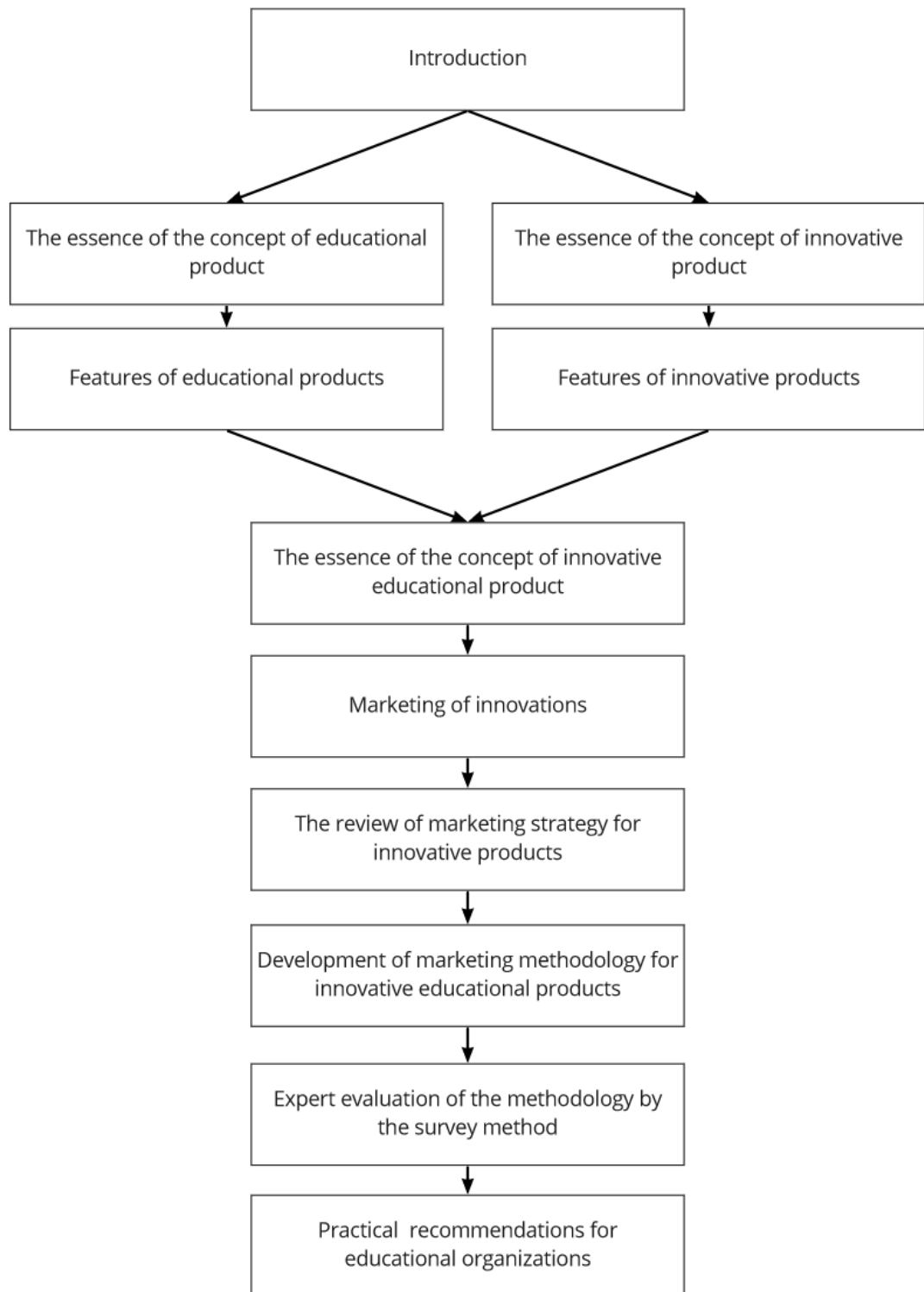
Communications in marketing is one of the most important functions and marketing specialists consider this as the base of marketing art. Marketing communications is a set of ways in which companies can inform potential buyers. Informational messages provide information about the products or services that the organization implements. Marketing communications are an approach to broadcasting the company's brand and, as well as building a dialogue and relationships with customers. Kotler and Keller (2012) believe that a feature of marketing communications is the creation of links between corporations, their brands, places, events, emotions and feelings associated with them. Marketing communication allows you to understand how to interact with the product, and also helps buyers notice how others are using it. The combination of these factors offers customers some explanation as to why the product has such a value and why it deserves it. Based on the foregoing, ways to build communication with customers will be considered, because this can bring many benefits to the organization.

#### **1.2.4 Specifics of educational products**

As was mentioned before, universities as any commercial organization need marketing for survive in competition. Research demonstrates that implementation of marketing in the education field helps to develop business-models and it improves relationships between universities and society. It influences positively on high-educational services and developing of educational products. However, in spite of the fact that marketing is not the newest subject, educational marketing is. It is still in the research stage and this theoretical gap is not filled completely (Yang, 2016).

## **1.2. Structure of the research**

The structure of the research is shown in Figure 3. As mentioned earlier, the theory of innovation marketing in the field of education is under development, therefore, in the process of research, it was necessary to refer to different literature on such topics as innovation marketing, education marketing, features of an educational and innovative product etc. It is advisable to define these terms and study their specificity (features) for each type of product, and then consider the process of innovation marketing. Having studied the distinctive features of innovation marketing, it is possible to develop a methodology for marketing innovative educational products. Further, the proposed method will be transferred to experts for diagnostics. Based on the results of expert assessments, it will be possible to determine how successful the proposed methodology is. It is assumed that the methodology will contain various elements, therefore, practical recommendations will be offered for educational organization. With these recommendations, the organization will be able to improve its commercial success rates.



**Figure 3. Structure of the research**

### **1.3. Delimitations**

Theofanidis & Fountouki (2019) found that demarcations in research work contain limitations on potential factors that can lead to uncertainty. Delimitations are used to set the scope and scope of the study and to simplify the achievement of scientific results.

In this paper the characteristics of innovative educational products or services and general purpose of marketing will not be discussed. It will be focused on features in field of marketing innovations and it will be dedicated to how to build marketing strategy, which tools and methods can be utilized in case of educational organizations. Based on review and analysis of this framework, the methodology will be formed.

### **1.4. Methodology**

A quantitative method was chosen for this study. The theory of marketing of innovative educational products is under development and there are not so many sources that could be relied upon. Therefore, a methodology for marketing innovative educational products will be developed, and its effectiveness will be assessed using a survey of experts. If the methodology is evaluated positively, it will be possible to give practical recommendations for LUT Summer School.

Quantitative research provides the answers needed to conduct research. Their advantage is that, by their nature, the data is tangible, measurable, structured, and can be easily reproduced. Research design can be built on the ability of questions to provide the necessary data for the main research question (NCOR report, 2014).

Isaac and Michael (1997, p. 136) defined a survey as a method of collecting any information relevant to research, this allows “answer questions posed, solve problems that have been posed or observed, assess needs and set goals, determine whether specific goals have been achieved, establish baselines against which future comparisons can be made, analyze trends over time and in general to describe of what exists, in what quantity, and in what context.”

### **1.5. Organization of the study**

This research work includes 5 chapters. Chapter 1 is introductory and contains the main statements of this research. There was a defined research problem, research questions and substantiation of why these questions were chosen. Theoretical framework has been also described in this chapter, there is explanation of components from the theoretical framework, their importance, and value for the research is indicated. There is mentioned research methodology as well.

Chapter 2 is devoted to literature review which is necessary for this study. Literature review is aimed to form a theoretical background based on which methodology will be created.

Chapter 3 expands the research methodology and aims at a more detailed explanation of data collection and analysis.

Chapter 4 is about the methodology and practical recommendations for universities and similar organizations. In this chapter will be displayed tendencies and principles of modern marketing. Results from previous chapters will be gathered and there will be explanations why particular tools and methods are recommended for utilization and how to develop the marketing strategy in the field of education.

Content of chapter 5 contains the main finding and discussions. All statements will be open for further discussion and can be implemented in business models and managerial decisions.

## 2. Literature review

The relevant theory regarding the research question will be displayed here. The chosen topic of the master's thesis is quite new, and there is not as much literature on this concept, this also applies to innovative educational products. To expand the topic, it is necessary to clarify the essence of the terms from the main RQ, these terms will be described separately. The key theoretical components are defined - the definition of an innovative product, an overview of the marketing of innovations, the definition of education, an innovative educational product.

Consideration and analysis of these components will make it possible to build an up-to-date methodology for further expanding the topic and building marketing strategies for educational organizations that want to achieve commercial success through the introduction of innovations.

To search for relevant literature, such databases were selected as Scopus.com , Researchgate.com, Cyberleninka.org, as well as some literature was found in the Library Service of LUT University (LUT Primo).The process of searching and selecting relevant literature was carried out based on the approach proposed by Webster and Watson (2002).

1. At the initial stages, a search was conducted for theoretical literature related to the research topic. As a result, the selected databases provided hundreds of articles and scientific publications, but not all of them were relevant to the study.
2. The next step was to select articles based on the title and brief description. Articles that contained useful information for research were selected for further reading and detailed acquaintance.
3. At the end of this process, important parts of the selected articles were read, and links to them were added to the list of references.

Using this approach, suitable articles corresponding to the topic of the thesis and research issues were found and selected. As a result, an extensive database for research was collected. To search for scientific publications, international databases and search engines were used. For the Scopus.com database, a literature search was conducted using special operators to improve the accuracy of the search. For search engines, as well as the social network of the scientific community Researchgate.com, Cyberleninka.org, the search was also carried out using special operators.



## 2.1 Marketing of innovations (as marketing of innovative products)

Theory regarding marketing of innovations is necessary to understand what are we dealing with. Marketing and innovations must go hand in hand. Customers basically do not know which needs innovations can satisfy, but innovation always suggests more than basic well-known function. Marketing must be implemented here because it is aimed to assess the perception of the value by clients. It is important to find customers who will purchase innovative products for further utilization in everyday life or implementations in business, it is important to inform potential clients about these products. Customers should know that these products are accessible today, they have unique characteristics and are capable to satisfy their needs on the new level, the team of developers are professionals who know how to make this world better and how to provide good service which will teach users how to interact with innovation. Marketing helps in generating new ways and methods to satisfy needs, which were not satisfied, contributes in developing new products (Johne, 1996).

### 2.1.1 Definition for innovative product

To define the innovative educational product, it is advisable to clarify the understanding of innovative product. The table below displays the review of definitions given by various authors.

**Table 1. Overview of the definition of an innovative product**

Author	Definition	Approach
Rainey, 2005	Solutions aimed at improving the position of the organization in the market. More efficient commercial sale of goods and services due to creativity and leadership (p. 1-2).	A means of solving the fate and problems of business with the help of new developments, instead of actively responding to the pressure of markets and the business environment
Tukkel, 2011	Innovative products are the result of an innovative process embodied in the form of a new product or service, and the period of operation by the consumer does not exceed three years from the moment the innovation was launched on the market (p. 11).	A new product or service as a result of innovative process
Lapin, 2019	A process that represents the development, diffusion (dissemination) and practical operation of a new tool aimed at better meeting the existing needs of society. At the same time, the satisfaction of needs is carried out based on various features of society, the prevailing cultural and social conditions, which also	A tool aimed at better meeting existing needs

	change with the transition to the use of innovation (p. 43).	
Cornescu, 2019	An innovative product is a product or service that can be considered as new or modernized, going through the stage of idea, implementation, and commercialization (p. 82).	A new or improved product that has reached commercialization

Thus, an innovative product is a product that is on the market for a short period, aimed at improving the satisfaction of existing needs of people, more efficient commercial implementation, as well as influencing the prevailing social and cultural environment.

### 2.1.2 Marketing of innovations

The unified definition for marketing of innovative products has not elaborated yet. In this paper this theoretical gap should be overcome through analysis of academic sources and various approaches in definitions. The table displayed below depicts key definition regarding term “Marketing of innovations”.

**Table 2. The definitions for Marketing of innovations**

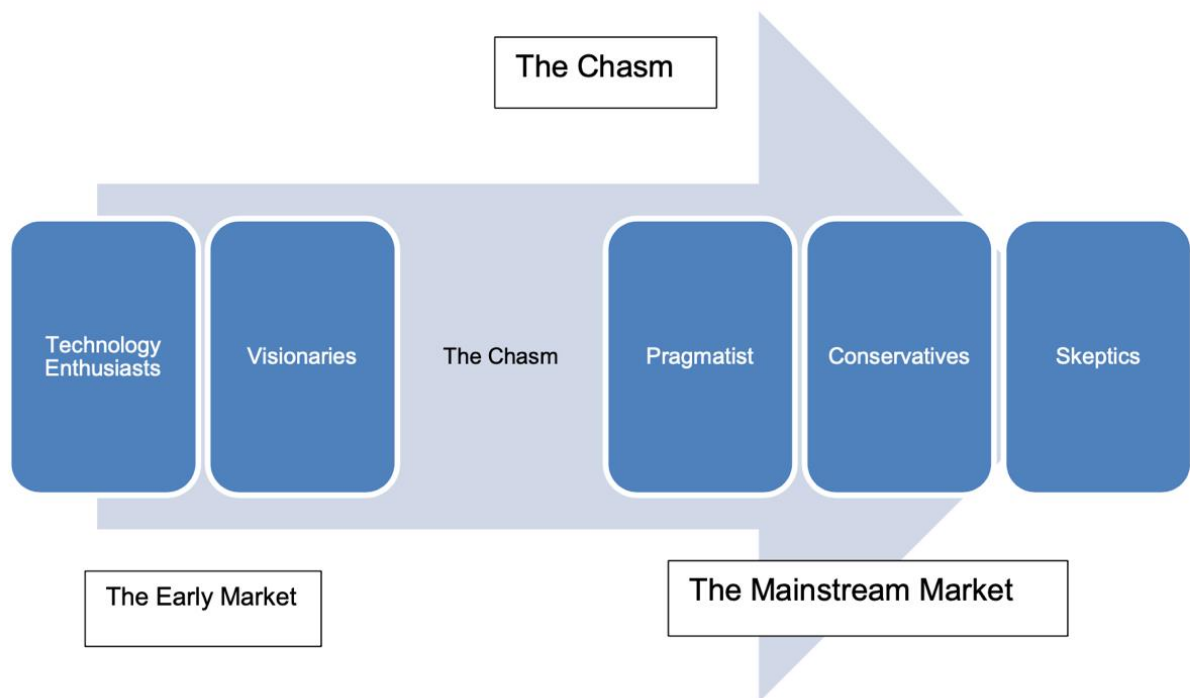
Author	Definition	Approach
LEIA report, 2000	Innovation marketing is the unification and specification of marketing concepts that are part of the innovation process, aimed at reducing risks, reducing uncertainty and making better use of resources. (p. 4).	The engaging of common marketing in innovation process
Sherstobitova, 2009	“The activity of an enterprise to create products of market novelty that allow for high-quality satisfaction of needs (including emerging ones).” (p. 7).	Product orientation on satisfying customer’s needs.
Kalenskaya, 2012	“A system of measures aimed at the research and promotion of an innovative product to the market.” (p. 21).	A set of activities for the promotion
Barkovskaya, 2016	“An activity in the innovation market aimed at generating or identifying demand in order to maximize the satisfaction of requests and needs, which is based on the use of new ideas regarding goods, services and technologies that best contribute to the achievement of the goals of the organization and individual performers” (p. 18).	A set of activities to achieve goals of company and customer
Akulinin & Ryabchina, 2021	“Marketing of innovations is a complex activity of the company, the purpose of which is to create an innovative product	A set of activities for the promotion

	(service) with appropriate competitive advantages and promote this product (service) to the market.” (p. 8).	
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It is important to distinguish the marketing of innovations (as approach where specialist applies marketing mix for innovative product promotion) from innovation marketing. Innovative marketing is a collection of new approaches to value development, new methods of distribution, new approaches to commercialization, aimed at bringing a product to market (Weerawardena, 2003). Basing on the review of marketing of innovations definitions and theoretical framework, the definition “Marketing of innovations” needs actualization. Marketing of innovative product is more than just set of measures aimed to acquire with the customer, build trustful relations and deliver the value of the product. Marketing of innovations is the company policy aimed at promotion of innovative products and building relations with customers.

