SYLLABUS OF THE EDUCATIONAL COMPONENT

TEAM BUILDING

for higher education students of the 1st year of full-time education (born in 2023-2024)
educational program " <u>Pharmacy</u> "
(name of educational program)
specialty " <u>226 Pharmacy, industrial pharmacy</u> "
(code, name of specialty)
specialization "<u>226.01 Pharmacy</u>"
(code, name of specialization)
fields of knowledge "<u>22 Health care</u>"
(code, name of field of knowledge)
<u>of the second (master's)</u> level of higher education
(name of higher education level)

TEACHER

BONDARIEVA

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1. Name of higher education institution and department: National University of Pharmacy, Department of Pharmaceutical Management and Marketing.

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4. Information about the teacher:

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Candidate of Pharmaceutical Sciences, Associate Professor, Department of Pharmaceutical Management and Marketing, National University of Pharmacy. Experience of scientific activity - 17 years, experience of scientific and pedagogical activity - 13 years. She teaches courses: "Pharmaceutical Marketing and Management", "Ethics and deontology in pharmacy", "Basics of consumer behavior in pharmacy", "Introduction to the specialty", "Branding", "Marketing audit", "Consumer behavior". Research interests: adaptive management, marketing, management.

5. Consultations: *on the eve of content module tests and semester tests at the department of pharmaceutical management and marketing, online using the Zoom platform.*

6. Abstract of the educational component: *the educational component "Team building" is compiled in accordance with the educational program "Pharmacy" of the second (master's) level, field of knowledge 22 "Health care", specialty 226 "Pharmacy, industrial pharmacy", educational program "Pharmacy", specialization 226.01 "Pharmacy". Team building is a relevant and important direction in modern business, educational space and organizational environment where teamwork is present, as it creates favorable conditions for increasing productivity, efficiency and innovation of teamwork. The ability to effectively interact in a team and solve problems is extremely important in the professional and personal life of students of higher education. Today's job market often requires cooperation and teamwork. Team building helps higher education students understand how to work effectively in a group, more rationally use time and resources, trust each other and achieve common goals.*

7. The purpose of teaching the educational component: *the purpose of studying the educational component "Team Building" there is the formation of the acquirers of theoretical knowledge and practical skills and abilities necessary for effective cooperation in a team environment; mastering competencies in the field of building and developing teams to achieve common goals.*

8. Competencies according to the educational program:

Soft-skills / General competences (GC):

GC 01. Ability to abstract thinking, analysis and synthesis.

GC 02. Knowledge and understanding of the subject area; understanding of professional activity.

GC 03. Ability to communicate in the national language both orally and in writing.

GC 05. Ability to evaluate and ensure the quality of performed works.

GC 06. Ability to work in a team.

GC 07. Ability to realize one's rights and responsibilities as a member of society; awareness of the value of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC 08. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of the development of pharmacy, its place in the general system of knowledge about nature and society and in the development of society, equipment and technologies, to use various types and forms of motor activities for active recreation and leading a healthy lifestyle.

GC 09. Ability to use information and communication technologies.

GC 10. The ability to act socially responsibly and civically.

GC 11. Ability to apply knowledge in practical situations, make informed decisions.

GC 12. Ability to conduct research at the appropriate level.

Hard - skills / Professional (special) competences (SC):

SC 1. Ability to integrate knowledge and solve complex problems of pharmacy in broad or multidisciplinary contexts.

SC 2. Ability to collect, interpret and apply data necessary for professional activity, research and implementation of innovative projects in the field of pharmacy.

SC 3. Ability to solve pharmacy problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.

SC 4. The ability to clearly and unambiguously convey one's own knowledge, conclusions and arguments in the field of pharmacy to specialists and non-specialists, in particular to people who are studying.

SC 15. The ability to apply communication skills in practical activities, to adhere to the fundamental principles of pharmaceutical ethics and deontology, which are based on moral obligations, values, ethical norms of professional behavior and responsibility in accordance with the Code of Ethics of pharmaceutical workers of Ukraine and the guidelines of international organizations.

9. Program learning outcomes (PLO):

PLO 1. To have and apply specialized conceptual knowledge in the field of pharmacy and related fields, taking into account modern scientific achievements.

PLO 2. Critically consider scientific and applied problems in the field of pharmacy.

PLO 3. To have specialized knowledge and skills/skills for solving professional problems and tasks, including for the purpose of further development of knowledge and procedures in the field of pharmacy.

PLO 6. Develop and make effective decisions to solve complex/complex problems of pharmacy personally and based on the results of joint discussion; formulate the goals of one's own activity and the activity of the collective, taking into account public and industrial interests, the general strategy and existing limitations, determine the optimal ways to achieve goals.

PLO 9. To carry out professional activities using information technologies, "Information databases", navigation systems, Internet resources, software and other information and communication technologies.

PLO 10. To carry out professional activities in social interaction based on humanistic and ethical principles; to identify future professional activity as socially significant for human health.

