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ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

"ЗАТВЕРДЖЕНО"
на засіданні кафедри
маркетингу

Протокол № 1 від 08.2023 р.

"ПОГОДЖЕНО"
Проректор з навчально-методичної роботи

Каріна НЕМАШКАЛО



**КОМПЛЕКСНИЙ ТРЕНІНГ "РОЗРОБКА КРЕАТИВНИХ ПРОЄКТІВ ТА
РОЗВИТОК SOFT SKILLS В МАРКЕТИНГУ"**

Методичні рекомендації

Галузь знань
Спеціальність
Освітній рівень
Освітня програма

07 Управління та адміністрування
075 Маркетинг
другий (магістерський) рівень
Маркетинг

Статус дисципліни
Мова викладання, навчання та оцінювання

обов'язкова
англійська

Розробник
к.е.н., доц.

 Юлія КОТЕЛЬНИКОВА

Завідувач кафедри
маркетингу

 Людмила ГРИНЕВИЧ

Гарант програми

 Марина УС

Харків
2023

УДК 339.138(072.034)

М54

Укладач:

Котельникова Ю. М.

Затверджено на засіданні кафедри маркетингу

Протокол № 1 від 30.08.2023 р.

Самостійне електронне текстове мережене видання

Методичні рекомендації до “Комплексний тренінг: Розробка креативних проєктів та розвиток soft skills в маркетингу” для здобувачів вищої освіти спеціальності 075 “Маркетинг” освітньої програми “Маркетинг” другого (магістерського) рівня [Електронний ресурс] / уклад. Котельникова Ю. М. – Харків : ХНЕУ ім. С. Кузнеця, 2023. – 38 с.

Подано структуру, зміст тренінгу та хід його виконання. Наведено мету, вхідні дані, компетентності, опис етапів тренінгу, дидактичні методи та прийоми, структуру і зміст тренінгового заняття, форми контролю та критерії оцінювання ефективності тренінгу, опис результатів тренінгу.

Рекомендовано для студентів спеціальності 075 «Маркетинг» освітньо-професійної програми «Маркетинг» другого (магістерського) рівня всіх форм навчання.

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

"APPROVED"

at the meeting of the Department
of Marketing
Protocol No. 1 dated 30.08.2023

"AGREED"

Vice-rector for educational and methodical work



Karina NEMASHKALO

COMPREHENSIVE TRAINING "DEVELOPMENT OF CREATIVE
PROJECTS AND SOFT SKILLS IN MARKETING"


Methodical recommendations

Branch of knowledge	07 Management and administration
Specialty	075 Marketing
Educational level	Second (master's) level
Educational program	Marketing

Discipline status	Mandatory
Language of teaching, learning and assessment	English

Developer
Candidate of Economic Sciences,
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Kharkiv
2023

УДК 339.138(072.034)

M54

Compiled by:

Kotelnikova I. M.

Approved at the meeting of the Department of Marketing

Protocol No. 1 dated 30.08.2023

Independent electronic text network edition

M54 Methodological recommendations for "Complex training: Development of creative projects and development of soft skills in marketing" for applicants of higher education in specialty 075 "Marketing" of the educational program "Marketing" of the second (master's) level [Electronic resource] / comp. I. M. Kotelnikova – Kharkiv: Simon Kuznets Kharkiv National University of Economics, 2023. – 38 p.

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

Recommended for students of specialty 075 "Marketing" of the educational program "Marketing" of the second (master's) level of all forms of education.

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Introduction

In today's marketing landscape, the development of creative projects and soft skills remains paramount. Creativity is the driving force behind innovative campaigns that capture and retain customer attention. Soft skills such as effective communication, empathy, and collaboration are essential for successful teamwork, client interactions, and customer-centric marketing strategies. Adapting to evolving trends and leveraging data for informed decision-making are increasingly critical aspects of marketing, requiring a blend of creativity and analytical skills. As businesses strive to stand out in a crowded digital marketplace, investing in the ongoing development of these skills is not just beneficial but necessary for sustainable marketing success.

The essence of the comprehensive training is to study the procedure for creating a creative idea and its implementation in the form of a project, understanding and developing soft skills that marketers need in their professional and personal lives. The practical tasks of the training will allow to form and consolidate the relevant professional competencies and develop students' skills in making independent, consistent management decisions on the creation and implementation of a creative project in the modern digital environment.