In general, it is not easy to bring innovative products to the market. Essentially, the utmost challenge is to bridge the gap between early adopters, the so-called visionary customers and mass market pragmatic consumers. This transition is a very hard-to-get point of innovation product marketing; however, it is very significant because of high sales volumes to be achieved after it happens. Hence, making this transition successful must be the main goal of a marketing of innovation strategy (Moore, 2006).

Any innovation, which enters the market, always faces various categories customers, such as innovators, visionaries, pragmatics, conservatives and sceptics. The first 2 categories who are interested to acquire with innovations and ready to purchase it – they are called “the early market”, while the last 3 types are the majority among all potential users from the market and they constitute “Late market” (Moore, 1991). The gap between group of customers who want to obtain innovation as soon as possible and group where users are more skeptical is called the chasm. The picture displayed below (Figure 4) represents the process of how innovation enters the market. According to the scheme, innovators (technology enthusiasts) and visionaries are open to innovative products, but the mainstream customers do not trust to innovations. The reason for this is that clients belong to the mainstream market prefer goods with reputation, which were proven, tested and, eventually adopted by society. When they see that innovations works, brings usefulness to the society and people accept this, skeptical customers also express the wish to buy it.



**Figure 4. The chasm (Moore, 1991)**

Subsequently, the chasm is a foremost challenge for the innovative products distribution. Crossing it means mass adoption of the innovations. Therefore, it is crucial to develop a strategy that will allow them to cross the chasm.

“Crossing the Chasm” is a challenge not only addresses B2C sector. The chasm exists in the B2B market as well. Several companies are adopting innovations at a high pace to be the lead innovators in the field while others investigate and observe how innovative products perform from the distance.

The expansion of the scope of tradition marketing utilization and the inclusion of various aspects of innovation activity led to self-identification of new branch of traditional marketing – marketing innovations. The field of innovation marketing research is market research and the study of related processes. Marketing of innovative products is a set of ways and methods for marketing support for the development, implementation and commercialization of an innovative product in any economic situation. The process of new products creation consists of development, test of new conception, business-analysis, product design, commercialization and marketing strategy development. Innovation always means something new or something unique, which was not noticed by others, which brings new experience to users. To create innovations, it is necessary to involve new knowledge, creativity, combination of technological and engineering science. The

creation of final innovative product is not enough – it is important to the invention can solve problem of customer; it must serve to customer or provide beneficial results. And this requires marketing (Balakrishna, 2015). The tools of promotion can be applied to innovations as to any other sort of products.

The commercial success of innovation depends on the marketing. The effort spent on a marketing strategy determines success when innovation enters the market, because without good understanding of customers' needs the value of product will not be delivered to user. The business, which understands the new rules of marketing, strives to build relations directly with potential users (Scott, 2013). Marketing of innovations does conceptualization and generalization of full process which are aimed to reduction of risks, uncertainty and optimization of resources as well.

Marketing of innovations has two stages:

1. Marketing before the product launch.
2. Marketing after product launch.

Marketing before the product launch is called “lab marketing” and this is a set of operations connected to experiments in marketing strategy development (Belyaevskiy, 2004). Marketing after product launch means interaction through promotions and advertising. The purpose of this method is successful product and service launch, which helps the organization, survive in dynamic and rapidly changing surrounding areas. Marketing strategy elaborates mechanisms of new product acceptance for customers (LEIA report, 2000).

According to the theory of innovations marketing, Kalenskaya (2012), defined the process of perception consists of several steps:

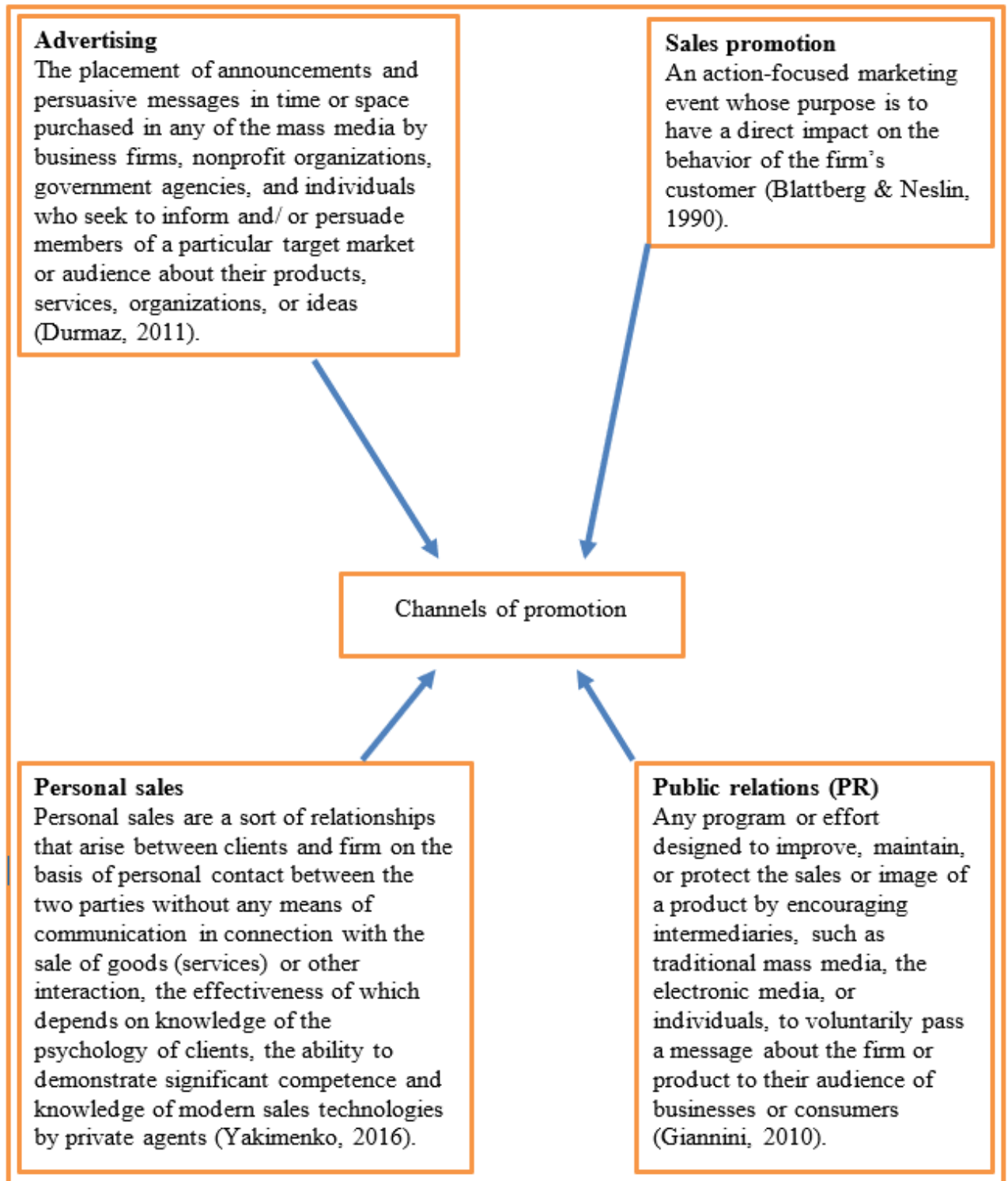
1. Familiarity with the product. A situation when customers notice the new or unique product, but he knows nothing about this and he needs more information.
2. Searching for more detailed information regarding the product. On this step the customer is interested more in the innovation and reads the information.
3. Identification of new products. The customer conducts matching of innovation and his needs to understand which benefits it will bring.
4. The estimation of innovation capabilities and benefits. On this step the customer is in the process of making a decision regarding testing.
5. The testing of innovation to obtain the first customer's experience. This will significantly influence his final purchase decision.
6. Customer makes a decision and purchases the innovation.

This guide is a good demonstration of how the value of innovation can be delivered to the customer and how customers can acquire with innovations. Innovative marketing always needs to feel the behavior of customers. The building relations should be oriented to a long-term perspective, this means the marketing campaign should be flexible and, eventually, all measures should be result-oriented. The substantial feature of innovative products is that after they are sold, the company needs to establish long-term relations to provide service and motive user to buy again. This helps to attract users to the firm and make him a regular customer.

On the stage of innovation promotion, companies should achieve a good understanding of products for customers, make them acquire the information and eventually, customers should have a good impression regarding the company and products. In case he is not familiar with the company and product, the probability of purchasing is lower than if he knows which products the firm sells (Kalenskaya, 2012).

### **2.1.2 Channels of distribution**

The promotion of innovative products requires various channels for establishing communication with potential customers. There is a wide spectrum of such channels, most popular of them are advertising, sales promotion, personal sales, public relations (PR). The considerations of promotion channels will provide better understanding of how to develop efficient marketing strategies. The scheme of promotion channels is depicted on Figure 5 with definitions. The mission of each channel is to demonstrate an accent on the dignity of the company and the innovative product.



**Figure 5. Channels of promotion**

Of course, the marketing strategy should be applied to the field of education, but important adjustments will be conducted in the next part, it is devoted to the peculiarities of education marketing.

### **2.1.2.1 Advertising and public relations**

The elements of public relations are advertising and so-called formalities. Formality presupposes an honorable attitude to the client, building relationships with him in a certain way. Advertising serves to tell the client about a specific topic or product (Kapur, 2018).

The main elements of a marketing strategy are advertising and the way products are sold. (Baker et al, 1998). Advertising may include various information channels necessary to promote goods and services. When a company needs to tell customers about its innovative products, the approach to promotion should be formed as a systematic mix of actions. Systematic promotion will allow us to cover more potential users. Advertising should attract and arouse the interest of the user, it is desirable to identify the most suitable distribution channels (TV, Internet, collaboration with partners).

Advertising encourages users to explore more information about the product and, thus, increases the demand for this product or service. Modern advertising is the so-called "social information", it is a means of communication between people, it also has an impact on a person. The advertisement is a demonstration of a novelty unfamiliar before. This means that advertising must meet the norms of ethics and morality, and the text is aimed at conveying the value of the product offered. Internet advertising is a method of promotion via the Internet, namely, showing marketing information to the user through contextual advertising or direct contact by e-mail. Internet advertising allows companies to place advertising messages on various Internet pages (Miller Michael, 2011).

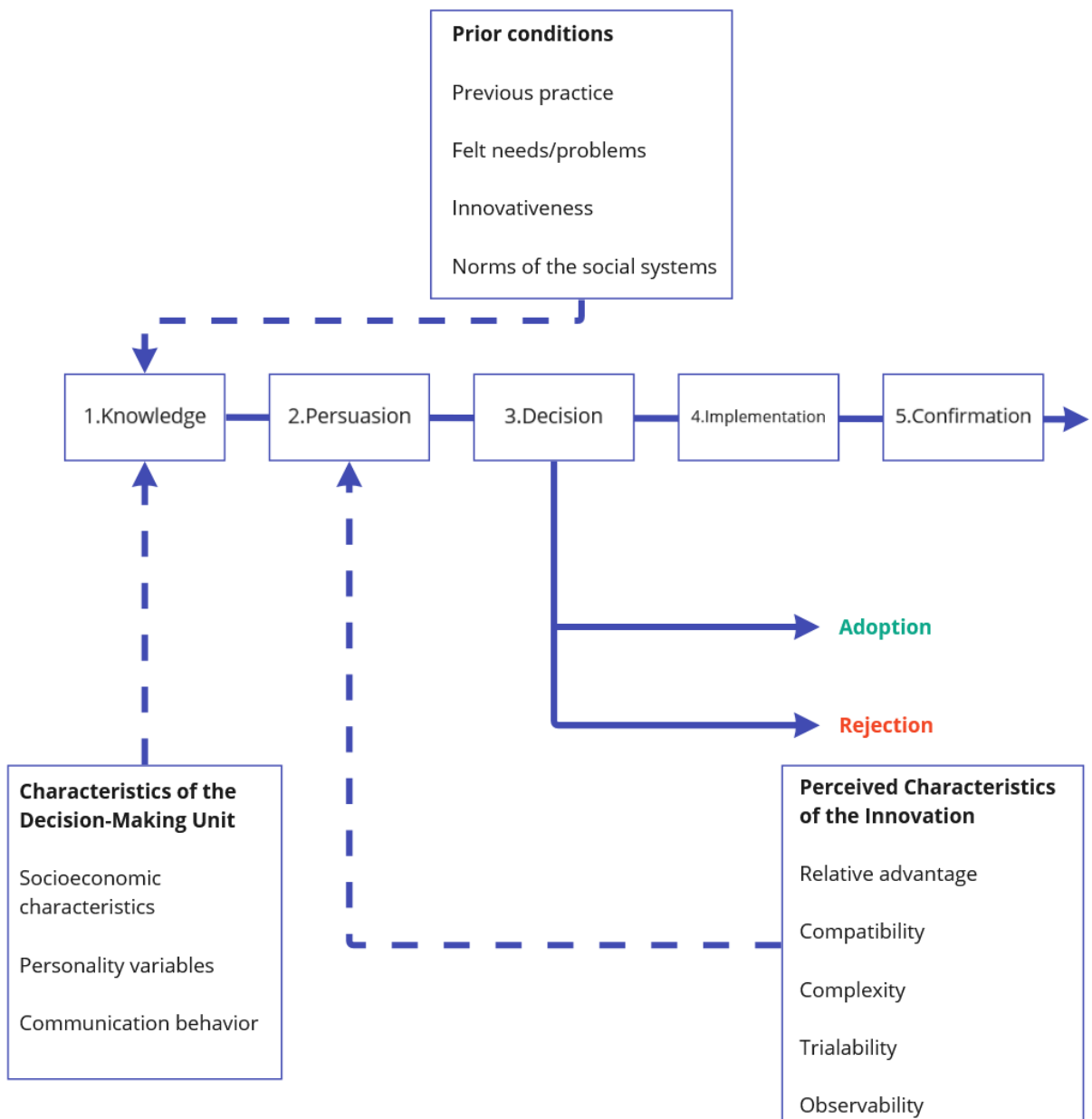
Various communication channels can be used for, for example, technical support and after-sales service. Digitalization of business contributes to the fact that all advertising campaigns are conducted online. The digital environment is able to act as a unifying platform for users and companies.

