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MARKETING TRIGGERS OF EFFECTIVE TEAM BUILDING AS FACTORS OF ENSURING THE QUALITY OF EDUCATION

Education is the field of activity that forms and lays down skills in the subject field of knowledge, psychological and social foundations of communication and promotes self-development and self-expression of individuals. The main goal of the study is to determine the marketing triggers of team building in ensuring the quality of education according to internal and external quality characteristics. Systematization of literary sources and approaches to solving this problem showed that the issue of marketing triggers as a tool for effective team building and quality of education is relevant. The urgency of solving this scientific problem lies in the fact that teamwork will bring better results in terms of ensuring the quality of education than individual aspirations of individuals. The study of the problem was carried out in the following logical sequence: first, the main problems of ensuring the quality of education were analyzed, marketing triggers were grouped according to two groups of factors (external and internal), then the characteristics of the team were outlined, the Drexler-Sibbet model was built, marketing triggers of team building in ensuring the quality of education were proposed. The methodological tools of the study were the following approaches and methods: systematic approach, logical generalization and comparison - for grouping marketing triggers of team building to ensure the quality of education, methods of analysis and synthesis - for evaluating the characteristics of the quality of education. Marketing triggers for ensuring the quality of education were chosen as the research object, and the quality of education as the subject. The article establishes that team building is the main tool that will contribute to the quality of education. The process of team building itself should take place in 7 stages, the main ones of which are orientation, gaining trust, specification of the goal, commitment, distribution of roles, high performance, reboot. These stages are predicted by the Drexler-Sibbet model. The methodology of team building based on the model provides an answer at each stage to one of the questions: What am I doing here? Who are you? What are we doing? How are we doing it? Who, how, what, when?, Why continue? At each of them, depending on the answers of a potential team member, trust, goals and common perspectives, agreement in actions, clarity of decisions, clarity of processes are formed, discipline, synergy, unexpected interactivity, joint spending of time are growing. However, in the event of a team member's lack of answers to questions or hesitation and uncertainty, caution, difficulty communicating, pretense, mistrust, apathy, skepticism, unhealthy competition, confusion, danger, resistance, silence, lack of interest, shallow thinking, conflict may occur. , breaking deadlines, inequality, avoiding one's obligations, envy, disharmony, fatigue and tension, exhaustion, boredom and decay. At each of the stages, there are marketing triggers and trigger words, thanks to which you can stimulate team building, which will increase the quality of education. It is known that teamwork creates a synergy effect that contributes to achieving higher results than individual results. The main triggers are: fear and danger, herd instinct, individuality, greed, mutual gratitude, trust, limitation, ambiguity, scarcity, time constraints, loyalty, fear, storytelling, news, price comparison, guarantees, relevance. Trigger words are: free, immediate, today only, news, secret, open, increase, exclusive,

because, only. The study results can be useful in developing a methodology for improving the quality of education with marketing tools.

Key words: *marketing triggers, quality of education, team building, storytelling, Drexler-Sibbet Model.*