Target audience of the training – students of the second (master's) level of specialty 075 "Marketing" of the educational program "Marketing".

The purpose of the training is to provide participants with the practical knowledge and creativity needed to develop innovative marketing campaigns, as well as to foster the development of important soft skills such as communication, teamwork and adaptability to increase their effectiveness in the dynamic field of marketing. Through a combination of theoretical learning and practical exercises, this course equips participants with the tools and mindset they need to succeed in the ever-changing marketing landscape.

1. Learning outcomes and competencies that form the training

Competencies that students acquire during training are listed in table 1.

Table 1

Learning outcomes and competencies that form the training

Learning outcomes	Competencies that a higher education applicant must master
PLO 4	GC 2
PLO 5	SC 2
PLO 6	GC 8, SC 10
PLO 8	GC 5, SC 4
PLO 9	GC 1
PLO 10	SC 6
PLO 13	SC 6, SC 8
PLO 16	GC 2, GC 8, SC 4, SC 10

where, PLO 4. Ability to develop a strategy and tactics of marketing activities with taking into account the cross-functional nature of its implementation.

PLO 5. Present and discuss the results of scientific and applied research, marketing projects in national and foreign languages.

PLO 6. Be able to increase the efficiency of marketing activities of a market entity at various levels of management, develop and manage marketing projects.

PLO 8. Use methods of interpersonal communication in the course of solving collective problems, conducting negotiations, scientific discussions in the field of marketing.

PLO 9. Understand the essence and peculiarities of using marketing tools in the process of making marketing decisions.

PLO 10. To justify marketing decisions at the level of a market entity using modern management principles, approaches, methods, and techniques.

PLO 13. Manage the marketing activity of the market entity, as well as its divisions, groups and networks, to determine the criteria and indicators of its evaluation.

PLO 16. Be able to apply modern marketing technologies and tools for making marketing decisions and acquired creative skills for the development of innovative products.

GC 1. Ability to make an informed decision.

GC 2. Ability to generate new ideas (creativity).

GC 5. Interpersonal skills.

GC 8. Ability to develop and manage projects.

SC 2. Ability to correctly interpret the results of the latest theoretical research in the field of marketing and practice of their application.

SC 4. Ability to apply a creative approach to work in the specialty.

SC 6. The ability to choose and apply effective means of managing the marketing activities of a market entity at the level of an organization, division, group, network.

SC 8. The ability to form a marketing system of a market entity and evaluate the effectiveness and efficiency of its functioning.

SC 10. The ability to apply modern marketing technologies and tools for making marketing decisions and acquiring creative skills in developing innovative products.

2. Training program

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

The basis of the training plan-structure is:

forming stages of training, time;

definition of the subject, exercises, tasks, technologies;

developing didactic support.

The elements of the training plan-structure are:

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

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

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

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

Table 2.