Advertising alone does not always lead to the desired result, the reason for this is the fact that the organization advertises itself, and people are skeptical about advertising. Another equally important reason why advertising does not work is a huge amount of advertising of other goods and services around users (TVA report, 2006). In order for advertising to achieve its goals, it is better to work together with PR.

Kapur (2018) defined PR as a method for developing a strategy or policy to build trust in a company, namely in its products and services among users. PR can be implemented through three types of activities: informing customers, advertising and encouraging feedback, as well as finding common ground with partners and customers and building cooperation. Messages in the context of public relations are aimed at influencing the buyer in any way. A company representative acts



on behalf of the organization and distributes text and other messages to form a certain opinion, change attitudes and behavior. In the case of marketing activities, the measures listed above are aimed at making people choose the company's products or services. It is not simple to motivate potential customers to do something in accordance with advertising messages, the results can manifest themselves in the long term. There are many variables that influence how soon users will begin to perceive and notice marketing messages. One of the factors playing an important role is the adoption process (Wilcox et al, 2015).



**Figure 6. Concept of five-step innovation adoption process by Everett Rogers (Wilcox et al, 2015)**

The figure below shows a table that examines how buyers accept an innovative product, taken from the book Everett Rogers Diffusion of Innovation. The final decision is based on five factors from knowledge about the product to confirmation (buying). Here, the first and second stages should be considered in more detail. The book (Wilcox et al, 2015) suggests focusing on the initial stages and the whole model as a whole, the company should develop a public relations policy that will overcome these. Text content and content should be organized and structured properly, easy to understand. At the same time, not every stage of the above can be affected and completed at any time. This is due to the fact that the customer can learn about an innovative product, but this does not guarantee that he will definitely buy it. The diagram (Figure 6) demonstrates that at the “knowledge” stage, conditions such as reasons for decision-making and personal preferences have an initial impact on the decision-making process. To convince the client that this product is good and deserves attention, the company must take into account that he will focus on such indicators (stage 2 “persuasion”).

1. Advantage over other goods. A comparison is made to what extent the innovative product is superior to the existing analogue.
2. Compatibility. This component considers how innovation correlates with existing preferences and wishes of customers, their previous experience and expectations.
3. Complexity. An indicator of how difficult it is for the user to interact with the innovation, how clear the functions are.
4. The possibility of legal proceedings. To what extent an innovative product can be covered by the current legislation?
5. Observability. This is an indicator of how innovative a product and the results of its work can be demonstrated/noticed by other people.

These factors suggest that knowing the process of customer acceptance of innovation, company increases the chance that customer will have the right idea about the company and its products. The scheme can be used as a basis for forming a strategy for building a dialogue with potential consumers.

### **2.1.2.2 Sales promotion**

Sales promotion is a set of active actions, the purpose of which is to influence the behavior of the client and his interaction with the company. If customers ignore various informational messages about temporary promotions and bonuses from the company, they lose the opportunity to get any benefit by buying goods from the company or using services in the mentioned period. Sales

promotion involves the company building a sales policy in combination with the creation of an advertising campaign, when users are informed that the price of a product or service has been reduced for a certain period and, for example, the number of goods is limited (Blattberg & Briesch, 2010).

According to Bhagat (2020), the sales promotion on the internet is a method for improving marketing benchmarks and activities that contribute to the satisfaction of customer requests, including offering them various rewards for their activity.

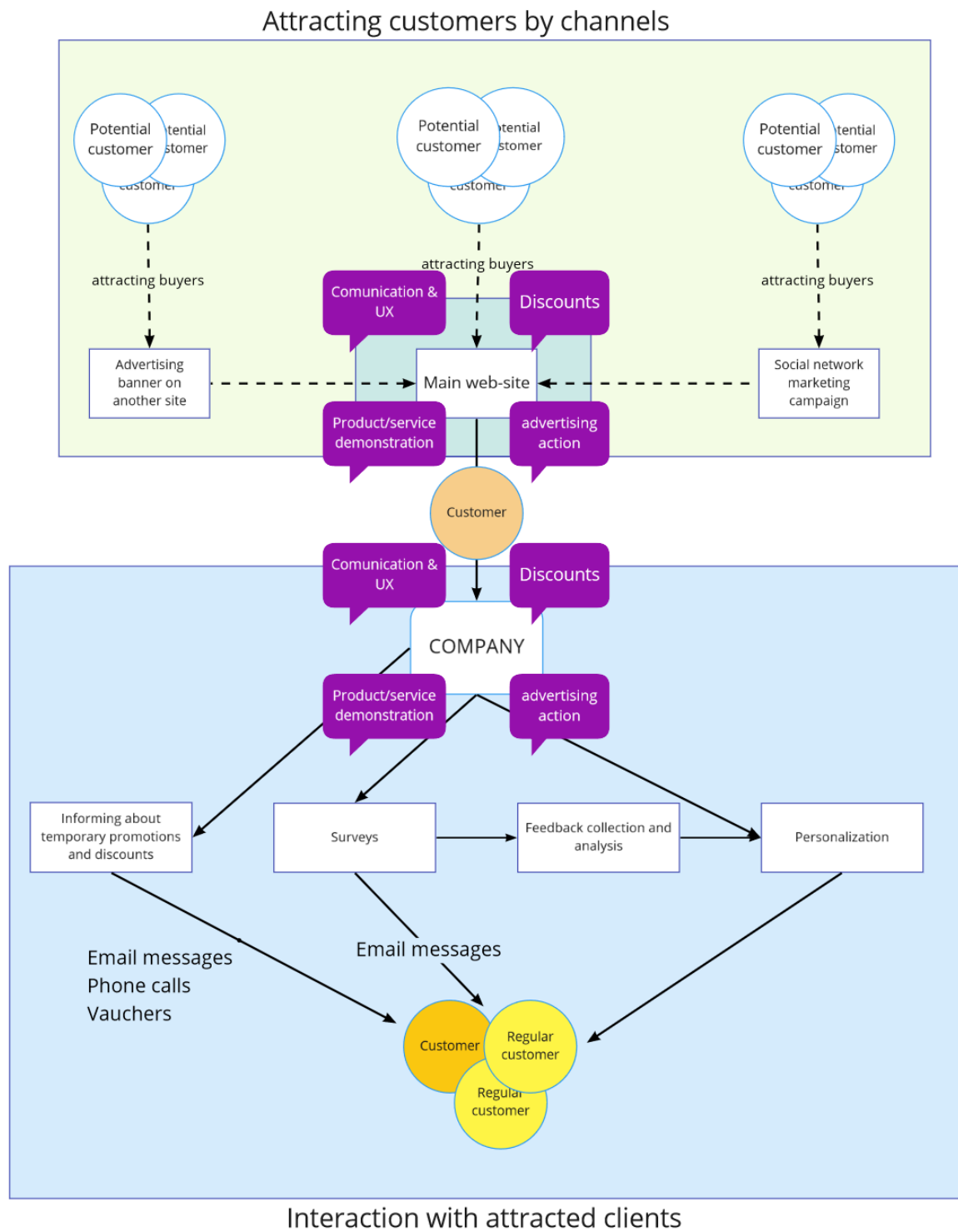
For instance, users can count on bonus offers, vouchers providing discounts and other gifts from the company. The means of encouraging consumers are distributed through advertising messages about promotions through communication channels. In general, online sales promotion does not differ significantly from traditional methods, but all targeted activities take place in a separate environment. Showing a banner with an advertising campaign to a client on the Internet can attract his attention (Vasic et al., 2019). Such means of communication and advertising as a banner embedded on the website, an email, promotion on social networks, an offer to get acquainted with the product in more detail on the website help customers make a choice and decide whether to buy. In general, a marketing specialist uses different techniques, acts in different ways so that the client notices the offer, and arouses his interest (Maidiana & Hidayat, 2021).

Shamout (Shamout, 2016) determined that casual customers are much more willing to respond to seasonal discounts on goods than to discounts that the company offers from time to time, including customers often pay attention to the brand itself, how the goods are served. It is very important to demonstrate to the client the advantages of the product, what useful properties it has and how it can solve the client's problem. It is also proposed to inform the client about such indicators as the price-quality ratio of goods, efficiency and maintenance costs, as well as how he can improve the quality of life and save money. There are many categories of customers, who would like to see different indicators. There are those for whom the effectiveness and quality of the product is more important than its final cost, at the same time, another customer will look at the price and he needs one or more functions, and someone will refuse to think about the product until he sees it in action. For effective promotion and sales, a sales promotion strategy must be designed in such a way as to identify customer preferences (Maidiana & Hidayat, 2021).

An important component of sales promotion related to after-sales service is customer experience and customer satisfaction level. After purchasing the product, the user evaluates the interaction with him and he has reasons for both satisfaction and disappointment, it is important that there are as many reasons for satisfaction as possible. According to Chen and Lin (2019), such a component

as product satisfaction that subsequently leads to a repeat purchase. In addition to purchasing the product itself, the buyer also looks at the service with a specific company, gets the first experience of user interaction. All this means that in the case of online service, the web site must respond to user requests properly and offer functionality that meets these requests.

To achieve mutual understanding, the company should build a dialogue with each user and develop an individual approach. The graphic wrapper of the services and goods offered is also considered an important component - the use of various videos, animations and other UX components will be an occasion that will motivate users to stay on the site longer and learn more information. A service that takes into account the needs, a personal approach, and the use of computer graphics for communication will play an important role in evaluating the service (Maidiana & Hidayat, 2021).



**Figure 7. Attracting and interaction with customers with utilization of digital platform**

The systematic review of how promotion campaign works is displayed above (Figure 7). Company uses various banners, social media and the main web-site of the company to attract various customers who even do not know about the company and production. Social media and advertising banners are aimed at inviting users to the web site to read the information and acquire the product and how it works, discounts and the client can find out about ongoing promotions. If a client buys something, it means that he becomes part of the community, but the client does not know about it

yet, and the task of the company is to build a relationship with him in order to motivate him to buy again and thus make him a regular customer. This is achieved by sending him informing letters about promotions, discounts, and the delivery of vouchers. When switching to the status of a regular customer, the user continues to receive the same bonuses.

### **2.1.2.3 Personal sales**

The good description of the role of personal sales in modern time is explained well in the article of Yakimenko (2016). The article considers not only marketing, the end result of which is a personal sale, but also the concept of a personality-oriented approach, when it is proposed to take into account the psychological aspect of each buyer.

Highly competitive market environment poses new challenges to modern companies: it is becoming more difficult to encourage customers to buy goods and services, and some types of marketing activities do not work as effectively as before. There is a transition from an impersonal form of communication to a person-oriented approach. This is because a marketing company is not able to cover a wide range of customer categories and cannot work for a long time, because customer preferences change over time, and high competition leads to regular customers becoming more important for each organization. Personal-oriented marketing involves practical efforts to build relationships with the client, the final stage of which is a personal sale. To do this, the organization needs to restructure its approach to the organization of the company's activities in the market. Despite the fact that the theory of relationship marketing is still developing, it is already clear that in order to make successful personal sales, the company should take into account how the product will affect the well-being of customers (Egan, 2004). This is expressed in such indicators as the level of customer satisfaction, how much he trusts the company and monitors its activities and, ultimately, this affects revenue.

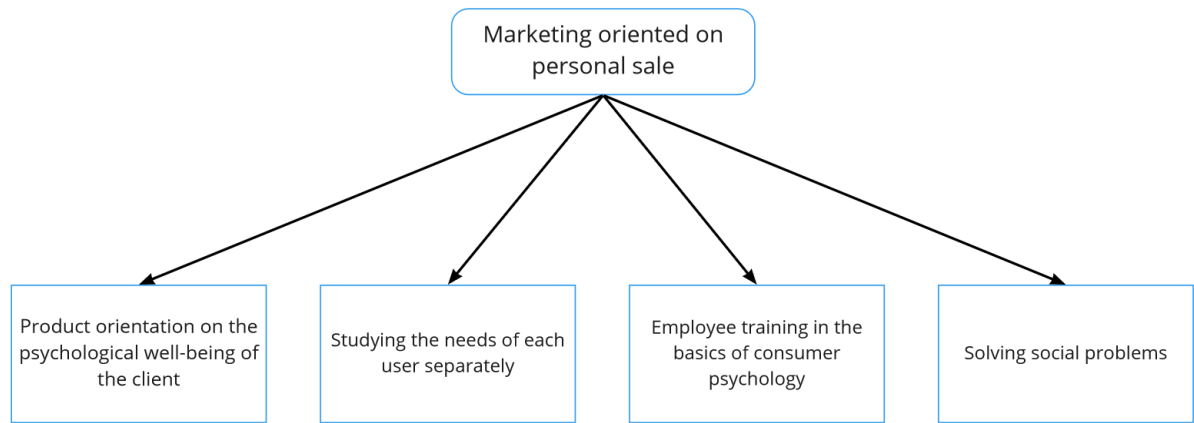
Considering the modern marketing paradigm, two of the most popular trends can be identified - traditional marketing and relationship marketing. Relationship marketing is increasingly evident in such business areas as the consumer goods and services market, as well as the industrial sector. To date, the methodology of relationship marketing leading to a personal sale has been partially developed. A distinctive feature of relationship marketing from the traditional approach is the strengthening of the social component: trusting relationships are built not only with customers, but also with various social groups, groups of persons – a category such as "in need" is added to the classic chain of marketing relationships. The needy refers to a company or a client who needs help from the company. By meeting the needs of customers and paying due attention to social interaction, the company has a positive impact on the well-being of its customers.

(Yakimenko, 2016). In addition to using sales techniques, the responsible executor includes a minimum set of consumer psychology components in the sales process.