МАРКЕТИНГОВІ ТРИГЕРИ ЕФЕКТИВНОГО КОМАНДОТВОРЕННЯ ЯК ЧИННИКИ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ОСВІТИ

Освіта є тією сферою діяльності, яка формує та закладає уміння із предметної галузі знань, психологічні та соціальні основи спілкування та сприяє саморозвитку і самовираженню особистостей. Основною метою дослідження є визначення маркетингових тригерів командотворення при забезпеченні якості освіти за внутрішніми та зовнішніми характеристиками якості. Систематизація літературних джерел та підходів до вирішення цієї проблеми показала, що питання маркетингових тригерів як інструменту ефективного командотворення та якості освіти є актуальним. Актуальність вирішення даної наукової проблеми полягає в тому, що командна робота принесе кращі результати щодо забезпечення якості освіти, ніж поодинокі прагнення окремих осіб. Дослідження проблеми здійснено в такій логічній послідовності: спочатку проаналізовано основні проблеми забезпечення якості освіти, маркетингові тригери згруповано за двома групами чинників (зовнішні та внутрішні), потім окреслено ознаки команди, побудовано модель Дрексlera-Сіббета, запропоновано маркетингові тригери командотворення при забезпеченні якості освіти. Методологічним інструментарієм дослідження слугували такі підходи та методи: системний підхід, логічне узагальнення та порівняння – до групування маркетингових тригерів командотворення щодо забезпечення якості освіти, методи аналізу й синтезу – до оцінювання характеристик якості освіти. Об'єктом дослідження обрано маркетингові тригери забезпечення якості освіти, а предметом – якість освіти. У статті встановлено, що командотворення є основним інструментом, який сприятиме якості освіти. Сам процес командотворення має відбуватися за 7 стадіями, основними з яких є орієнтація, набуття довіри, конкретизації цілі, зобов'язання, розподіл ролей, висока продуктивність, перезавантаження. Ці стадії передбачені моделлю Дрексlera-Сіббета. Методологія командотворення за моделлю передбачає відповідь на кожній стадії на одне із запитань: Що я тут роблю?, Хто ти?, А що ми робимо?, Як ми це робимо?, Хто, як, що, коли?, Навіщо продовжувати? На кожній із них залежно від відповідей потенційного члена команди формується довіра, цілі та спільні перспективи, згода у діях, чіткість рішень, зрозумілість процесів, зростає дисциплінованість, синергія, неочікувана інтерактивність, спільне проведення часу. Проте у випадку браку відповіді на запитання у члена команди або вагань і невизначеності може виникнути обережність, складнощі у спілкуванні, удавання, недовіра, апатія, скепсис, нездорова конкуренція, розгубленість, небезпека, супротив, мовчання, опір, недостатня зацікавленість, поверхневе мислення, конфлікти, порушення термінів, нерівність, уникання своїх зобов'язань, заздрості, дисгармонія, втома та напруга, виснаження, нудьга та занепад. На кожній із стадій існують маркетингові тригери та слова-тригери, завдяки яким можна стимулювати до командотворення, чим підвищиться якість освіти. Відомо, що при командній роботі виникає ефект синергії, який сприяє досягненню вищих результатів, ніж поодинокі результати. Основними тригерами є: страх і небезпека, стадний інстинкт, індивідуальність, жадібність, взаємна подяка, довіра, обмеженість, однозначність, дефіцит, обмеження у часі, лояльність, страх, сторітеллінг, новини, порівняння цін, гарантії, значимість. Словами-тригерами є: безкоштовно, негайно, тільки сьогодні, новина, секрет, відкрийте, збільште, ексклюзивно, тому що, тільки. Результати дослідження можуть бути корисними в плані розробки методики підвищення якості освіти маркетинговим інструментарієм.

Ключові слова: *маркетингові тригери, якість освіти, командотворення, сторітеллінг, Модель Дрексlera-Сіббета.*

Introduction. Education is the field of activity that forms and lays down skills in the subject field of knowledge, and psychological and social foundations of communication, and promotes the self-development and self-expression of individuals. In the new millennium, in the era of informatization and high technologies, the competitiveness of countries in the world market largely depends on the level of education of people, the development of their creative forces, the willingness and ability to relearn, acquire new knowledge, live and work in a constantly changing world; a country's place in the world is determined by the level of its education and culture. The quality of education is an indicator of labor efficiency in society and a source of national wealth. This is an important factor that shapes progress in overcoming socio-economic crises, pandemics and imbalances, and distortions in the development of the economy.

Literature Review. The problems of the quality of education were dealt with by scientists and researchers both in the sphere of educational activity and in other spheres. The quality of education is a multifunctional concept that contains resources (personnel, financial, material, informational, scientific, educational, and methodical), contributes to the adequate organization of the educational process in accordance with modern trends in the development of the national and world economy and education, and also ensures control of the educational activities of educational institutions and training of specialists at all stages of training and at all levels (Sigaeva L.E., 2016, c. 224). The quality of education is shaped by its main factors, which can be divided into two groups: external and internal (Alyokhina A.M., 2014). It is possible to ensure the quality of education through internal and external assurance standards and a quality assurance agency (Lokshina O., 2018, C. 129). Separate aspects of the development of universities, innovative development, the role of the service sector and the management of educational institutions, and insurance of risks from the implementation of a type of activity are outlined in the works (Polinkevych O., 2017; Polinkevych O., 2018; Polinkevych O., 2021; Polinkevych O., Khovrak I., Trynchuk V., Klapkiv Y. & Volynets I., 2021; Polinkevych O. & Kovalska L., 2018; Polinkevych O., Glonti V., Baranova V., Levchenko V. & Yermoshenko A., 2021, Khovrak I., Polinkevych O. & Trynchuk V., 2021; Polinkevych O., Voichuk M. & Pavlikha N., 2022). The conducted studies are diverse, but they do not consider ensuring the quality of education through team building and marketing triggers.

Objectives of the article. The goals of the article are to determine the marketing triggers of team building in ensuring the quality of education according to internal and external quality characteristics.