Training structure

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Day 1 "Creativity and creative thinking in marketing projects"					
The introductory session					
Introduction	The relevance, purpose and tasks of the training, competencies that students will acquire as a result of the training	Presentation "Purpose, tasks, competences of the training"	15	Computer, Internet resources, software (Zoom)	Formulation and understanding by the participants of the relevance, purpose, tasks of the training, as well as the competencies that the participants will acquire during the training
Acquaintance	Coach's introduction	Presentation "Who are you, coach?"	5	Computer, Internet resources, software (Zoom)	Getting to know the coaches
	Acquaintance with participants	Exercise "Self-presentation"	30	Computer, Internet access, software (Zoom)	To promote in-depth acquaintance between the participants of the training, improvement of the group atmosphere
Rules	Establishment of work rules and work schedule	Brainstorming	15	Computer, Internet resources, software (Zoom, AhaSlides)	Understanding and acceptance of the rules by training participants. Agreeing and accepting the work schedule
Expectation	Identifying the expectations of training participants	Brainstorming	25	Computer, Internet resources, software (Zoom, AhaSlides)	Determine the expectations and fears of each training participant, create a favorable one psychological climate
Break			20		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
The main session					
Problem update	Presentation of training materials for understanding creativity and its impact on marketing projects	Mini-lecture "Creativity and its impact on marketing projects"	30	Computer, Internet resources, software (Zoom)	Understanding the peculiarities of creativity and innovations, the stages of creative project, components of individual creativity and organization creativity
Searching for ways to solve the problem, obtaining information	Debate on the issue: What is the role of creativity in the development of marketing projects, and how does it differ from conventional approaches?	Debate	20	Computer, Internet resources, software (Zoom, AhaSlides)	Understanding the role and importance of creativity in today's competitive market
Break			30		
Searching for ways to solve the problem, obtaining information	Case solution: "Create a project idea and generate as many alternatives as possible for the created idea"	Exercise "Favorite hobby" Small group work	30	Computer, Internet resources, software (Zoom)	Create a friendly atmosphere, unite participants in teams. Understanding the methods of ideas generation
Problem update	Presentation of training materials for understanding the use of the SCAMPER method to generate new ideas	Mini-lecture "Using the SCAMPER method to generate new ideas"	20	Computer, Internet resources, software (Zoom)	Understanding the peculiarities of SCAMPER method in creative thinking and problem-solving in marketing
Break			10		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Searching for ways to solve the problem, obtaining information	Case solution: "Using the SCAMPER chart to explore created project idea"	Small group work Presentation	40	Computer, Internet resources, software (Zoom)	Understanding the peculiarities of using the SCAMPER method in the invented project ideas
Summary of the day	Defining today's achievements. Getting a task for independent work	Exercise "Summary of the day", coach's speech	15	Computer, Internet resources, software (Zoom)	Formation of participants' reports on personal contribution during the training day
Total time for 1 st day			305		
Day 2 "Development of creative concept projects"					
Setting up the training group for work	Introduction to the training atmosphere	Exercise "Share and Shine: Igniting Team Positivity Online"	10	Computer, Internet resources, software (Zoom)	Formation of working mood, setting up the training group for work
Problem update	Presentation of training materials for understanding the use of analytical tool Google Trends in marketing creative projects	Mini-lecture "What is Google trends and how to use it in marketing creative projects"	20	Computer, Internet resources, software (Zoom)	Understanding the purpose and usage of analytical tool Google Trends in marketing creative projects
Searching for ways to solve the problem, obtaining information	Forming the idea of creating and implementing a project using analytical tool Google Trends for the formation of the project idea and market analysis	Small group work Presentation	50	Computer, Internet resources, software (Zoom)	Understanding the use of the analytical tool Google Trends in market analysis
Break			20		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Problem update	Presentation of training materials on defining the portrait of the target audience	Mini-lecture "Target audience and ways of its determining"	20	Computer, Internet resources, software (Zoom)	Understanding the concept of target audience, types of target audiences, methods of target audience definition
Searching for ways to solve the problem, obtaining information	Case solution: "Defining the target audience and drawing up a consumer avatar"	Small group work Presentation	60	Computer, Internet resources, software (Zoom)	Understanding the procedure and key points construction of the consumer's avatar
Break			30		
Problem update	Presentation of training materials on setting and forming project goals according to the SMART method	Mini-lecture "How to use SMART goals in projects"	20	Computer, Internet resources, software (Zoom)	Understanding the peculiarities of SMART goals, SMART criteria, right scope for project's SMART goals, examples of creating a SMART goal
Searching for ways to solve the problem, obtaining information	Case solution: "Setting the goals of the project according to SMART"	Small group work Presentation	60	Computer, Internet resources, software (Zoom)	Understanding the SMART method to set project goals
Summary of the day	Defining today's achievements. Getting a task for independent work	Exercise "Summary of the day", coach's speech	15	Are not required	Formation of participants' reports on personal contribution during the training day
Total time for 2 nd day			305		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Day 3 "Soft Skills Development in Marketing"					
Setting up the training group for work	Introduction to the training atmosphere	Exercise "Compliment Relay"	10	Computer, Internet resources, software (Zoom)	Formation of working mood, setting up the training group for work
Problem update	Presentation of training materials for understanding soft skills, their importance and difference from hard skills	Mini-lecture "What are soft skills and why they are crucial for success?"	20	Computer, Internet resources, software (Zoom)	Understanding the definition of soft skills, their importance in the modern marketing, the difference between hard skills and soft skills, top soft skills for 2023 and 2027 year
Searching for ways to solve the problem, obtaining information	Interactive discussion: "Identifying soft skills in successful marketers"	Brainstorming	30	Computer, Internet resources, software (Zoom, AhaSlides)	Defining soft skills in successful marketing
Break			10		
Problem update	Presentation of training materials for understanding emotional intelligence (EQ) in marketing	Mini-lecture "EQ in marketing: empathy, self-awareness, and social skills"	20	Computer, Internet resources, software (Zoom)	Understanding the definition of emotional intelligence (EQ), its difference from IQ, stages of its development, its application in the workplace
Searching for ways to solve the problem, obtaining information	Case solution: "How Can I Improve Emotional Intelligence (EQ)?"	Small group work Presentation	30	Computer, Internet resources, software (Zoom)	Understanding the components of emotional intelligence. The study of techniques for development emotional intelligence
Break			40		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Problem update	Presentation of training materials for understanding communication in marketing	Mini-lecture "Effective communication skills in marketing"	20	Computer, Internet resources, software (Zoom)	Understanding the role of communication in marketing, active listening and its impact, non-verbal communication and body language
Searching for ways to solve the problem, obtaining information	Interactive discussion: "What makes communication effective?"	Brainstorming	30	Computer, Internet resources, software (Zoom, AhaSlides)	Understanding the importance of effective communication and defining elements of effective communication
Break			10		
Problem update	Presentation of training materials for understanding conflict resolution in marketing teams	Mini-lecture "Conflict resolution and teamwork"	20	Computer, Internet resources, software (Zoom)	Understanding conflict definition and meaning, conflict management techniques, strategies for effective teamwork, collaborative problem solving
Searching for ways to solve the problem, obtaining information	Case solution: "Handling marketing team conflicts"	Small group work Presentation	50	Computer, Internet resources, software (Zoom)	Understanding the methods and techniques of resolving conflicts in the marketing team
Summary of the day	Defining today's achievements. Getting a task for independent work	Exercise "Summary of the day", coach's speech	15	Computer, Internet resources, software (Zoom)	Formation of participants' reports on personal contribution during the training day
Total time for 3 rd day			305		