Conducting sales involves interacting with customers. In order to build an effective sales system, it is considered important to train employees involved in the sales process properly – the company should pay attention to the concept of personal sales and the corresponding profile skills of the representative. Modern companies understand that considering the characteristics of each person and character traits in the matter of making sales is not an easy and ambiguous task. There are some features that a responsible performer can easily recognize, but there are some features that are difficult to see right away. At the same time, each contact with the user involves expenses in money and time. The representative of the company must determine how much time he will spend on a particular client. Companies also understand that training personnel to recognize personality types, even in the context of sales, will require very significant costs. Therefore, an effective solution in this situation is to obtain basic knowledge, involving the identification of more understandable characteristics of each buyer. For example, it is more difficult for extroverts to refuse a commercial offer made and the like. However, modern companies achieve the greatest success when their employees can identify difficult-to-define characteristics of the buyer, although even a small contribution to this direction can improve customer relations and increase sales (Aidla, 2016).

For example, during a business meeting, it is possible to find out the mental state of the client, the properties of his character and other preferences. Based on the analysis of these components, the company has more opportunities to develop a personalized offer and find more points of contact. Studying the needs of the client and recognizing them properly will create a solid foundation for the development of a marketing strategy focused on personal sales. Ultimately, it is proposed to take into account exactly how the product will relate to a person's life values and goals, what impact this product will have on his future and psychological well-being (Yakimenko, 2016).

According to the scheme presented on Figure 8, the features of marketing focused on personal sales were highlighted.



**Figure 8. Marketing oriented on personal sale**

### 2.1.3 Overview of typical marketing strategy for innovations

Marketing of innovations begins with an analysis of the demand for new products, based on the results of which a distribution program will be developed, sales volumes planned, and expected financial indicators based on the results of distribution. Market demand for products is the number of potential consumers in a given region at a given time who are willing to purchase innovative products under the existing sales program. Demand for a product is the share of consumers of a given innovative product at various costs for promotion. Analysis and forecasting of the demand for innovation are the most important tasks for an organization that is engaged in innovation activities, since the costs of R&D may not pay off and this may lead to financial losses (Osik et al, 2016).

The following areas for conducting demand analysis are highlighted:

1. Analysis of the need for an innovative product when launching on the market.
2. Analysis of demand for analogs of an innovative product.
3. Analysis of the activities of competing companies or businesses operating in a particular market segment.
4. Forecasting the number of consumers in a given market, the market share that the organization is able to satisfy.

At the same time, the analysis of demand for an innovation differs depending on the stage at which the organization is located: preliminary and current. Preliminary analysis plays an important role in the development of an organization's policy for the distribution of innovative products and services, as it is based on research on the current state of the market and compiled databases with research results. Market research is carried out when a minimum viable product or prototype has



already been developed, which can be provided to potential users for testing and testing, obtaining the first experience of user interaction (Osik et al, 2016).

For the distribution of innovative products, building communication with consumers is the most influential factor. The diffusion of innovations will be successful when information exchange is built up and interaction with the user is established. Organizations that take an active part in innovation exhibitions and forums can establish contact with the consumer and introduce them to the innovation even before it is launched, which leads to the formation of demand for it even before it is launched. If stakeholders (individuals and legal entities) are not informed, then the innovation will be met with distrust, and the formation of demand will take a longer period. This may have a negative impact on the developer's financial performance (Sherstobitova, 2009).

The next step is to build a pricing policy: the pricing system is an essential element in the marketing of innovations. Companies develop the cost of a new product in such a way that the final price is based on the cost of production. It is assumed that the price at which the innovation is implemented will be able to compensate for the production costs associated with this process, ensuring, as a result, a minimum profit. Different pricing systems are set for different distribution channels – prices will differ for deliveries to federal retail chains, for deliveries in small batches in bulk, for deliveries to partner organizations, and so on (Kalenskaya, 2012).

To overcome the distrust of increasing the number of users, innovative enterprises seek to highlight the competitive advantages of an innovative product. Since the task of innovation activity is to develop competitive products, enterprises are constantly improving existing products and services, and developing new ones. Measures are being taken to improve the quality and expand the product range, as well as to study consumer behavioral patterns and their needs. Competitive advantage is achieved due to the ability of the product to meet the needs and solve current problems of society more effectively or in a new way (Osik et al, 2016).

Competition in the field of innovative products has the following properties (Osik et al, 2016):

1. Competition is a key factor that encourages innovation.
2. Under the influence of competition, manufacturers modify existing products and create them to maintain their positions in the market.
3. Leads to the improvement of means and methods of production.
4. It forces manufacturers to find new ways to meet the needs of users.

After determining the competitive advantages of an innovation, enterprises bring it to the market. When promoting a new product, the organization must achieve the following goals (Osik et al, 2016):

1. Influence the user's perception of an innovative product and develop a correct understanding of it. The purchase of a product largely depends on the persuasion factor.
2. Inform potential consumers from the target groups, achieving a high level of coverage.
3. Creating a positive image of innovation and the organization as a whole.
4. Build relationships with interested users.

In the consumer's acceptance of an innovative product or the very idea of this product, an important role is played by the subjective perception and assessment of society. The attitude of others to the new product is significant for its perception by an individual user. An equally important factor is the personal attention to it on the part of the enterprise during the service process. This has a greater impact on perception in the later stages of the service (sales) cycle. This leads to a reduced sense of uncertainty and a sense of security in the process. It is important to take this into account when developing a promotion and distribution strategy, especially since this process is less time-consuming for some product categories than for others. There are the following characteristics that influence the perception of an innovative product or service (Sherstobitova, 2009):

1. Advantage over similar products.
2. Degree of compliance with user expectations.
3. Comparison with previous user experience.
4. Complexity of development and use.

Thus, the model of consumer behavior in the innovation market differs from the models of behavior in other markets. As it was defined earlier, the innovation market is characterized by a gap between consumer groups, where the majority of users are skeptical of a new product (Moore, 1991). Another difference is that the needs of customers are hidden, there is a high level of uncertainty, and the company needs to show more initiative when selling products (Sherstobitova, 2009). The specific nature of the innovative product leads to the need for after-sales service, as the importance of regular customers has grown significantly. After-sales service is a good way to link the client to the organization, turning it into a permanent one (Kalenskaya, 2012).

Thus, the approach to the dissemination of innovative products and services can be presented in Table 3 (Kalenskaya, 2012; Sherstobitova, 2009; Osik et al, 2016):

**Table 3. General approach to the marketing of innovative products and services**

Stage Number	Action	Description
Stage 1.	Demand analysis	<ul style="list-style-type: none"> <li>– Analysis of the need for an innovative product when launching on the market;</li> <li>– analysis of demand for analogs of an innovative product;</li> <li>– analysis of the activities of competing companies or businesses operating in a particular market segment;</li> <li>– predicting the number of consumers in a given market and what share the organization is able to meet.</li> </ul>
Stage 2.	Determining product competitiveness	<ul style="list-style-type: none"> <li>– Determining the position of a product on the market</li> <li>– usage of case assessment</li> <li>– analysis of the weaknesses and strengths of the main competing firms</li> <li>– analysis of product quality and price characteristics of the product being sold</li> </ul>
Stage 3.	Developing a pricing policy	<p>Development of the cost of a product or service, pricing system, and sales promotion methods based on the following criteria:</p> <ul style="list-style-type: none"> <li>– the level of production costs;</li> <li>– the degree of competition in the market;</li> <li>– the type of product or service;</li> <li>– the uniqueness of the product or service offered;</li> <li>– the image of the company;</li> <li>– the ratio of supply and demand for similar products or substitute products on the market.</li> </ul>
Stage 4.	Selecting distribution channels	<p>Determining the best way to work with the end user:</p> <ul style="list-style-type: none"> <li>● Personal sale</li> <li>● Advertising and PR</li> <li>● Sales promotion</li> </ul>
	Informing potential consumers	<p>Informing target groups of users, forming a positive attitude towards an innovative product.</p>
Stage 5.	Distribution of innovative products and services	<p>Product sales to customers through chosen channels:</p> <ul style="list-style-type: none"> <li>● Online channels.</li> <li>● Offline channels.</li> </ul>
	Conducting after-sales service	<p>Serving consumers who have already purchased goods using sales promotion mechanisms (providing discounts, informing about new products, opening new outlets and sales channels).</p> <p>Switching the user to the permanent category.</p>

Having identified the features of innovations, educational products and services, and the specifics of their distribution, we can proceed to developing a methodology for promoting and distributing innovations in the field of education.

## 2.2 Identifying innovative educational product

### 2.2.1 Definition of educational service

In recent years, the proportion of the population engaged in intellectual activities has increased. The production itself, as well as the service sector, is becoming more complex and requires more trained and qualified personnel, which ultimately brought the education sector into a separate field of activity (Belyakov, 2007). The essence of the concept of "educational service" will be considered in more detail in Table 4.

**Table 4. The definitions for educational service**

Author	Definition	Approach
Kursov, 2004	Purposeful activity carried out by the educational staff of an educational institution through interaction with the student through communication, the purpose of which is to transfer knowledge for the formation of the subject's skills and competencies, the formation of personality and civic responsibility by influencing through the educational process (p.128).	Activity aimed at transferring of knowledge for
Yagofarov, 2006	The type of civil law relations, the basis of which is an agreement between the consumer and an educational organization, whose staff has the appropriate level of qualification, confirmed by a license or certification, capable of providing this educational service, namely, meeting the need for education (p.123).	Sort of relations between consumer and educational organization
Belyakov, 2007	The result of educational production, which is a learning process aimed at individual consumption by the subject in order to increase labor and professional potential, the end result of which is the formation of human capital. (p.424)	Educational product aimed at individual consumption

Shchetinin, 1994	A set of information and accumulated experience generalized into a knowledge system, a set of skills and competencies that are transferred to the subjects of educational activity to meet both the personal needs of the user and the needs of society. (p.305).	Set of information accumulated into a knowledge system or set of skills
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Thus, an educational service is a service to meet the needs of society in the training of qualified personnel, aimed at obtaining the consumer the knowledge and skills he needs in order to realize himself in professional activities. Today, educational services are especially relevant, as a person is faced with the need to constantly retrain. This leads to such a situation that a person of any age category can be a consumer of an educational service (Batalova, 2011).

The sphere of education is the most important factor in the formation of the entire society, and also allows it to develop. At present, the sphere of education is facing a crisis, namely the problem of adapting modern educational services to the requirements of the labor market, as well as introducing innovations into the educational process of Russian educational institutions (Kolchina & De Martino, 2016).

The approach when an educational service is considered as a product is not new, however, in connection with the development of the education sector and the current competition between educational organizations, it is necessary to provide the consumer with a value proposition (Ryabushkin, 1998). An educational product is a product that is aimed at meeting the needs of the consumer in the field of education, i.e., obtaining new knowledge, skills, advanced training, general spiritual development (Batalova, 2011).

An educational product is an adaptation of an educational service to the target market sector, which represents the demands of consumers and employers. The acquisition of an educational product allows the subject to satisfy requests related to the improvement of qualifications and competencies, the acquisition of new practical knowledge (Zhuravleva, 2009). By itself, the term is by far the most commonly used in the context of bringing innovations to the market in education. The result of using an innovative educational product is individuals who have improved their qualifications, graduates of educational institutions, while these results are of high social significance both for society and for the state, since they affect its economy (Terekhova, 2014). The creation of an innovative educational product is due to the fact that in order to achieve novelty. The developer does not simply create new techniques and approaches to teaching and, for example, control of the assimilation of knowledge, but combines this with multimedia, network (distance)

learning technologies, international teaching methods in order to convey information more efficient and gain a competitive advantage.

### **2.2.2 Definition of innovative educational service and product**

To define an innovative educational product, it is necessary to consider the innovation process in the field of education. According to the St. Petersburg Law Academy, the innovation process in the field of education is a consistent change in the components of an educational service, while ensuring its integrity. Results of the innovation process in an educational organization are (Dolmatov et al, 2019):

1. New methods in the educational process.
2. New methodological recommendations.
3. New pedagogical technologies, including their support at the level of regulatory documentation, relevant passports, certification methods.
4. New educational concepts and programs.
5. New communication complexes.

Because the innovativeness of an educational service can be increased by not only changing its content and teaching techniques, but also the accompanying components, it is necessary to classify. The following types of innovations in the field of education are distinguished.

1. Presentation of the service as an educational product (development of new educational programs, areas of training and retraining of personnel).
2. Technological (development of new concepts of education, pedagogical design and technology, teaching methods).
3. Informational (development of new ways of using information technologies in education, upbringing).
4. Organizational and economic (Development of new methods and approaches to the implementation of management activities in the field of education. The formation of new organizational structures, as well as building interaction between stakeholders of educational activities and its results, namely the state, educational organizations, science and society, the labor market, as well as new ways of testing these changes) (Dolmatov et al, 2019).

Thus, educational processes are directly related to the demands of the state and the labor market. Project management is used to develop new educational products and services. An innovative educational project is a purposeful activity aimed at creating new educational services and products or their modernization, including the technological base and infrastructure. The ultimate goal of

innovative projects is to train new specialists in qualified areas. Innovative educational processes are characterized by interaction with the educational services market and the labor market. Innovative educational projects can be classified as follows (Dolmatov et al, 2019):

1. Educational. Projects involved in the development of new educational programs, courses, classes.
2. Publishing projects. The field of activity is the development (modernization) and publication of new textbooks, methodological materials, including educational materials in digital format, in the form of a multimedia presentation.
3. Material and technical. Projects for the development, commercialization and distribution of new samples of textbooks, educational equipment and related technological tools.
4. Information support projects. These projects are engaged in the creation of digital infrastructure and technologies to ensure and support the educational process.
5. Structural. Projects aimed at carrying out innovative changes in organizational and managerial activities. These projects develop new approaches to resource management, the interaction of an educational organization with the labor market and the market of educational services.
6. Infrastructure. Projects whose sphere of activity is the development of new infrastructure services capable of introducing innovations in the field of education, namely new forms of organization of processes and mechanisms of interaction.
7. Educational and organizational. Projects aimed at developing and implementing innovative ways of conducting educational activities, providing training through electronic educational platforms, such as coursera, etc., the possibility of using new interactive methods in teaching.
8. Educational and target projects. Projects for the creation of new educational programs aimed at training personnel of various skill levels in popular areas, advanced training programs, targeted training of personnel on orders of legal entities.
9. Regulatory and methodological. Projects to develop new ways and methods of building relationships between enterprises and educational organizations. New forms of relations between departments and scientific departments with employers, accompanying documentation on the legal regulation of this type of relationship, accompanying methodological materials are being developed.

Thus, having considered the types of innovations in education and the classification of innovative projects in this industry, it is possible to formulate a definition: innovative educational products or services are new or modified types of educational services and products, the elements of which are (Dolmatov et al, 2019; Ershov & Salatova, 2020):

1. New methods and forms of classes.
2. New techniques and approaches to pedagogical activity.
3. New educational technologies, electronic platforms, their scientific and methodological support.
4. New types of relationships between an educational institution and employers.
5. New textbooks, teaching aids, encyclopedias, teaching kits, monographs (electronic or printed), etc.