PLO 25. Choose, implement and apply management methods and functions in the professional activity of pharmacies, wholesalers, manufacturing enterprises and other pharmaceutical organizations, argue the principles of personnel management and self-management, demonstrate leadership skills.

10. Status of the educational component: *selective*

11. Prerequisites of the educational component: *Team building as an educational component is based on the subjects studied by students of higher education while receiving a full general secondary education, and also provides an understanding of the system of special theoretical knowledge on team building, acquisition of practical team building skills, formation of skills to apply team building knowledge in the process of further education and in professional activities.*

12. The amount of the educational component: *4 ECTS credits: 120 hours of classes, of which 8 hours are lectures, 12 hours are seminar classes, 20 hours are practical classes, 80 hours are independent work.*

13. Organization of training:

Teaching format of the educational component:

Content of the educational component:

Content module 1. *Theoretical and methodological aspects of team building*

Topic 1. Introduction to team building.
Topic 2. Team building.
Topic 3. Team leadership.
Topic 4. Communications in the team.

Content module 2. *Practical principles and technologies of team building*
Topic 5. Basic team building tools.
Topic 6. Team problem solving and decision making.
Topic 7. Emotional intelligence in team building.
Topic 8. Assessment and improvement of teamwork.

14. Types and forms of control:

Types and forms of control:

Current control: o assessment of current educational activity is carried out during each lesson - control of theoretical knowledge, practical skills and abilities.

Control of content modules: in module 1 of the educational component, there are two ongoing control of mastering content modules - oral survey, solving situational tasks, etc.

Semester control form: semester assessment.

Conditions for admission to the control of content modules: for admission to the control of a content module, the presence of a minimum number of points for the current topics (lessons) of the content module is required.

Conditions for admission to the semester control: for admission to the semester control, the applicant's current rating must be at least 60 points, absence of missed seminar and practical classes, and fulfillment of all requirements stipulated in the work program of the educational component.

15. Evaluation system for the educational component:

The evaluation system for the educational component:

The results of the semester control in the form of a semester credit are evaluated on a 100-point, undifferentiated scale ("passed", "failed") and on the ECTS scale.

Points from the educational component are calculated according to the following ratio:

Types of assessment	Maximum number of points (% of the number of points per module - for content modules)
Module 1	
Content module 1: Theoretical and methodological aspects of team building - *evaluation of topics (1-4): work in classes 1-4 (oral survey, solving situational problems);* *- control of content module 1 (theoretical question, solving a practical situation)*	*50 (50%)*
Content module 2: Practical principles and technologies of team building *- assessment of topics (5-8): work in classes 5-8 (oral survey, solving situational problems);* *- control of content module 2 (theoretical question, solving a practical situation)*	*50 (50%)*
Semester control from module 1	100

The independent work of students of higher education is evaluated during the current control and during the control of the content module

16. Policies of the educational component:

Academic Integrity Policy. It is based on the principles of academic integrity stated in the POL "On measures to prevent cases of academic plagiarism at the National University of Ukraine". Writing off when evaluating the success of a higher education applicant during control measures at seminars and practical classes, control of content modules and semester control are prohibited (including using mobile devices). The detection of signs of academic dishonesty in the student's written work is a reason for the teacher not to enroll it.

Class attendance policy. The student of higher education is obliged to attend classes (POL "On the organization of the educational process of the National Academy of Sciences of Ukraine") according to the schedule (https://nuph.edu.ua/rozklad-zanyat/ , https://mmf.nuph.edu.ua/ zaochna-forma-navchannja/), to adhere to ethical norms of behavior and perform all types of tasks, in accordance with the calendar and thematic plan.

Policy regarding deadlines, working out, rating increase, liquidation of academic debt. The completion of missed classes by a student of higher education is carried out in accordance with the POL "Regulations on the completion of missed classes by students and the procedure for eliminating academic differences in the curricula of the National Academy of Sciences" in accordance with the schedule for making up missed classes established by the department. Increasing the rating and liquidating academic debt from the educational component is carried out by the students in accordance with the procedure specified in the POL "On the procedure for evaluating the results of training of students of higher education at the National Academy of Sciences". Applicants of higher education are obliged to comply with all deadlines set by the department for the completion of written works from the educational component. Works that are submitted late without valid reasons are assessed at a lower grade - up to 20% of the maximum number of points for this type of work.

Policy on appeals of assessment from the educational component (appeals). Applicants of higher education have the right to contest (appeal) the evaluation of the educational component obtained during control measures. The appeal is carried out in accordance with the POL "Regulations on appealing the results of the semester control of the knowledge of students of higher education at the National Academy of Sciences".