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Day 4 "Implementation of a creative project"					
Setting up the training group for work	Introduction to the training atmosphere	Exercise "Gratitude Circle"	10	Computer, Internet resources, software (Zoom)	Formation of working mood, setting up the training group for work
Problem update	Presentation of training materials for creating a project scope and timeline	Mini-lecture "How do you craft realistic project scope and timeline?"	20	Computer, Internet resources, software (Zoom)	Understanding the key elements of project scope, the main steps for creating an effective project timeline
Searching for ways to solve the problem, obtaining information	Case solution: "Understanding your creative project: creating a project scope and timeline"	Small group work Presentation	30	Computer, Internet resources, software (Zoom)	Identification of project scope. Understanding the methods and techniques for creating a realistic project timeline
Break			10		
Problem update	Presentation of training materials on forming the project budget and advertising campaigns	Mini-lecture "How to create budget of marketing project"	20	Computer, Internet resources, software (Zoom)	Understanding how to create a marketing budget, factors influencing budget decisions defining campaign goals and KPIs
Searching for ways to solve the problem, obtaining information	Case solution: "Creating a project budget"	Small group work Presentation	40	Computer, Internet resources, software (Zoom)	Understanding how to create effective project budgets and develop advertising campaigns that meet strategic goals
Break			50		

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Problem update	Presentation of training materials for creating a project scope and timeline	Mini-lecture "How do you craft realistic project scope and timeline?"	20	Computer, Internet resources, software (Zoom)	Understanding the key elements of project scope, the main steps for creating an effective project timeline
Searching for ways to solve the problem, obtaining information	Case solution: "Understanding your creative project: creating a project scope and timeline"	Small group work	60	Computer, Internet resources, software (Zoom)	Identification of project scope. Understanding the methods and techniques for creating a realistic project timeline
Break			10		
Problem update	Presentation of educational materials on existing team roles and responsibilities in creative projects	Mini-lecture "What is a project team?"	20	Computer, Internet resources, software (Zoom)	Understanding team roles and responsibilities in creative projects, the basic principles of team building
Searching for ways to solve the problem, obtaining information	Case solution: "Team building: analyzing skills and competencies"	Small group work Presentation	30	Computer, Internet resources, software (Zoom)	Acquisition of knowledge and skills necessary to effectively create and manage project teams to achieve successful project results
Summary of the day	Defining today's achievements. Getting a task for independent work	Exercise "Summary of the day", coach's speech	15	Are not required	Formation of participants' reports on personal contribution during the training day
Total time for 4 th day			305		
Day 5 "Closing Session: Recap and Action Plans"					
Setting up the training group for work	Introduction to the training atmosphere	Exercise "Virtual High-Five Challenge"	10	Computer, Internet resources, software (Zoom)	Formation of working mood, setting up the training group for work