The components of new educational products and services also include such as the preparation of regulatory documents for support, for example, a description of the concept and methodology of the program, guidelines for use and regulations, developed testing methods and evaluation criteria, communication processes.

The purpose of the development of innovations in education is the formation of an educational environment that promotes more effective scientific research, improves the quality of education and additional educational services in general, as well as the comprehensive modernization of the infrastructure accompanying the learning process (Dolmatov et al, 2019).

### **2.2.3 The specifics of the educational product**

Higher educational institutions and other educational organizations that provide educational services on a commercial basis are not only in a state of competition, but also face a serious obstacle to the dissemination of their products and services, namely, bringing information to potential consumers (Kolchina & De Martino, 2016; Yang, 2016). To date, there are different approaches to the dissemination of innovations and educational products, the most effective of which are for education will be promotion through digital channels and exhibition activities (Kolchina & De Martino, 2016).

It is considered important that priority innovative educational programs be coordinated with the priority directions of the state and regional innovation policy (Moore, 2006).

Specific features characterize educational services, namely, such features characterize them as impalpability, inseparability from the one who conducts the training, the user's personal perception of the quality of these services (inconstancy in quality), the manifestation of the results of consumption with a delay, and the so-called "non-preservation". It is important to consider these features when distributing (Batalova, 2011).



The first characteristic feature of educational services is intangible. It is impossible for the consumer to determine in what form the result will manifest itself until the completion of the educational process. The high level of uncertainty in the case of educational services is higher compared to services from other industries. So, for example, when a consumer is looking for an educational service, turning to an educational institution, he cannot fully know the result based on the results of training. The quality of service is always assessed subjectively. The perception of this service will be based on their own goals and interests, previous experience, based on the opinion of those who have already completed the learning process, as well as the basis for perception will be communication between the educational institution and the consumer. As a result, choosing an educational service is not an easy task for the consumer, so educational institutions and organizations from the field of education need to reduce uncertainty and risk by increasing the tangibility of this educational service. It is necessary to form the most significant characteristics of services, providing information in a comprehensive manner. In order to convey the value of educational services to the consumer, the organization can provide various licenses and accreditation documents, describe in more detail in detail the methods of teaching, ways of interacting with educational materials, teaching techniques, forms of control and other organizational data. An important factor in communicating the value of an educational service to the consumer is the selected promotion channels, as well as the effect of "word of mouth", when students who have completed an educational program are motivated to recommend it to others (Batalova, 2011).

The next characteristic of educational services is inseparability from the source. Inseparability from the source assumes that the consumer does not study by himself, but resorts to an educational service or a product of a certain organization, so the result will be associated with the educational institution where the service was provided. Each educational program provided by the institution is unique to one degree or another, a certain set of educational materials is used, the organization and control of educational activities are different for each educational service. Different people are involved in the development and implementation of the service. A significant difference between educational services from others is the high level of involvement of the consumer in the educational process, therefore, the organization needs to build relationships with the consumer, making them long-term. Thus, taking into account such a feature as inseparability from the source, an educational service can be implemented only if both the manufacturer and the user are involved in this process, which requires proper training of responsible performers and teachers, the level of their professional skills must meet the necessary requirements (Batalova, 2011).

Another characteristic feature of the educational service is the variability in quality. The reason for the variability of quality indicators is the training and competence of personnel, the equipment used and other components accompanying the educational process. The general situation in the external environment also plays an important role, for example, changes in the labor market, socio-economic phenomena, new educational standards, etc. It is important to take into account the human factor. If an educational service involves the interaction of a teacher and a teacher, then the same information can be presented differently for different study groups, as well as perceived differently by the students themselves, which is also influenced by many factors. Obtaining knowledge in the process of consuming educational services is unstable, because the assimilation and consolidation of materials depend on the level of general training, motivation by physical and emotional state at a certain point in time and other indicators (Batalova, 2011).

Indeed, the quality of an educational service is determined by its compliance with educational standards and other requirements, however, the user evaluates the quality not only by the results of the educational process, but also by the process itself as a whole. The learning process is evaluated throughout the entire time when the individual is in the process itself, which is a significant difference between educational services and others. Subjective assessment includes not only the results that will be obtained at the end of the educational program, but also the level of satisfaction (Batalova, 2011). Thus, different groups of students, passing through the same educational program, at the end have some difference in the level of knowledge and level of training. Therefore, the results at the end of the training also depend on how the student himself was engaged. Such a property of an educational service as “perishability” also plays an important role in the perception of an educational service, since a person forgets information over time. Despite the fact that various material and electronic media are used in the conduct of educational services, knowledge becomes obsolete and forgotten over time (Batalova, 2011).

In conclusion, it is important to note such a characteristic of an educational service as the manifestation of its learning outcomes at the end of training. The purpose of the educational service is to obtain knowledge, skills, abilities as a result, however, these results will manifest themselves only at the end of the curriculum. The learning outcomes will also manifest themselves in the workplace, each enterprise has its own specifics and organizational structure, certain working conditions, therefore, in addition to specialized knowledge, it will be necessary to update (self-education, additional education, retraining). After completing the educational process, at first it will be difficult to evaluate the results obtained, as well as the positive and negative aspects of professional competencies. A significant problem is the difficulty in assessing the value of an educational service, despite the fact that the value of education is defined as the comprehensive

development of a person, it is necessary to understand in which industry and field of activity the student will be able to effectively prove himself after graduation (Batalova, 2011).

The spread of innovations in the field of education has a certain specificity, it is reflected in the life cycle of the educational product. The features of the life cycle of an innovative educational product will be considered below.

There are the following stages of the life cycle of innovation:

1. Creation and subsequent implementation. For the educational sphere, one of the most important stages, because the subsequent effect of actions at this stage will be the most lasting. High performance in achieving results will ensure the growth of an innovative educational product in the future. In the process of implementation, information is conveyed to potential users and the demand for this product or service is formed (Kolchina & De Martino, 2016).
2. Growth stage. The growth stage involves the implementation of the educational organization's plans to market. The organization conducts activities to strengthen its position in the market, for which measures such as maintenance of the service at all stages, development (modification) of additional services or products to provide users with the aim of achieving a specific advantage and a more attractive value proposition are taken (Kolchina & De Martino, 2016).
3. Stage of maturity. At this stage, the market is saturated with the sold product, the level of sales and, accordingly, profit falls. The educational organization carries out activities to maintain its position in the market, and sales promotion measures are used instead of active advertising. When the market is saturated in the case of education, the sale of services occurs due to the fact that over time new consumers appear who are in a state of search for a particular educational service, but their number is much lower compared to earlier stages. Under such circumstances, an organization can manage the remaining volume of demand for its products by also building additional related services into an existing innovative educational product for competitive advantage (Kolchina & De Martino, 2016).
4. Decline stage. During the recession stage, market activity drops significantly, competitive enterprises reduce advertising and promotion costs, profits decrease, as well as the cost of innovation. In the field of educational activities, a decline in educational services occurs if another innovative program is introduced that meets the requirements and other criteria, which is more effective. It is important to note that there are such types of services, the relevance and demand for which is constantly high, so the decline stage may not occur (Kolchina & De Martino, 2016).

Promotion of an innovative educational product is characterized by the following factors:

1. The creative component is involved in the promotion. Probabilistic character is typical for innovative activity. Not every innovative product has a chance of success when promoted to the market, and distribution prospects are not defined (Balakrishna, 2015).
2. When developing an innovative product, there is a danger of the emergence of a so-called end in itself. This means that the organization's desire for innovative results is determined not by the needs of society, but also by the satisfaction of these needs and the solution of existing problems, but only by the achievement of innovations (Balakrishna, 2015).
3. The need for organizational support for the innovative activities of an educational organization. An innovative educational product is the result of innovative activity; however, it is of a probabilistic nature, and obtaining a result will require considerable time. It is necessary to support educational organizations. Activities to support innovation activities can be carried out by government agencies and authorities (Balakrishna, 2015).

#### **2.2.4 Impact of COVID-19 pandemic**

The pandemic caused by the coronavirus infection has had a significant impact on the economic situation of countries, as well as on the life of society. The consequences of the pandemic have led to the need to introduce digital technologies to various industries at a rapid pace, due to restrictions on movement and the transition to remote work. Widespread social distancing, the transfer of service structures to remote service, has led to the need to actively explore new ways to continue their activities in the digital space. In this regard, the transition to the digital environment has affected many areas, including education. Digital transformation required significant structural changes related to Internet technologies and organizational processes. Ensuring the smooth operation of enterprises and organizations that have switched to the digital environment, including educational ones, has led to the need for significant modernization of the existing material base and infrastructure. The resulting changes in social habits and behaviors have changed the way businesses operate, as well as how users and businesses interact. The use of digital solutions will continue to grow, and the need for digital transformation will affect an increasing number of business areas, as significant changes in consumer habits are likely to be irreversible or long-term. The pandemic affected many aspects of social and business life, and it could not but affect the education sector – this area has undergone tremendous changes. Educational processes have been transferred to a remote format, and educational organizations are learning how to use digital infrastructure for online learning (DIRC ACRF report, 2020).

Most of the changes introduced due to the pandemic affected higher education institutions. Shtykhno et al (2020) noted that million students and thousands of teachers felt the negative consequences of pandemic and they needed to adapt to new conditions. This led to the fact that employees of educational institutions and teachers were forced to adapt to the current conditions, as well as to develop new ways of conducting training, such as new approaches to teaching, monitoring the passage and assimilation of material, forming competencies among students, as well as rebuilding and adapting existing curricula for subsequent digitization format.

The pandemic has given a big boost to the active development and spread of commercial (private) educational services, business education. This manifested itself not only in the form of an individual service for the consumer (B2C), but also in the form of corporate training (B2B). In order to provide users with educational services, many innovative solutions have been implemented. For example, during the pandemic, MOOC educational technologies were actively developed. This was the creation of various digital platforms for mass training, as well as integration into other platforms. Various master's and bachelor's degree programs were created, which are held entirely in a remote format, based on MOOC educational technologies, as well as integration or partnership with educational platforms such as Coursera, Udemy, etc. (Erhsov & Salatova, 2020; Bekova et al. 2020).

In the case of private educational organizations, users are offered professional online programs aimed at improving their professional qualifications, as well as amateur ones (related to personal preferences, not related to professional activities, as well as hobbies). Due to the fact that distance learning is now an integral part of the educational process, many innovative solutions are being implemented here aimed at changing the content of the educational program, how it is conducted and creating the necessary infrastructure. The theoretical base related to this needs to be developed and filled with approaches and practical methods for management, which make it possible to increase the efficiency of dissemination of innovations in the field of education (Erhsov & Salatova, 2020).

### **2.2.5 Problems of introducing new educational products**

For manufacturers of innovations in the field of education, the most difficult stage, where they face various problems, is the diffusion stage, where an innovative educational product is tested and introduced. Consumers, as previously defined, do not trust an innovation, so the manufacturer needs to overcome the user's distrust and explain why the proposed innovation is effective, viable, and effectively meets needs. This also has a negative impact on the service developer himself,

which reduces the motivation for further development. Misunderstanding and distrust ultimately lead to a situation where the result of the process of developing an innovative educational product is a refusal to implement it. Therefore, the developer of educational innovations needs to improve their knowledge in the field of promotion and distribution. Obtaining up-to-date knowledge and promotion will make it possible to "bridge the gap" between innovation and potential consumers more effectively. Situations where the results of an innovation project are not implemented are quite common – about 70% do not reach the implementation stage, and projects in the field of education are the most striking example among all existing industries (Erhsov & Salatova, 2020).

It is noted that the refusal to introduce innovative developments is associated with insufficient training in the areas of innovation process management, innovation management and marketing. Most common reasons are such as the lack of a consumer's (customer's) vision of practical meaning and final result, lack of understanding of the product's innovative potential are considered. Khusainov (2014) noted in a scientific publication: "the reasons for failure at the final stage are often common: administrative and psychological barriers that exist in the management of many educational institutions, state and municipal departments; low qualification of authors and developers of innovative technologies in the field of management, marketing of innovations; budget restrictions on objects of innovative impact. This factor is a natural consequence of the lack of a system of training specialists in the field of marketing, management, investment and legal support for innovations in the field of education" (Khusainov, 2014).

## 2.3 Theoretical findings

Theoretical findings from literature review are clearly and structured presented in table 6.

**Table 5. Theoretical findings**

Overall market position	Currently, there is an active commercialization of education, there is a high level of competition among educational organizations, they are faced with the need to invest significant funds to attract users (students) and compete with other educational organizations (Michelle & Clayton, 2014). In recent years, the importance of regular customers for companies has increased (Kalenskaya, 2012).
Defining an educational service and product	An educational service is a service to meet the needs of society for training qualified personnel, aimed at providing the consumer with the necessary knowledge and skills in order to realize themselves in their professional activities. Deployment of an educational product into a service is the process of adapting this service to a specific market segment in accordance with the needs of both consumers and employers. The

	<p>subject of purchasing an educational product meets its own needs for improving skills and competencies, obtaining new, practically applicable knowledge (Zhuravleva, 2009). Currently, a service is presented as a product when it is modified and innovative components are introduced into it for subsequent market launch (Terekhova, 2014).</p>
<p>Defining an innovative product</p>	<ul style="list-style-type: none"> <li>– A means of solving the fate and problems of business with the help of new developments, instead of actively responding to the pressure of markets and the business environment;</li> <li>– A new product or service as a result of innovative process;</li> <li>– A tool aimed at better meeting existing needs;</li> <li>– A new or improved product that has reached commercialization.</li> </ul> <p>(Railey, 2005; Tukkell, 2011; Lapin, 2019; Cornescu, 2019)</p>
<p>Defining an innovative educational product or service</p>	<p>Innovative educational products or services are new or modified types of educational services and products. Novelty is achieved by introducing innovative or significantly improved components to the educational service.</p> <p>Educational products or services are innovative if they introduce new methods or ways of conducting classes, new techniques and approaches to pedagogical activity. Educational product becomes innovative through new or upgraded infrastructure. The use of new electronic platforms, new teaching aids, new ways of organizing relationships, for example between enterprises and educational institutions, will also be components due to which the service becomes innovative.</p> <p>(Dolmatov et al, 2019; Bagautdinova &amp; Klesheva, 2014)</p>
<p>Features of marketing innovative products</p>	<ul style="list-style-type: none"> <li>– Characterized by a gap between the "early" and "late" markets: early market users are interested in acquiring innovations at the early stages of launch, while late market consumers do not trust innovations (Moore, 1991).</li> <li>– Most consumers belong to the "late" market categories (Moore, 2006).</li> <li>– Consumers of the late market prefer products that have a significant reputation, which have been approved and tested, and are accepted by society. One of the most important factors is the ability to see how innovation is used by others (Moore, 2006).</li> <li>– To reduce uncertainty in the spread of innovation, companies build relationships with users, which allows</li> </ul>