17. Information and educational and methodological support of the discipline:

Mandatory literature	1. Alekperova N. V. leadership in pharmacy: qualities that allow you to become a real leader. *Modern pharmacy.* 2021. No. 9. P. 32 - 35. 2. Budnik M. M. , Kurilova N. M. Change management: textbook; Kyiv National trade and economy Kharkiv University of Trade and Economics int. K.: Condor, 2017. 226 p. 3. Vovchenko O. Management of management energy: what is the potential of your teams spent on ? *Quality management.* 2020. No. 5. P. 44 - 51. 4. Derenskaya I. M. Project management in schemes: teaching. manual for universities. NFaU; Kh.: Golden Pages, 2009. 223 p. 5. Dolzhenkov O.O. , Sakaliuk O. O. Team building as a team management method in an educational institution . *Innovative pedagogy.* 2019. Volume 2, No. 10. P. 171 – 176. 6. Melnyk M. Team building or "Alone in the field is not a warrior" . *Library forum: history, theory and practice.* 2020. No. 3. P. 6-8. 7. Samokysh O. V. Creative management: education. manual K.: Condor, 2018. 203 p. 8. Skibitzka L. I. Leadership and manager's style of work: teaching. manual for universities. K.: Center of Education. l-ry, 2016. 192 p. 9. Team building. Course of lectures [Electronic resource]: teaching. manual. / V. V. Maly and others; under the editorship of V. V. Maly; NUPh. - Kharkiv: National University of Science and Technology, 2023. - 1 50 s .
Additional literature for in-depth study of the educational component	1. Andrienko N. V. Study of factors affecting the social and psychological climate in the workforce of a pharmacy. *Herald of pharmacy.* 2022. Volume 103, No. 1. P.101–107. 2. Bokovets V.V., Kravchyk L.O., Kucheruk L.O. The use of team building and training technologies to increase the effectiveness of team management. *Regional business economy and management.* 2014. No. 1. P. 9–13. 3. Golentovska O. S. Review of foreign and domestic approaches to the problem of team building. *Science and education.* No. 5. 2014. pp. 24–30. 4. Gorbunova V. V. Psychology of team building: A value-role approach to the formation and development of teams: a monograph. Zhytomyr: Department of the State University named after I. Franka, 2014. 380 p. 5. Kas'yanova S. The role of emotional intelligence in the development of leadership qualities of an individual. *Psychological Prospects Journal.* Vol. 31. 2018. P. 118–130. 6. Komarova K. V., Redina N. I. Team management: training manual. Dnipropetrovsk: DDFA, 2014. 212 p. 7. Kucherenko A. Team building as an innovative method of effective team development. *Psychology.* No. 1 (92). 2022. P. 98–104. 8. Lyakisheva A. V. The problem of scientific cohesion: analysis of scientific research. *High school.* No. 5 (107). 2013. pp. 93–103. 9. Mykhalyuk A. M. Creativity and innovation: Modern content. *Educational discourse.* 2021. No. 3(34). P. 32–45. 10. Nikiforova L. O., Bilokon Y. V. Team building as the basis of effective team development.

	Economic space. 2012. No. 59. P. 218–225. 11. Pestun I.V., Mnushko Z.M. Determination of the role of emotional intelligence in the work of a pharmacist. *International scientific innovations in human life.* Proceedings of the 8th International scientific and practical conference. Cognum Publishing House. Manchester, United Kingdom. 2022. pp. 106–109. 12. Romanovsky O. G., Shapolova V. V., Kvasnyk O. V., Gura T. V. Psychology of team building: teaching. manual; in general ed. Romanovsky O. G., Kalashnikova S. V. Kharkiv: "Madrid Printing House", 2017. 92 p. 13. Sergeyeva T.V., Doreen Festeau, Gail Rowntree. Leadership and teamwork: teaching. manual. Kharkiv: Khnuba, 2014. 124 p. 14. Gibb Dyer, Jeffrey Dyer. Beyond Team Building: How to Build High Performing Teams and the Culture to Support Them. *1st Edition.* 2019. C. 256. 15. Emotional Intelligence: Why It Can Matter More Than IQ. URL:https://www.academia.edu/37329006/Emotional_Intelligence_Why_it_Can_Matter_More_Than_IQ_by_Daniel_Goleman. 16. Voynarenko M., Dzhedzhula V., Yepifanova I. Modeling of the Process of Personnel Motivation for Innovation Activity. *WSEAS Transactions on Business and Economics.* 2020. Vol. 17. P. 467–477.
Current electronic information resources (magazines, websites) for in-depth study of the educational component	1. www.https: //lib.nuph.edu.ua - Library of the National Academy of Sciences of Ukraine. 2. www.https://pharmel.kharkiv.edu - Distance learning website of the National Institute of Physics and Technology. 3. www.https://profpressa.com/ - Website of specialized professional publications. 4. www. https://psydliavsih.wordpress.com/ Electronic magazine " Psychological knowledge for all ".
Moodle distance learning system	https://pharmel.kharkiv.edu/moodle/course/view.php?id=5082

18. Technical and software provision of the educational component: *computer equipment, multimedia device, screen, access to the Internet, access to the distance learning site of the National Academy of Sciences. the ZOOM program, MS Excel, MS Word, MS Power Point.*