Continuation of table 2

Content block	Content	Technologies, forms, exercises	Time, min.	Resource	Expected results
Presentation of the completed task (projects). Discussion and summary of the presentation	Presentation the results of independent work (projects). Questions, comments and wishes for projects	Presentation	100	Computer, Internet resources, software (Zoom)	Discussion the results of project presentations, providing recommendations for improving the presented projects
Break			30		
Presentation of the completed task (projects). Discussion and summary of the presentation	Presentation the results of independent work (projects). Questions, comments and wishes for projects	Presentation	100	Computer, Internet resources, software (Zoom)	Discussion the results of project presentations, providing recommendations for improving the presented projects
Break			30		
The final session					
Final	Summary of the training	Coach's speech	10	Computer, Internet resources, software (Zoom)	Determining the achievement of the training goal, forming the necessary competences
	Feedback (questionnaire)	Exercise "Feedback" Google Forms	15	Computer, Internet resources, software (Zoom)	Participants' assessment of training quality
	Issuing requirements for writing a training report	Coach's speech	10	Computer, Internet resources, software (Zoom), information sheet	Acquaintance of training participants with the structure of the training report
Total time for 5th day			305		

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

Methods used during the training:

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

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

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

debate – are held with the participation of a trainer who acts as a moderator and coordinator, directs the course of the training and monitors the fulfillment of the conditions;

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

The introductory session.

1. Presentation on the topic "Purpose, tasks, competences of the training".

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

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure – using a computer, Internet resources and software (Zoom), the coach familiarizes the participants with the purpose, objectives of the training, as well as the competencies that will be developed during the training.

2. Presentation "Who are you, coach?"

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

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure – using a computer, Internet resources and software (Zoom), the coach introduces himself to the group, indicating his practical experience in conducting trainings.

3. Exercise "Self-presentation".

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

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: The group members say their name and introduce themselves to the group: what makes them special and what is their life motto.

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

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

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom, AhaSlides).

Procedure: the coach offers to establish the rules of the group's work, which will be followed by the group members throughout the training. It is advisable for the coach to announce the rules and explain their meaning. Next, he suggests that the group add to, change, or abandon some of the rules. Using the online program AhaSlides for brainstorming, the participants set the rules of the training.

Typical suggested rules are as follows:

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

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

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

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

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

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

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

5. Brainstorming. Identifying the expectations of training participants.

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

Time – 25 minutes.

Resources – computer, Internet resources, software (Zoom, AhaSlides).

Procedure: using the online program AhaSlides for brainstorming, the participants form their expectations from the training.

The main session.

1. Mini-lecture "Creativity and its impact on marketing projects".

The goal is to understand the peculiarities of creativity and innovations, the stages of creative project, components of individual creativity and organization creativity.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding creativity and its impact on marketing projects.

2. Debate. Identifying the role of creativity in the development of marketing projects, and how does it differ from conventional approaches.

The goal is to understanding the role and importance of creativity in today's competitive market.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom, AhaSlides).

Procedure: using the online program AhaSlides for creating interactive boards, the participants discuss the role and importance of creativity in today's competitive market.

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

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

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

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

group. After that, the teams work on the case solution.

4. Mini-lecture "Using the SCAMPER method to generate new ideas".

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

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

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

5. Case solution: "Using the SCAMPER chart to explore created project idea".

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

Time – 40 minutes.

Resources – computer, Internet resources, software (Zoom).

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

6. Exercise "Summary of the day", coach's speech.

The goal is to form reports of the participants about their personal contribution during the training day.

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: the participants form the reports on personal contribution during the training day. The coach issues tasks for independent work.

7. Exercise "Share and Shine: Igniting Team Positivity Online".

The goal is to form of working mood, setting up the training group for work.

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: The coach invites the team members to share a recent achievement or something that each team member is proud of, whether it is a personal achievement or a professional success. The coach reads and celebrates the achievements of the participants and uses this positivity to guide the joint effort today.