	<p>them to more successfully identify and feel their needs (Scott, 2015).</p> <ul style="list-style-type: none"> <li>– According to the five-stage model of consumer perception of innovation Everett's According to Rogers, the initial stages are key when deciding whether to purchase an innovation. It is necessary to provide users with detailed information about the innovation at the initial stages of acquaintance with it in order to overcome their distrust and convince them that the innovation deserves attention and the idea is viable (Wilcox, 2015).</li> <li>– When promoting innovative products, it is necessary to inform them properly, provide the consumer with a comprehensive description, using creative techniques of communication message. Text content and content should be properly organized and structured, and easily understood (Kolchina &amp; De Martino, 2016; Wilcox, 2015).</li> </ul>
<p style="text-align: center;">Specifics of educational products</p>	<ul style="list-style-type: none"> <li>– It is intangible, which leads to a high level of uncertainty when choosing it, as a result of which subjective assessment plays a large role in making a decision.</li> <li>– It is inseparable from the source, which means it is associated with the organization that provides the service.</li> <li>– Results depend on the student's engagement and personal qualities.</li> <li>– Results are shown at the end of the educational program.</li> <li>– The student forgets the learned material over time.</li> <li>– It is necessary to reduce the user's uncertainty by increasing the tangibility of the educational service, namely, to form its most significant characteristics and results upon completion for subsequent information;</li> <li>– It is important to choose the right combination of promotion channels: for the education sector, the most popular ones are online channels and exhibition activities from partner organizations.</li> <li>– According to the lifecycle of educational products, organizations ought to conduct advertising and promotion more intensively in the late stages of marketing campaigns.</li> <li>– Word of mouth plays an important role in the distribution of educational services (Kolchina &amp; De Martino, 2016; Batalova, 2011).</li> </ul>



So, it is necessary to take into account the specifics of the product itself, the peculiarities of consumer perception of new items and market position for marketing of innovative educational services. Key factors influencing distribution were identified. The key factors for successful promotion are informing the consumer in accordance with the E. Rogers innovation perception model, namely, providing comprehensive information at the initial stages of acquaintance with it. It is necessary to build relationships with potential customers. The educational service itself must be transformed into some material form - a service in the form of a product. This will allow the user to better understand its content and the results of its consumption.

### **3. Methodology**

This chapter is dedicated to the methodological framework of this dissertation. Research methodology is a step-by-step plan that a student follows when he starts doing research (Leedy & Ormrod 2001; Williams, 2011). The chosen research method will be described here.

#### **3.1 Research design**

Research design consists of certain phases from specifying the problem to preparing the final report (Kumar, 2005). In this paper, research design consists of 7 phases and this research is aimed at filling a theoretical gap in the field of marketing of innovative educational products. Theoretical findings will be used in forming the marketing methodology for organizations from the educational field. An expert evaluation of the proposed methodology for its components will be carried out. Those components that are evaluated positively will be offered to the LUT Summer School (if applicable). The quantitative method is the most suitable for the study, so it was chosen.

The quantitative method is aimed at conducting operations and interacting with quantitative data. Numerical data is collected, and then the data is analyzed to obtain information about a particular phenomenon. The analysis of numerical data is carried out using specific methods from statistics. The collected data after a thorough analysis will allow the researcher to get answers to questions *how much, what, who, where, when, how* (Apuke, 2017). Aliaga and Gunderson (2002) refined this definition and define it as follows: a quantitative research method can be thought of as describing and explaining a problem or an event through the collection of numerical data, and then the data is processed using mathematical methods. Thus, the study is carried out in order to give an explanation of the problematic situation through the analysis of numerical data.

To test the proposed methodology, it was decided to use the method of an expert survey. A survey is a quantitative data collection method by which a researcher can obtain information directly from people (Showkat, 2017). Survey is a sort of study, when the responsible person communicates with people from a certain sample to obtain opinions and assessments (McDaniel and Gates, 2006).

The survey itself is a method of collecting quantitative data when interacting with certain people. The process itself is complex, it is a certain sequence of steps (algorithm). Goal setting, research is carried out, the area of research is selected, a structured questionnaire is developed. Further, the results are subject to processing, when the data is processed, a report is written on them, which can be provided to other researchers (Showkat, 2017).

## **3.2 Data collection**

Data collection was carried out with the help of an expert survey. The basis for choosing this method is the specificity of the research task and the possibility of obtaining assessments, opinions from competent persons in the chosen field of activity, who have in-depth knowledge of the subject or object of research. The survey of experts also reduces the time and labor costs of conducting a survey. The process of the expert survey takes place in several stages (Gotlib et al, 2010).

### **3.2.1 Description of the problem situation**

Educational institutions providing educational services on a commercial basis are in a competitive environment. Innovation is a way to gain a competitive advantage. However, the majority of users do not trust innovative educational products and services. They differ from those already known and tested. Preference is given to the usual, traditional educational services that have a reputation, and the attitude towards novelties is very skeptical. Therefore, educational organizations need to develop the right methodology for marketing innovative educational products and services. It is assumed that overcoming distrust among users will increase the number of buyers of the service, which will determine commercial success.

### **3.2.2 Formulation of research objectives**

According to Gotlib et al (2010), at the beginning it is necessary to formulate a hypothesis and the purpose of the study. A research hypothesis is a scientific assumption about the content of a research result. As a rule, hypotheses are formulated in relation to each research task. The purpose of any research is an image of the research result, an answer to research questions. In fundamental research, the goal, as a rule, is a theory describing or explaining the phenomenon being studied. The hypothesis and the purpose of the study was formulated as follows:

1. Research hypothesis:

Consumer distrust is the reason why innovative educational products and services are not effectively distributed. The proposed marketing technique is aimed at overcoming distrust among users, taking into account the specifics of innovation and educational services, which will increase the number of customers of the innovation course.

2. The purpose of the study:

Conduct an examination (diagnosis) of the proposed methodology: how the proposed methodology will affect the success of promoting an innovative educational product or service.

### **3.2.3 Sampling**

At this stage, a decision is made on how the survey questionnaire will be delivered to the respondents. Since the expert survey method was chosen, the questionnaire will be sent to specialists with knowledge of the subject area, able to adequately assess the proposed methodology. Therefore, the survey will not be delivered to a wide group of respondents, so the sampling is non-probability.

For this survey 2 categories of experts were chosen

Employees of educational organizations:

- Employees of educational institutions whose field of occupation is the development of educational programs and pedagogical activities (educational and methodological work);
- Specialists in the marketing or sales of educational services.

Characteristics of participants: experience in the field of education or sales of educational services:

- Up to 5 years;
- From 5 to 10 years;
- Over 10 years.

Sampling size: 24 experts from the field of education and marketing of educational services.

Conducting a survey using individual questionnaires, questions with ordinal scales (quantitative assessments).

### **3.2.4 Survey design**

According to Gotlib et al (2010), there are different ways to set up an expert survey. The following options were chosen for the diagnostics of the technique:

1. By the nature of the activity – individual.
2. According to the number of rounds - one round.
3. The method of conducting the survey - individual questioning (survey).

To implement the survey, a standardized questionnaire with closed-type questions was developed. For this survey, the Likert scaling method was chosen. The Likert scale is used to determine perceptions, opinions, and attitudes. The scale consists of a set of statements by which the respondent expresses his attitude. A study using the Likert scale suggests that the respondent expresses his degree of agreement or disagreement from the proposed set of positions. The final score is determined by the sum of the scores for each position from the survey. The scale consists

of a set of statements formed into a five-position scale, according to which the respondent expresses his attitude, coding of estimates is carried out as follows (Dubina, 2010):

- 5 – Completely agree (CA);
- 4 – Agree (A);
- 3 – Undecided on the answer (U);
- 2 – Disagree (D);
- 1 – Completely disagree (CD).

To implement the survey, a standardized questionnaire with closed-type questions (scale ratings) is being developed. The requirements for questionnaires (structure, wording of questions and answer options) are quite standard and similar to the requirements for non-expert level surveys. To conduct a survey, a general question is posed that introduces the respondent to the essence of the study (Gotlib et al, 2010). In the table, the questionnaire contains elements of the methodology aimed at increasing the number of consumers of innovative educational services.

General question: The following are the main factors of the methodology designed to increase the number of clients of the innovation course. It is assumed that each of the elements [number of elements] is effective in promotion and leads to an increase in the number of customers. Evaluate the degree of your agreement or disagreement.

It is assumed that if the average score on all points is higher than **3**, then the proposed methodology is effective.

**Table 6. Survey questionnaire design**

N	Method elements	Evaluation of positions by experts				
		1	2	3	4	5
		CD	D	U	A	CA
1	Method element					
2	Method element					
3	Method element					
...	...					
Average score for all elements						

The formed survey contains specific positions representing the elements of the methodology. However, the elements themselves assume certain actions from the developed methodology, these actions must be performed by the organization in a certain way. Therefore, the expert should see

a detailed unambiguously understandable description of the methodology, namely the proposed solutions for marketing innovative educational products and services. Dillman (2007) recommends that the elements and data for evaluation be included in the cover letter in a separate document. This can be a useful list of elements, such as instructions, actual elements, relationship elements, etc. Therefore, the proposed methodology will be optimized and placed in a separate file so that the expert can diagnose.

The proposed survey questionnaire is formed into an electronic form for subsequent sending to experts from target groups. To organize an electronic survey, the Google.Forms tool was chosen, which has a high level of convenience and functionality when conducting a survey. The survey will be delivered with preliminary approval to experts by e-mail, where they will receive a link to the survey form and a detailed, unambiguously understood description of the methodology in a .pdf file.

### **3.3 Data analysis**

Analysis of the data is the most important step in conducting a survey, because expert opinions are coordinated and the results obtained are brought to a unified structure. To process the results, the rule of average assessment is used - reduction of assessments to a common denominator. The most common technique for the chosen method is the calculation of the arithmetic mean (Gotlib et al, 2010).

The most common form of statistical indicators used in research is the mean, which is a generalized quantitative characteristic of a trait in a statistical population. Thus, knowing the arithmetic mean of the estimates, it will be possible to understand the effectiveness of the proposed methodology. But knowing the arithmetic mean is not enough, it is important to check the reliability of data.

#### **3.3.1 Data validation**

The most common technique for the selected method is the calculation of the arithmetic mean value, however, it is not advisable to be limited only to this indicator. Separate estimates that differ sharply from the average will lead to a distortion of the final results. In this regard, it is necessary to check the consistency of quantitative estimates and the reliability of the final assessment, therefore, for processing the results, it is recommended to consider the median of values and the standard deviation together with the arithmetic mean (Gotlib, 2010).

### 3.3.1.1 Median

The median is the value in the middle of an ordered set of values. Median value that divides the aggregate into two equal parts. In fact, it is the distribution center. The median can be found using equation 1.1 (Utkina, 2012, p.14):

$$M_e = x_{min} + \frac{h * (\frac{\sum_{i=1}^k n_i}{2} - A)}{n_{M_e}} \quad (1.1)$$

$x_{min}$  - Lower limit of the median interval;

$h$  - Interval width;

$A$  - Cumulative frequency of the interval preceding the median;

$n_{M_e}$  - Median interval frequency;

$n_i$  - Accumulated frequency.

### 3.3.1.2 Standard deviation

The standard deviation is used to reconcile estimates. If the value of the standard deviation is low, then the result is the most reliable. Absolute certainty is achieved at a value of 0. The standard deviation can be calculated using the equation 1.2 (Lee et al, p.221):

$$SD = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n - 1}} \quad (1.2)$$

$SD$  – Standard deviation;

$x_i$  – the magnitude of a single sample value;

$\mu$  – sample arithmetic mean;

$n$  – sample size.

As a result, the data collected and processed in this way will be displayed in a table where the reader will be able to see the assessment and its reliability, which will allow him to conclude about the effectiveness of any element. The table that shows how the data will be processed is presented below (Table 8).

**Table 7. Data analysis and validation**

<b>Pos.</b>	<b>Method elements</b>	<b>Arithmetic mean</b>	<b>Median</b>	<b>Standard deviation</b>
1	Method element			
2	Method element			
3	Method element			
...	...			
Average score for all elements				

Thus, the study will give results that are more reliable if the average assessment of the elements of the methodology is considered together with the median and arithmetic mean.

The next chapter will be devoted to the development and evaluation of the methodology of marketing new educational products.



## **4. Methodology development**

### **4.1 Methodology development**

The proposed methodology should bring a set of practical recommendations for educational organizations and institutions that want to achieve a specific advantage by developing innovative educational products and services.

The main distinguishing feature of educational services is that they do not need to conduct sales promotion in the same way as for other types of products and services. Demand arises primarily due to the need to acquire knowledge for social and professional activities of a person. For educational programs related to the state education system, the need for marketing is low, but for services provided on a commercial basis and located in a specific environment, the need to promote their services is significant. Non-profit organizations attract users and build social and cultural connections with them, as the number of potential consumers depends on the trust in the organization and its educational services. Therefore, the priority of an institution developing innovative educational products and services, instead of promoting sales, is to influence the attitude and perception of the user of its services (Zaharova, 2008). As it was defined earlier, the educational service has certain features that make it difficult for the user to make a decision when choosing it. Novelty introduces additional uncertainty. The solution in this situation is to transform the intangible into some form of product (Immaisi, 2014). The result of consuming an educational service is:

- knowledge;
- skills.

Thus, in accordance with the five-step model of consumer perception of innovation, it is necessary to provide an exhaustive description of the innovative educational service at the stage of acquaintance with it, including the amount or level of knowledge obtained within the educational program.

As it was established earlier, organizations strive to highlight the competitive advantages of an innovative product (Sherstobitova, 2009), since innovative components are key factors of competitive advantage, therefore, it is necessary to highlight it for new products in the field of education. Evaluation criteria were selected to determine the competitive advantage. In the case of an educational service, it is advisable to evaluate not only the novelty indicators, but also how organically new solutions are implemented. Considering the provisions on education and the

creation of innovative educational services, the following criteria were identified (PGGPU report 2018):

1. Relevance – a criterion that shows how relevant the service is in accordance with the priority areas of education development.
2. Innovativeness is an innovative component and novelty of the approach to learning.
3. Integrity – interrelation of the components of an innovative educational service, ways to achieve the planned results of consumption of an educational service.
4. Practical significance – the possibility of using an innovative educational product in various institutions.
5. Registration – the degree of compliance with state, educational and academic standards.

The evaluation system according to the formulated criteria is presented in table 9.