Research methodology and methods. The methodological tools of the research were the following approaches and methods: a systematic approach, logical generalization, and comparison - for grouping marketing triggers of team building in order to ensure the quality of education, methods of analysis and synthesis - for evaluating the characteristics of the quality of education.

Results and Discussion. Ensuring the quality of education in the process of forming European education is one of the main conditions for trust, mobility, student motivation, compatibility, and attractiveness of European higher education. In Europe, the widespread "English" model of the quality of education, which is based on the internal self-assessment of the academic community, and the "French" model, which is based on the external assessment of the educational institution regarding its responsibility to society, were historically formed. However, a unified system of institutional evaluation of the activity of educational institutions has not been developed. In the USA, there is a system for evaluating the quality of education. It is worth noting that each country has its approaches to ensuring and assessing the quality of higher education. У зв'язі з цим The European Higher Education Area in 2018 the main problems of ensuring the quality of education are indicated (The European Higher Education Area in 2018, c. 14):

- 1)insufficient involvement of students' countries in the procedures for ensuring the quality of education as equal partners;
- 2)the dominance of the control model of external quality assurance over the improvement-oriented model;
- 3)limiting higher education institutions to choosing only the national quality assurance agency.

Accordingly, to ensure the quality of education, we suggest considering marketing triggers according to two groups of factors:

- 1) internal quality characteristics include:
 - the quality of the educational environment ("technological" management of the educational process, the effectiveness of scientific and methodical work, resource provision of

the educational process, personnel potential, etc.). In this case, marketing triggers can be time constraints, comparison of prices and volume of services received, shortage;

- the quality of the implementation of the educational process (scientific and accessible content of education, pedagogical skill, the effectiveness of teaching aids, etc.). Loyalty, storytelling, and guarantees can become marketing triggers here;

- the quality of the results of the educational process (level of educational achievements, development of thinking, degree of social adaptation, culture, etc.) Here, gratitude in return, loyalty, fear can become marketing triggers.

2) external indicators of the quality of education, which reflect the effectiveness of the functioning of the educational system, its impact on people and social processes, and satisfaction of the needs of the individual and the state in general, include:

- availability of education. Here, marketing triggers can become shortages, time constraints;

- compliance with educational standards. Here, marketing triggers can be fear, novelties;

- satisfaction of educational requests. Here, marketing triggers can become guarantees, relevance;

- continuity of education. Here, marketing triggers can be thanks in return, time limits;

- opening prospects for professional growth. Marketing triggers here can be storytelling, relevance, and news.

Marketing triggers work effectively with teamwork. Team building is the basis that will contribute to the achievement of planned results and achieve success. Most of the activities of the individual are a group in form. This applies to games, studies, sports, and professional activities. The main reason for this is the sociability of human nature. The main characteristics of a team are 1) team activity, team norms, and team relationships. Team activity involves a consolidated community, orientation to a team task, and the effect of positive synergy. Team norms include competence, role appropriateness, and responsibility. Team relationships form psychological comfort and ensure personal growth.

The Drexler-Sibbet model provides for 7 steps to creating a team (Fig. 1).

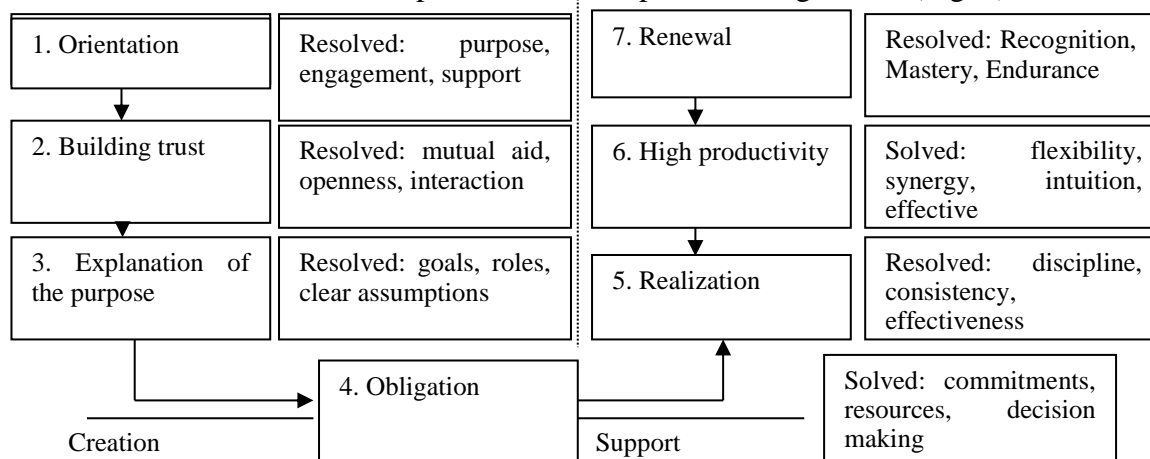


Fig.1. Drexler-Sibbet model*

* summarized by (Seven stages of team building)