8. Mini-lecture "What is Google trends and how to use it in marketing creative projects".

The goal is to understand the purpose and usage of analytical tool

Google Trends in marketing creative projects.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding the use of analytical tool Google Trends in marketing creative projects.

9. Mini-lecture "Target audience and ways of its determining".

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

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for defining the portrait of the target audience.

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

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

Time – 60 minutes.

Resources – computer, Internet resources, software (Zoom).

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

12. Mini-lecture "How to use SMART goals in projects".

The goal is to understand the peculiarities of SMART goals, SMART criteria, right scope for project's SMART goals, examples of creating a SMART goal.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for setting and forming project goals according to the SMART method.

13. Case solution: "Setting the goals of the project according to SMART".

The goal is to understanding the SMART method to set project goals.

Time – 60 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: Participants work in small groups to solve a case, then

present the results of their work.

14. Exercise "Summary of the day", coach's speech.

The goal is to form reports of the participants about their personal contribution during the training day.

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: the participants form the reports on personal contribution during the training day. The coach issues tasks for independent work.

15. Exercise "Compliment Relay".

The goal is to form of working mood, setting up the training group for work.

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: In the chat, each team member will share a genuine compliment about the person who posted just before them. This exercise not only fosters positivity but also strengthens team connections, setting the stage for a productive and harmonious collaboration.

16. Mini-lecture "What are soft skills and why they are crucial for success?"

The goal is to understand the definition of soft skills, their importance in the modern marketing, the difference between hard skills and soft skills, top soft skills for 2023 and 2027 year.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding soft skills, their importance and difference from hard skills.

17. Brainstorming: "Identifying soft skills in successful marketers"

The goal is to defining soft skills in successful marketing.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom, AhaSlides).

Procedure: using the online program AhaSlides for brainstorming, the participants form identify soft skills in successful marketers.

18. Mini-lecture "EQ in marketing: empathy, self-awareness, and social skills".

The goal is to understand the definition of emotional intelligence (EQ), its difference from IQ, stages of its development, its application in the

workplace.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding emotional intelligence (EQ) in marketing.

19. Case solution: "How Can I Improve Emotional Intelligence (EQ)?"

The goal is to understanding the components of emotional intelligence. The study of techniques for development emotional intelligence.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

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

20. Mini-lecture "Effective communication skills in marketing".

The goal is to understand the role of communication in marketing, active listening and its impact, non-verbal communication and body language.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding communication in marketing.

21. Brainstorming: "What makes communication effective?"

The goal is to understand the importance of effective communication and defining elements of effective communication.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom, AhaSlides).

Procedure: using the online program AhaSlides for brainstorming, the participants define the elements of effective communication.

22. Mini-lecture "Conflict resolution and teamwork".

The goal is to understand conflict definition and meaning, conflict management techniques, strategies for effective teamwork, collaborative problem solving.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for understanding conflict resolution in marketing teams.

23. Case solution: "Handling marketing team conflicts"

The goal is to understanding the methods and techniques of resolving conflicts in the marketing team.

Time – 50 minutes.

Resources – computer, Internet resources, software (Zoom).

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

24. Exercise "Summary of the day", coach's speech.

The goal is to form reports of the participants about their personal contribution during the training day.

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: the participants form the reports on personal contribution during the training day. The coach issues tasks for independent work.

25. Exercise "Gratitude Circle".

The goal is to form of working mood, setting up the training group for work.

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: In the chat, each team member expresses what they value about one of the team members, highlighting their strengths or contributions. By sharing our gratitude, we will build a strong foundation of positivity to strengthen our collective efforts throughout this session.

26. Mini-lecture "How do you craft realistic project scope and timeline?"

The goal is to understand the key elements of project scope, the main steps for creating an effective project timeline.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for creating a project scope and timeline.

27. Case solution: "Understanding your creative project: creating a project scope and timeline"

The goal is to identification of project scope. Understanding the methods and techniques for creating a realistic project timeline.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

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

28. Mini-lecture "How to create budget of marketing project"

The goal is to understand how to create a marketing budget, factors influencing budget decisions defining campaign goals and KPIs.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials on forming the project budget and advertising campaigns.

29. Case solution: "Creating a project budget"

The goal is to understand how to create effective project budgets and develop advertising campaigns that meet strategic goals.

Time – 40 minutes.

Resources – computer, Internet resources, software (Zoom).