**Table 8. Innovative educational product evaluation system**

<b>Criteria</b>	<b>Achievement level</b>	<b>Description</b>
<b>Topicality</b>	0	Lack of achievements in indicator
	1	Insufficient relevance for priority and popular areas of education
	2	Partial relevance for priority and popular areas of education
	3	Fully relevant for priority and popular areas of education
<b>Innovativeness</b>	0	Lack of achievements in indicator
	1	Changes implemented in the educational product are well-studied and have low originality and uniqueness
	2	Technological or methodological ideas are well-known, but they are implemented in the form of combinations and methods that are original
	3	A new approach to conducting (organizing) training, a high level of novelty and originality
<b>Integrity</b>	0	Lack of achievements in indicator
	1	The logic and level of interconnection between innovative components is low, and the ways to achieve certain results are not clearly defined for students

	2	Not all innovative components are related, but the ways to achieve certain results for students are described in detail and logically
	3	All relationships between the components are identified, the methodology and plan of the new educational service are described, and ways to achieve results are indicated.
<b>Practical significance</b>	0	Lack of achievements in indicator
	1	The level of practical significance is low, the possibility of using this product is described indistinctly
	2	Partial compliance with the specifics of educational processes in different organizations, opportunities to apply and the category of students who will use this product are displayed
	3	Compliance with the specifics of the educational process, the category of students who will use this product is determined, and it can be used in a wide range of educational organizations
<b>Registration</b>	0	Lack of achievements in indicator
	1	The level of compliance with the design requirements is low, the product content is difficult to understand
	2	Partial compliance with the design requirements
	3	Full compliance with the design requirements

Finally, in addition to describing these elements, it is also important to use graphic design that attracts attention, helps illustrate the content of innovative educational products, and services to overcome distrust (Novikova, 2021). This means that the company's website should contain all the necessary information, designed graphically using best practices in the field of interface development and user interaction. The interface guides the user from one action to another, providing step-by-step information about the educational service. The location of different data blocks should correspond to how users prioritize learning information. The combination of design and description should be aimed at forming a positive emotional reaction (Bank, 2014). As a result, the set of measures considered should be formed into a value proposition, the purpose of which is to overcome consumer distrust.

The next step is to identify potential customers and target groups. To select target groups, use the following selection criteria (Tereshenko, 2020):

1. Region of residence, locality.
2. Gender, age, and income.
3. Status of the service search, ready for purchase.

Target audiences are types of users grouped according to certain criteria who are searching for the product or service that the company sells. The probability that they will make a purchase is the highest and they should be the recipients of advertising messages (Tereshenko, 2020).

In order to attract users from the target group, the organization needs to develop a communication (advertising) message. A communication message is a text and graphic design of a message that will then be sent to categories of users from the selected target group. This message is aimed at forming a certain image of the organization among the consumer and their perception of the product, if they are contacted, encouraging them to perform response actions (click on the link, get acquainted with information about the product/service, provide feedback to the organization, make a purchase) (Novikova, 2021, Tereshenko, 2020).

Since today organizations that distribute innovative educational products need to build relationships with consumers, therefore, conducting a promotion campaign through such channels as contextual advertising, advertising at a partner university, exhibition activities, and advertising in social networks is not an exhaustive solution (Batalova, 2014, Kalenskaya, 2012, Scott, 2015). It is necessary to actively interact with interested users. Sending reminders, vouchers, invitations, surveys, and other information and reference materials through channels such as email, messaging apps, and phone calls can do this. (Wilcox et al, 2015, Zaharova, 2008, Vyaltseva, 2021, Tereshenko, 2020).

As it was defined earlier, the information message should be properly organized and structured, and it is also recommended to use creative techniques for developing effective messages (Yang 2016, Wilcox et al, 2015). It is advisable to consider ways to develop such messages.

To build an effective message, the utilization of AIDA communication model will be very helpful. The abbreviation of which represents 4 terms: attention, interest, desire, action. When receiving information, a person goes through certain cognitive phases, so this four-step model assumes that the process of attracting a user consists of the following steps: first, the company needs to take steps to attract customers. The company must arouse interest, arouse the desire of customers and, ultimately, motivate the user to make a purchase. Since the users themselves are not intentionally looking for a specific organization and its services, using this model in advertising can solve this problem and attract interested users (Zaharova, 2008, Tereshenko 2020). The AIDA model represents the following steps in constructing a communication message (Shahizan et al, 2015):

A – Selects the channel to inform, and then creates a title designed for the target audience.

I – interest must match the title and keep attention and desire.

D – advantages of the innovative product, its special feature, and the final stage represented by the action.

A – what the target audience needs to do to get what they want.

The final stage of promotion and distribution of innovative educational products and services is sales. As it was established, for the implementation of innovative products, it is necessary to conduct sales support, show great initiative in interacting with consumers. To build an effective sales system, it is considered important to properly train employees involved in the sales process: the company should pay attention to the concept of personal sales and the corresponding profile skills of the representative. Modern companies understand that taking into account the characteristics of each person and character traits in the issue of making sales is not an easy and ambiguous task. There are some types of users, that the responsible person can easily recognize, but there are some features, that are difficult to see immediately, especially when interacting online. At the same time, each contact with the user is associated with the cost of money and time. The company representative must determine how much time they will spend on a particular client. Companies also understand that training employees to recognize user personality types will require very significant costs. Therefore, an effective solution in this situation is to be guided by basic knowledge of working with different types of consumers, which implies identifying more understandable characteristics of each buyer. For example, it is more difficult for extroverts to reject a commercial offer, etc. Therefore, a review of the service system, namely, focusing on different consumer profiles, will favorably affect the marketing of innovative educational products and services (Aidla, 2016). Techniques for interacting with consumers will be discussed below.

The Disc method, designed to manage the service process at the sales stage. This method involves dividing groups of buyers into 4 categories. Each category is assigned a specific color that reflects the user's characteristics. For example, a person who is in a hurry and wants to get the necessary information as soon as possible will be associated with the color red. A person who is quite sociable and friendly is assigned the yellow color. A calm, methodical and patient consumer is assigned the green color. The type of users who like to strictly follow all procedures and follow the rules is assigned blue (Carrier, 2021).

According to the Disc method, red indicates the Dominant user type, which is characterized by an enterprising and active person who strictly follows their goals. He is interested in the opportunity to understand how he can express himself, so he refers to hurrying clients who want to see specific results, they are not interested in general words.

The next profile, identified in yellow, is an Influential Consumer. He has a high level of sociability, is demonstrative, and maintains a high level of enthusiasm. It belongs to the types of clients who are ready to understand and listen, but its disadvantage is disorganization, it can quickly lose the thread of conversation. With such a user, it is necessary to build a dialogue so as not to deviate from the goals of the dialogue.

The profile that is assigned the green color is called stable. This type is calm and consistent, it is not recommended to rush it and force certain stages during maintenance. A company representative should be attentive to their needs in order to overcome distrust.

The type of customer seeking compliance is marked in blue. This user is characterized by such features as organization, the desire to structure and systematize both in their words and deeds. They tend to be more observant than actively engaged in dialogue. A representative of the company will be able to adapt the arguments and course of the conversation to the customer's behavior model by identifying a particular profile of the customer in the course of interaction (personal meeting, telephone conversation, communication over the Internet). Thus, the service process will be personalized to the consumer's profile, which will increase confidence in the educational organization and its services (Carrier, 2021).

There is a classification of consumer types according to the method of decision-making (Academy of capital, 2020):

1. Making decisions through analysis. The consumer belonging to this category seeks to get the maximum amount of information about the service, after which he analyzes the advantages and disadvantages. They make decisions without relying on the opinions of others, so providing an exhaustive description will be the solution when interacting with these types of customers.
2. Making a decision based on an emotional reaction. This consumer profile seeks to get positive emotions when making a purchase of a product or service. With this type of service, it is important to achieve a positive emotional response when interacting with the company, and to focus on the advantages of the service offered.
3. Making decisions based on personal goals. It is assumed that the user, first, wants to get a solution to a certain problem, and therefore, monetary costs do not play a key role. This type of customer knows what they need, so it is important to explain how the service or product will contribute to the goal.
4. Making a decision based on personal feelings. This category includes consumers who find it difficult to make a choice. When serving this type of customer, it is important to take an active part in the conversation with them, to show an active interest in their needs.

Thus, the generated methodology can be described in tabular form. In table 10. The methodology for managing the distribution of innovative educational products and services is presented in an orderly and structured manner.

**Table 9. Tabular representation of the generated methodology**

N	Method element	Action	Description
1	Providing the consumer with a comprehensive description of the service	Descriptions of the results of using the service	<p>Providing the user with detailed information about what they will receive if they complete training in the selected innovative educational program (Immaisi, 2014).</p> <ul style="list-style-type: none"> <li>● Acquired knowledge;</li> <li>● Skills.</li> <li>● The amount or level of knowledge obtained within the framework of an educational program.</li> </ul>
		Description of distinctive and unique features	Adding distinctive (unique) features to the description (Sherstobitova, 2009, Kvesko, 2009).
		Determining the novelty to include in the value proposition	<p>Conducting an expert examination in accordance with the proposed assessment system to identify the innovative component of the course (PGGPU report, 2018):</p> <ol style="list-style-type: none"> <li>1. Relevance – a criterion that shows how relevant the service is in accordance with the priority areas of education development.</li> <li>2. Innovativeness is an innovative component, the novelty of the approach to learning.</li> <li>3. Integrity – interrelation of the components of an innovative educational service.</li> <li>4. Practical significance – the possibility of using an innovative educational product in various institutions.</li> <li>5. Registration – the degree of compliance with state, educational and academic standards.</li> </ol>
		Creating a value proposition	<p>Deploy the features described above into a value proposition that provides a comprehensive description of a new educational service that is understandable to both the user and the organization.</p> <p>The value proposition is used for advertising and aims to overcome consumer distrust. (Wolcox et al, 2015, Moore, 1991, 2006, Kalenskaya, 2012).</p>

2	Use of graphic design on electronic and physical resources	Converting organization's external attributes to the same style	<p>Development of a graphic design that attracts attention and illustrates the content of an innovative educational service. The combination of design and description should be aimed at forming a positive emotional reaction (Novikova, 2021, Bank, 2014). Graphic design is subject to:</p> <ul style="list-style-type: none"> <li>● Website interface (content and data blocks).</li> <li>● Educational materials (electronic and physical);</li> </ul>
3	Creating commercial offers based on user data	Personalization of the commercial offer during service	<p>Selecting a target audience based on certain criteria that will receive advertising messages. The following criteria can be selected (Tereshenko, 2020):</p> <ul style="list-style-type: none"> <li>● Region of residence, locality.</li> <li>● Gender, age, income, and level of education.</li> <li>● Ready to purchase.</li> </ul>
4	Use of a communication (advertising) message aimed at creating a positive image of the service	Development of communication message forms	<p>Sending communication (advertising) messages containing a value proposition and related information to users from target groups (Tereshenko, 2020).</p> <p>This message is aimed at forming a certain image of the organization among the consumer (competence of the organization, reliability of the offered educational services) (Novikova, 2021).</p> <p>The advertising message is aimed at encouraging the user to take a targeted action (click on a link, are acquainted with information about a product or service, contact the organization, purchase). (Zaharova, 2008, Tereshenko, 2020).</p> <p>Using the AIDA model to construct an advertising message in accordance with the cognitive phases that a person goes through when receiving information (Shahizan et al, 2015).</p> <p>More active user engagement at the later stages of the marketing campaign (for instance, before launch of an innovative course). (Kolchina &amp; De Martino, 2016).</p>
		Choosing channels for promotion	The organization chooses channels to promote its products, namely, to build trust with users (Kalenskaya, 2012).



			<p>For an educational organization, it is advisable to use the following channels (Batalova, 2011, Scott, 2015):</p> <ol style="list-style-type: none"> <li>1. Maintaining social networks;</li> <li>2. Contextual advertising.</li> <li>3. Advertising at a partner university (exhibition activities);</li> </ol>
5	Promotion by building relationships with stakeholders	Active interaction with consumers who have shown interest in an innovative service (feedback, request for advice, etc.)	<p>Sending reminders, vouchers, invitations, surveys, and other information and reference materials to interested users through channels such as:</p> <ol style="list-style-type: none"> <li>1. E-mail messages.</li> <li>2. Mobile applications for chat.</li> <li>3. Phone call.</li> </ol> <p>(Wilcox et al, 2015, Zaharova, 2008, Vyal'tseva, 2021, Tereshenko, 2020)</p>
6	Employees use the knowledge and skills needed to work with different types of consumers	Training employees to identify the most understandable characteristics and each customer (Aidla, 2016).	<ol style="list-style-type: none"> <li>1. The Disc method, which allows employee to determine the typology of different users in order to adapt the service process to their profile (Carrier, 2021).</li> <li>2. Adaptation of the process of interaction (service) with the consumer in accordance with its approach to decision-making (Academy of capital, 2020);</li> </ol> <ul style="list-style-type: none"> <li>● Making decisions through analysis.</li> <li>● Making a decision based on emotional response.</li> <li>● Making decisions in accordance with the goals;</li> <li>● Making a decision based on feelings.</li> </ul>

The generated table is a material that was sent for peer review, namely, a detailed and clearly described methodology. The methodology contains 6 main positions that educational organizations should apply for successful marketing of innovative educational services, so they will be included in the components of the methodology for evaluation by experts

## 4.2 Methodology assessment

Upon completion of the preparatory work, the respondents were sent messages containing a survey form and a file containing a detailed description of the methodology. Survey form and general question are displayed on Appendix 1. To send the message, such channels as email and social

media were chosen. Prior to sending the message, a telephone conversation was held with each of the respondents to agree on the conduct of the survey. Messages were sent to university professors and specialists from private educational institutions. Unfortunately, not all respondents conducted an assessment.

As a result, only 4 specialists in sales or marketing education and 12 professors from universities conducted diagnostics of the developed methodology. An interesting fact is that all respondents from the category of “Marketing or sales specialists of educational services” are less than 25 years old and have less than 5 years of work experience. This may indicate that this direction is new, and young people are interested in working in this industry. Then, this industry really needs the development of a theoretical base and in this work attempts were made to fill the theoretical gap. Processing of the results was formed into a prepared table. Table 11 shows the results of processing expert assessments.