The Drexler-Sibbet model shows the mechanism of team formation, which must go through 7 steps: orientation, building trust, clarifying the goal, commitment, implementation, high performance, and renewal. At each of the stages, a question is asked to each new team member. Depending on the answers to the questions, the member is either accepted into the team or not. Each step precedes another. You cannot skip a single step, because the team will not be formed. An effective team in educational activities is important during the accreditation

and implementation of the educational process. The quality of training of applicants depends on their coordinated work. In table 1 we will give positive and negative answers to the questions on the basis of whether a member is included in the team or not. Accordingly, marketing triggers will also be offered at each stage of team building.

Table 1. Marketing triggers of team building in ensuring the quality of education *

Phase	Question	Option of answer	Marketing triggers
Orientation	What am I doing here?	An affirmative answer gives reasons to include her in the team. Lack of response or self-doubt - the team has not formed	Fear and danger, herd instinct. Trigger words: immediately, today only, secret, increase because only
Gaining trust	Who are you?	The answer helps to overcome mistrust, and its absence - forms caution, difficulties in communication, pretending mistrust	Individuality, herd instinct. Trigger words: new, secret, discover, increase, exclusive
Specification of the goal	And what do we do?	A positive response contributes to the emergence of goals and common perspectives. The lack of an answer spreads apathy, skepticism, unhealthy competition, confusion, and danger.	Greed, trust. Trigger words: today only, new, secret, discover, increase
Obligation	How do we do it?	A positive answer contributes to the formation of agreement in actions, clarity of decisions, and a negative one - provokes opposition, silence, resistance, lack of interest	Limitation, ambiguity. Trigger words: immediately, open, increase, because, only
Distribution of roles	Who, how, what, when?	A positive answer contributes to the fact that processes become clear, discipline increases, and a negative one - forms superficial thinking, conflicts, violations of deadlines, inequality, and avoiding one's obligations	Herd instinct, trust. Trigger words: immediate, today only, exclusive
High productivity	-	Synergies and unexpected interactivity emerge. However, this can lead to jealousy, disharmony, fatigue, and tension.	Mutual gratitude, herd instinct. Trigger words: novelty, secret, open, increase
Rebooting	Why continue?	A positive answer will contribute to spending time together, and mutual respect in the team, and a negative one - provokes exhaustion, boredom, and decline	Fear and danger, individuality. Trigger words: free, today only, new, secret, only

* grouped based on (*What are Triggers in Marketing, 2019; What are Triggers in Marketing, 2021 The Seven Stages of Team Building*).

Conclusions, discussions and recommendations. Thus, it can be concluded that team building is the main tool that will contribute to the quality of education. The process of team building itself should take place in 7 stages, the main ones of which are orientation, gaining trust, specification of the goal, commitment, distribution of roles, high performance, and reboot. These stages are predicted by the Drexler-Sibbet model. The methodology of team building based on the model provides an answer at each stage to one of the questions: What am I doing here? Who are you? What are we doing? How are we doing it? Who, how, what, when? Why continue? At each of them, depending on the answers of a potential team member, trust, goals, and common perspectives, agreement in actions, clarity of decisions, clarity of processes are formed, discipline, synergy, unexpected interactivity, and joint spending of time are growing. However, in the event of a team member's lack of answers to questions or hesitation and

uncertainty, caution, difficulty communicating, pretense, mistrust, apathy, skepticism, unhealthy competition, confusion, danger, resistance, silence, resistance, lack of interest, shallow thinking, conflict may occur, breaking deadlines, inequality, avoiding one's obligations, envy, disharmony, fatigue and tension, exhaustion, boredom, and decay. At each of the stages, there are marketing triggers and trigger words, thanks to which you can stimulate team building, which will increase the quality of education. It is known that teamwork creates a synergy effect that contributes to achieving higher results than individual results. The main triggers are fear and danger, herd instinct, individuality, greed, mutual gratitude, trust, limitation, ambiguity, scarcity, time constraints, loyalty, fear, storytelling, news, price comparison, guarantees, and significance. Trigger words are: free, immediate, today only, news, secret, open, increase, exclusive, because, and only.

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