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

30. Mini-lecture "How do you craft realistic project scope and timeline?"

The goal is to understand the key elements of project scope, the main steps for creating an effective project timeline.

Time – 20 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: using a computer, Internet resources and software (Zoom), the coach presents the training materials for creating a project scope and timeline.

31. Case solution: "Team building: analyzing skills and competencies".

The goal is to acquire the knowledge and skills necessary to effectively create and manage project teams to achieve successful project results.

Time – 30 minutes.

Resources – computer, Internet resources, software (Zoom).

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

32. Exercise "Summary of the day", coach's speech.

The goal is to form reports of the participants about their personal contribution during the training day.

Time – 15 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: the participants form the reports on personal contribution during the training day. The coach issues tasks for independent work.

33. Exercise "Virtual High-Five Challenge".

The goal is to form of working mood, setting up the training group for work.

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: In the chat, each team member shares an achievement or a small victory that he felt during the previous days of participation in the training. Use emojis or GIFs to virtually high-five and celebrate each other's successes. This exercise will boost morale and set the stage for a productive and inspiring team session.

34. Presentation the results of independent work (projects).

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

Time – 200 minutes.

Resources – computer, Internet resources, software (Zoom).

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

The final session.

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

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

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

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

36. Exercise "Feedback".

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

Time – 10 minutes.

Resources – computer, Internet resources, software (Zoom).

Procedure: The participants of the training are invited to provide

feedback regarding the implementation of their expectations and fears from participating in the training by providing answers to the questionnaire. The questionnaire contains questions regarding the evaluation of the content of the training program, the quality level of its implementation, and the competences formed.

37. Coach's speech. Requirements for writing a training report.

The goal is to familiarize the participants of the training with the structure of the training report.

Time – 10 minutes.

Resources – Computer, Internet resources, software (Zoom), information sheet.

Procedure: To get acquainted the participants of the training with the structure of the training report. Providing recommendations on writing a report.

3. Independent work of students

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

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

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

Through independent work, students acquire the ability:

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

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

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

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

Students' independent work within the training consists of two forms: classroom work, which is implemented directly during the training, and extracurricular work, which is implemented outside the training. Table 3 shows the plan of independent work within the training.

Table 3

Name, type, form of control of independent work

Title of independent work	Type and form of independent work	Form of control
1	2	3
Creation a project idea. Using the SCAMPER chart to explore created project idea.	Classroom work, small group work	Presentation
Forming the idea of creating and implementing a project using analytical tool Google Trends for the formation of the project idea and market analysis	Classroom work, small group work	Presentation
Defining the target audience and drawing up a consumer avatar	Classroom work, small group work	Presentation of groups
Setting the goals of the project according to SMART	Classroom work, small group work	Presentation of groups

Continuation of table 3

1	2	3
How Can I Improve Emotional Intelligence (EQ)?	Classroom work, small group work	Presentation of groups
Handling marketing team conflicts	Classroom work, small group work	Presentation of groups
Understanding your creative project: creating a project scope and timeline	Classroom work, small group work	Presentation of groups
Creating a project budget	Classroom work, small group work	Presentation of groups
Understanding your creative project: creating a project scope and timeline	Classroom work, small group work	Presentation of groups
Team building: analyzing skills and competencies	Classroom work, small group work	Presentation of groups
Writing a training report, presentation	Individual, extracurricular	Report, presentation

The report is the main document characterizing the student's work during the training. It should include the completion of all tasks provided for in the training program. The cover page of the report must be signed by the student and the coach. The application form of training report is presented in Appendix A. The report is accompanied by a presentation. The main purpose of the presentation is to provide a visual representation of the individual project created. The presentation should contain 5-7 slides.

4. System of training control and evaluation of students' learning outcomes

As part of the training, current and final control is carried out (Table 4) in order to determine the level of achievement of the set goals at each stage and correct possible deviations in a timely manner. The final grade is given in points, in accordance with the national and ECTS grading scales.