**Table 10. Results of processing expert marks.**

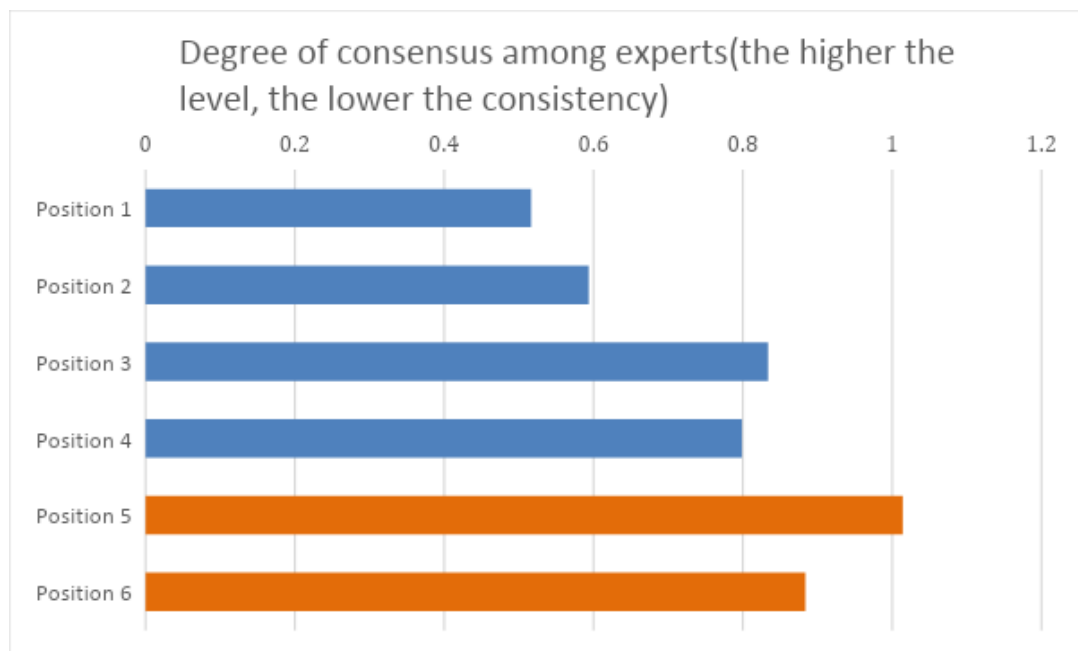
<b>Pos.</b>	<b>Method elements</b>	<b>Arithmetic mean</b>	<b>Median</b>	<b>Standard deviation</b>
1	Providing the consumer with a comprehensive description of the service	4,47	4,00	0,52
2	Use of graphic design on electronic and physical resources	4,27	4,00	0,59
3	Creating commercial offers based on user data	3,47	3,00	0,83
4	Use of a communication (advertising) message aimed at creating a positive image of the service More active user engagement at the later stages of the marketing campaign before launch of innovative course.	4,07	4,00	0,80
5	Promotion by building relationships with stakeholders	3,20	3,00	1,01
6	Employees use the knowledge and skills needed to work with different types of consumers	3,93	4,00	0,88
Average score for all elements		3,67	3,89	0,77

As mentioned earlier, there were 4 people in the category "Specialists in marketing or sales of educational services", which reduces the significance of the results obtained. Data collection for this study is limited by ethical, practical, and financial constraints. In addition, the formal indicators of experts (work experience and title, work experience, etc.) do not always reflect the real level of competence. The combination of these factors reduces the quality of the data.

The survey results show that the average rating of the methodology for all positions is 3,67, which suggests that, in general, experts recognize it to some extent effective. The median displays the central value of the distribution, which is higher than the arithmetic mean and the value is 3,89. Median helps to understand that at least 50% of grades are more than 3,89 and this is a good evidence that significant number of experts are agree that this methodology will be helpful in marketing of innovative educational products.

The methods contain 6 elements and some of them have not received a positive evaluation. So, position 3 has overall grade 3,47 and median indicator demonstrates that the center of distribution is 3,00 which means majority of experts are undecided on the answer. Another position has worst grade, where overall grade 3,20 and median distribution is 3,00. Here the standard deviation has the highest value what means high level of disagreement between respondents.

Figure 9 shows the degree of consistency of experts' opinions on positions, which is calculated using the standard deviation. The lower the value of this indicator, the more the opinion of experts on a particular position is agreed.



**Figure 10. Degree of consensus among experts**

According to the Histogram, such positions as 5 “Promotion by building relationships with stakeholders” and 6 “Employees use the knowledge and skills needed to work with different types of consumers” have the lowest level of consistency of opinions among experts. This means these both positions need improvements and further development or they do not play significant role in commercial success of innovative educational products. Another version of such results is poor choice of experts. At the same time, positions 1 and 2 related to providing the maximum amount

of information to the user at an early stage of acquaintance with the educational product and the use of graphic design have the highest level of consistency, as well as the most good ratings, which suggests that this practice could be implemented by organizations. Positions 4 and 6 also received fairly positive assessments, which suggests that this practice is viable and can be implemented in educational institutions, however, additional improvements and clarifications are needed, since not all expert opinions are agreed.

### **4.3 Practical recommendations for educational organizations**

In this part, practical recommendations are formulated that should be followed by educational organizations (including the LUT summer school) that want to increase competitiveness and implement innovative educational programs.

#### **4.3.1 Overview of the marketing strategy**

Effective promotion and commercialization of innovative educational programs suggests that the marketing strategy should be focused on overcoming distrust among potential customers (students). Theoretical studies have shown that some system should be developed that will attract potential customers and, if they show interest, it is necessary to build mutual relations with them by sending out surveys and other useful materials. According to survey results, building relationships with stakeholders in this way can be ineffective or useless when promoting an innovative course. Here it is necessary to conduct additional research and understand how this can be done more correctly and effectively. Theoretical research suggests that organizations will not be able to effectively commercialize their new educational products if they do not have responsible specialists for promotion and interaction with potential customers.

Users do not trust new products, but prefer to use already proven products and approaches to education. At the same time, educational services are intangible and not observable, and therefore it is impossible to demonstrate them clearly, as, for example, in the case of innovations in the field of technology. The totality of measures for marketing innovations in the field of education suggests that the key factor influencing successful commercialization is the psychological component. Therefore, in order to successfully promote innovative educational products, the strategy should be aimed at overcoming distrust between different consumer groups, obtaining a positive user experience at all stages of acquaintance and interaction with the product and, as a result, achieving the effect of "word of mouth". This will bridge the gap between groups of market participants, which should lead to more students signing up for the educational program.

### **4.3.2 Preparation of an innovative educational product**

To overcome the user's distrust, the developers of a new educational program should conduct a clear and structured description of the content of the service and learning outcomes. As it was revealed, the educational service is immaterial and not observable, and is also associated with the object that provides this service. Therefore, it is necessary to give the educational service some material form, presenting it as a product. This will not only make it more understandable for the user, but also simplify communication with him. The description of the learning outcomes and content, distinctive or unique features must be expanded into a value proposition that will be used in attracting customers.

To give an innovative educational service a material form, it is recommended to use graphic design. An organization can contact graphic design agencies or develop its own design for online resources and educational materials. Although this solution is not new, it will allow users to better associate their training with the educational organization that conducts this training, which will increase students' trust.

### **4.3.3 Attracting customers**

In the proposed methodology, stages 3-5 are connected to attracting customers. It has been mentioned in theoretical studies that sales promotion for educational products will not work as well as for other products and services, because motives for learning are strictly individual and can be predicted based on the compliance of the educational product with the priority professions defined at the state level and knowledge.

In fact, the task of an educational organization is to find the user that this service will help, and for this it is necessary to conduct a thorough analysis of the target audience that will receive advertising messages. Advertising messages contain a value proposition that is understandable to the organization and the user. In order to attract users, it makes sense to conduct a more personal preparation of a commercial offer for clients, because, of course, it is important that the student is comfortable coming to study, so that the qualification level is sufficient to cope with the training. Then, as a result, the student will have a positive user experience, he will consider himself a valuable customer, will be satisfied with the service and will be more likely to tell his friends about his positive experience. For promotion, advertising campaigns can be carried out using the Internet, social networks and exhibition events. For example, for advertising, organization can use a service such as Google.Ads ([ads.google.com](https://ads.google.com)), designed for contextual advertising. Social media can also be a useful marketing channel. In this vein, one can consider targeting potential students

from the Scandinavian countries (Denmark, Norway, Sweden and the Baltic countries - especially from Estonia - since Finland is organically included in this geopolitical position and is close to these countries in its economy and culture) Social network Suomi24 (<https://www.suomi24.fi/>) is very popular and can be used to attract students from Finland. It is also easy for other countries in the region to identify the most popular social networks in them and start promoting the LUT Summer School there.

It was found that in the later stages of the marketing company it is necessary to engage more actively. This will invite those who have doubts and cannot make a decision. In the case of a summer school, this will attract those who did not have time to enroll in another educational program.

The advertising message is not only aimed at creating a positive image of the service, but it is also desirable to use creative and communication models. In this paper, the AIDA communication model was considered; it can be applied in a similar way to building a communication message:

1. A (attention) – Heading.
  - a) Tagline;
  - b) Cost;
  - c) Place;
2. I (interest) – Information about the company, educational program, features of innovative courses.
3. D (desire) – Skills, knowledge and other benefits that clients will receive if they join this educational program.
4. A (action) – How to sign up for this programme?

#### **4.3.4 Consumer Service**

According to the literature review, it was defined that in order to promote innovative products, companies need to be more proactive when working with business customers. Educational institutions are in constant competition for students, so improving customer service is an important practice. Responsible service professionals are costly to train, but using service titles for the most common types of clients and easily identifiable client profiles will lead to commercial success. So, for example, using such methods of working with clients as the Disc or adapting the conversation and the service process depending on the way the client perceives information will lead to an increase in the quality of service and will allow the implementation of innovative educational products more effectively.

## **5. Discussion**

### **5.1 Main findings**

The aim of this paper was to build on existing literature of the phenomenon, find, and identify the effective ways of marketing of innovative educational products. In this research work, the expansion of the theoretical base in the field of dissemination of innovations in the field of education was carried out. The specifics of the innovative educational product and the features of its distribution are determined, based on the study of the specifics of the educational and innovative product, as well as the market position.

A distinctive feature of this study is that the methodology for marketing innovative educational products is based on the approach to the dissemination of innovations, taking into account the specifics of the educational product. But some literature suggests that the psychological component plays a key role in user acceptance of novelties in the field of education. As it was established earlier, a person of any age can be a user of an educational service, however, the motives for searching and buying an educational service are purely individual (the desire for career growth, mastering additional professions or personal interest in any area of professional activity). The number of consumers belonging to this category cannot be predicted, therefore the task of the customer service department is to influence the choice of the consumer, to create a need for the services offered by this organization. Perhaps the implementation of innovative educational products and services should be developed based on interaction models with students of various educational institutions, which involves building closer relationships with schools, colleges and universities. This would allow for a more active promotion campaign and interaction with stakeholders.

Based on the approach to the marketing of innovative products and the identified features of new products in the field of education, a methodology was proposed that is a set of practical recommendations for managing promotion. The proposed method is aimed at overcoming consumer distrust. By overcoming distrust, an organization can bridge the "chasm" between customer categories, where most belong to groups that are skeptical of new products and prefer to use tried and proven products and services.

As a result, a methodology was developed that passed the diagnostics of experts. In general, it was rated positively, but some of its stages need to be finalized and further improved.

## 5.2 Theoretical contribution

**Table 11. Theoretical contribution**

Research questions	Theoretical contribution	Related literature
Main RQ	<p>In order to effectively distribute innovative educational products, an organization needs to build a marketing strategy focused on overcoming distrust among customers. Educational products have certain characteristics, such as intangibility, "perishability", etc., therefore, before marketing, it is necessary to give them a material form through careful description and graphic design. After that, the organization needs to inform the selected categories of users, provide them with a personalized commercial offer. When interacting with customers, an organization needs to be more proactive in order to overcome distrust, so using the knowledge and skills required by responsible executives to work with different customer profiles will determine commercial success.</p>	<p>Zharavova, 2008 Wilcox et al, 2015 Kalenskaya, 2012 Batalova, 2011 Aidla, 2016</p>
SubQ.1	<p>Deployment of an educational product into a service is the process of adapting this service to a specific market segment in accordance with the needs of both consumers and employers. The subject purchasing an educational product meets its own needs for improving skills and competencies, obtaining new, practically applicable knowledge. Currently, a service is considered as a product when it is modified and innovative components are introduced into it for subsequent market launch.</p> <p>Innovative educational products or services are new or modified types of educational services and products. Educational products or services are innovative if they introduce new methods or ways of conducting classes, new techniques and approaches to pedagogical activity. Educational product becomes innovative through new or upgraded infrastructure, new teaching aids, new ways of organizing relationships, for example between enterprises and educational institutions.</p>	<p>Zhuravleva, 2009, Terekhova, 2014, Lapin, 2019, Cornescu, 2019, Dolmatov et al, 2019, Bagautdinova &amp; Klesheva, 2014</p>
SubQ.2	<p>To build an organization's communication, it is important to choose the right combination of promotion channels: for the education sector, the most popular are such as contextual advertising, social networks and exhibition activities with partner organizations. An organization cannot successfully commercialize educational services if it does not have departments or responsible executives who will manage the promotion and interact with stakeholders.</p> <p>It is necessary to provide the user with a comprehensive description in the early stages of acquaintance, and informing itself is carried out more actively in the later stages of the</p>	<p>Kolchina &amp; De Martino, 2016 Batalova, 2011 Osik et al, 2016 Chen and Lin, 2019 Vasic et al., 2019 Maidiana &amp; Hidayat, 2021</p>



	<p>marketing campaign before the launch of the educational program.</p> <p>When informing, it is recommended to use creative techniques and models to develop an effective message. In this work, the AIDA model was proposed.</p> <p>The literature indicates that it is necessary to build relationships with interested users by sending various vouchers, invitations, surveys, and other information and reference materials. However, a survey of experts shows that this method is controversial and needs to be studied in more depth.</p>	
SubQ.3	<p>It is important to form a positive image of the service among consumers and respond to interested persons who have committed a purposeful action during the promotion (contacting the organization for advice, etc.). The set of measures is aimed at achieving the effect of "word of mouth". This will bring benefits such as an improved reputation, a positive attitude from society and, as a result, the number of applicants will increase, which will determine commercial success</p>	<p>Zaharova, 2008  Wilcox et al, 2015  Osik et al, 2016</p>

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# APPENDICES

## Appendix 1. Survey questionnaire

General question: The following are the main factors of the methodology designed to increase the number of clients of the innovation course. It is assumed that each of the elements [1-6] is effective in promotion and leads to an increase in the number of customers. Evaluate the degree of your agreement or disagreement.

- 5 – Completely agree (CA);
- 4 – Agree (A);
- 3 – Undecided on the answer (U);
- 2 – Disagree (D);
- 1 – Completely disagree (CD).

Pos	Method elements	Evaluation of positions by experts				
		1	2	3	4	5
		CD	D	U	A	CA
1	Providing the consumer with a comprehensive description of the service					
2	Use of graphic design on electronic and physical resources					
3	Creating commercial offers based on user data					
4	Use of a communication (advertising) message aimed at creating a positive image of the service More active user engagement at the later stages of the marketing campaign before launch of innovative course.					
5	Promotion by building relationships with stakeholders					
6	Employees use the knowledge and skills needed to work with different types of consumers					