Table 4

Training control

Type of control	Current	Final
1	2	3
The form of holding	Presentation of the results, activity monitoring	Report

1	2	3
Maximum score	50	50

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

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

Table 5

Differentiation of various types of student academic work and assessment criteria for them

Assessment criteria	The number of points depends on the quality, completeness, and independence of students' performance of specific tasks	Criterion for differentiating the grade for the performance of educational work at the training session
1	2	3
Activity in classroom work	10	Participation in team work during the entire time allocated for the preparation and adoption of decisions at the training session, completing tasks, preparing presentations
	5	Participation in the work of the team during about 50% of the time allocated for the preparation and adoption of management decisions at the training session, completing tasks, preparing presentations

Continuation of table 5

1	2	3
	0	Absence of a student at a training session
The validity of the creative project	25	The project is fully justified: the project idea has been verified using the SCAMPER method, the project goal has been determined using the SMART method, the target audience of the project has been determined, the hard and soft skills of the project team have been determined, the budget and duration of the project have been formed, and the project development strategy has been formed
	20	The project is not fully justified and there are comments during the discussion
	10	The project is weakly justified and there are significant comments during the discussion
	0	The project is not justified
Formation and conduct of the final presentation	15	The presentation is logically structured, the generalized analysis of the results is comprehensive, concise and qualitative
	10	The presentation is disorganized, the generalized analysis of the results is incomplete, superficial, and often incorrect
	0	The presentation was not prepared and/or not conducted by the participants
Report preparation	50	The content of the prepared report fully meets the established requirements for implementation
	30	The content of the prepared report does not fully meet the established requirements for implementation and contains errors
	10	The content of the prepared report is characterized by significant violations of the established requirements

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

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PROJECT APPLICATION FORM

1. INFORMATION ABOUT PARTICIPANT(S)

P. I. B.	

2. DESCRIPTION OF THE PROJECT IDEA BEFORE AND AFTER USING THE SCAMPER METHOD

Brief description of the project idea BEFORE using the SCAMPER method	Brief description of the project idea AFTER using the SCAMPER method

3. PROJECT NAME AND DESCRIPTION

Project	Description
Project name	
Project duration (year, month)	
Detailed description of the project: relevance, uniqueness, justification, purpose, tasks, target audience (up to 2000 words)	
Project result (up to 200 words)	

4. PARTNERS OF THE PROPOSED PROJECT, if there are any

Name of the organization	Participation in the project

5. MODEL 7 START

Question	Answer
What is the project for?	
Where do we do the project?	
What exactly are we doing?	
When and how long will we do the project?	
With whom (target audience)?	
Who (our staff)?	
How (we will implement the project and our behavior in the process)	

6. FORMULATION OF THE PROJECT GOAL. SMART ANALYSIS

Method of describing the goal	Answer
Specific	
Measurable	
Achievable	
Relevant / Relevant	
Time-Bound / Limited in time	

7. ANALYSIS OF DEVELOPMENT TRENDS OF SIMILAR PROJECTS (GOOGLE TRENDS)

Here you can provide information on current trends, popularity of the proposed idea, seasonality and geography of demand

8. KEY TEAM MEMBERS FOR PROJECT IMPLEMENTATION. THEIR REQUIRED HARD SKILLS AND SOFT SKILLS

Team member (position)	Hard skills required	Soft skills required
1.		

9. THE TOTAL BUDGET OF THE PROJECT

Name of Cost	Total amount, UAH
1. Material cost	
2. Labor cost	
3. Overhead expenses	
4. Administration cost	
5. Marketing cost	

10. THE PROJECT DURATION

Date	
Project start date	
Project end date	
Total project duration	

11. FURTHER PROJECT DEVELOPMENT STRATEGY

Training effectiveness assessment questionnaire*

Dear training participants!

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

1. How relevant was the topic of the training for you?

A is important; B – it is difficult to answer; B is not important.

2. Did you learn something new?

And – yes; B – no.

If you answered yes, please indicate what

3. Is it possible to apply the acquired knowledge in practice?

And - yes; B – no; B - it is possible.

4. Please determine how consistently and logically the material was presented? On a scale from 0 to 5. _____

5. Determine the volume of the presented material?

A is enough; B – not enough; B – oversaturated.

6. How difficult was it for you to learn the material?

A - easy; B – difficult; B is normal.

7. Will you rate the pace of teaching the material?

A – fast; B – normal; B is slow.

8. How comfortable did you feel during the training? On a scale from 0 to 12. _____

9. What exactly would you like to change in the training?

10. What did you especially like and remember in the training?

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

EDUCATIONAL EDITION

METHODOLOGICAL RECOMMENDATIONS
FOR COMPREHENSIVE TRAINING "DEVELOPMENT OF
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