



**MINISTRY OF HEALTH OF UKRAINE
NATIONAL UNIVERSITY OF PHARMACY
Department of Pharmaceutical Management and Marketing**

TEAM BUILDING

**WORK PROGRAM
OF EDUCATIONAL COMPONENT**

training second (master's) level
(Higher Educational Level Name)

in specialty 226 Pharmacy, industrial pharmacy
(Code and Specialty Name)

field of knowledge 22 Public Health
(Code and Knowledge Field Name)

of educational program Pharmacy
(Educational Program Name)

in specialization(s) 226.01 Pharmacy
(Code and Specialization Name)

Kharkiv-2023
year creation

The work program of the educational component "Teambuilding" in specialty 226 "Pharmacy, industrial pharmacy" educational program "Pharmacy" in specialization(s) 226.01 "Pharmacy" for applicants for higher education of the 2 year of study.

EDUCATIONAL COURSE TEAM:

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Work program has been considered and approved at the Department meeting of Pharmaceutical Management and Marketing

Record from «28» August 2023 year № 1

Head of the Department

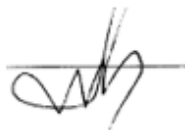


prof. Volodymyr MALYI
(first name LAST NAME)

Work program has been approved at the meeting of the Methodical Commission of economics and management and social and humanitarian disciplines

Record from «05» September 2023 year № 1

Head of Specialized Committee



prof. Alla NEMCHENKO
(first name LAST NAME)

1. Description of the educational component

Language of study: English

Status of the educational component: selective

Prerequisites for studying the educational component. Team building is an important tool for developing an effective team, which helps to increase productivity, reduce the level of conflicts and improve the quality of work performed. For higher education applicants, knowledge of team building can also be useful for strengthening relationships, revealing leadership potential, developing cooperation skills, and creating a conducive environment for learning and development. Team building activities help applicants better understand each other, interact and communicate, create a positive and friendly team, learn the ability to work in a team and find non-standard solutions for solving problems. This ensures more fruitful cooperation in the future, both in studies and in extra-academic areas of life, and also facilitates adaptation to university life.

The educational component is based on the subjects studied by applicants 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, the acquisition of practical team building skills, the formation of the ability to apply team building knowledge in the process of further education (in particular, when studying educational components "Ethics and deontology in pharmacy" and "Pharmaceutical management and marketing") and in professional activities.

The subject of the educational component study "Teambuilding" is the principles, methods, tools and technologies of team building.

Information content of the educational component. 4 ECTS credits 120 hours are allocated to the study of the educational component.

2. Objectives and tasks of the educational component

The purpose of teaching the educational component "Team building" is the formation of 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.

The main tasks of studying the educational component of "Teambuilding" are the acquisition of conceptual and methodological knowledge by applicants of higher education regarding the tools and technologies of team building, the development of leadership qualities, communication skills, interaction in a team, solving problems and making decisions to increase the effectiveness of teamwork.

3. Competence and planned educational outcomes

Educational component "Teambuilding" ensures that applicants of higher education acquire certain *competencies*:

integral:

The ability to solve problems of a research and/or innovative nature in the field of pharmacy.

general:

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 state 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.

Professional competences:

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

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

PC 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.

PC 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.

PC 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.

Integrative final *program learning outcomes* (PLO), the formation of which is facilitated by the educational component "Teambuilding":

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 methods and functions of management 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.

As a result of studying the educational component, the applicant for higher education will be *know*:

- theoretical foundations of team building;
- concepts, goals, tasks and types of team building;
- basic principles and stages of team building;
- ways of organizing teamwork;
- the concept of "team spirit" and corporate culture;
- the role of leadership in effective team work;
- principles and types of communication in a team;
- basic tools and methods of team building;
- techniques and technologies in team building;
- methods of effective decision-making;
- principles of team problem solving and decision-making;
- concept, essence and role of emotional intelligence in team building;
- performance indicators of the team and directions for their improvement.

be able to:

- understand and apply the basic concepts and principles of team building;
- diagnose the advantages and potential challenges associated with working in a team;
- develop your social skills and ability to cooperate with others;
- form an effective team, taking into account the different roles and competencies of the participants.
- determine the goals and tasks of the team to achieve joint results;
- distinguish different leadership styles and be able to apply them according to the situation;
- develop the skills of creative development and team motivation;
- ensure effective communication in the team;
- actively listen to others, express their thoughts and ideas with respect for other participants;
- use various team building techniques and tools to improve cooperation and build trusting relationships;
- identify problems and find constructive ways to solve them in the team
- make informed decisions based on common opinion and consensus;
- understand and control their emotions and the emotions of other team members.
- use emotional intelligence to build effective team relationships;
- use tools to assess the effectiveness of teamwork;
- develop strategies and plans to improve cooperation and achieve better results;
- apply team building skills in practical situations.

possess:

- teamwork skills;
- basic methods and tools of team building;
- techniques of active listening and persuasion;
- skills for solving conflict situations and making decisions;
- modern information technologies and means of communication.

4. The educational component structure

Names of content modules and topics	The amount of hours											
	full time study						part time study					
	the whole amount	including					the whole amount	including				
		l.	sem.	pr.l	lab.	self-study		l.	sem.	pr.l	lab.	self-study
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
Content module 1. Theoretical and methodological aspects of team building												
Topic 1. Introduction to team building.	13	1	4		-	8	-	-	-	-	-	-
Topic 2. Team building.	13	1	4		-	8	-	-	-	-	-	-
Topic 3. Team leadership.	13	1	4		-	8	-	-	-	-	-	-
Topic 4. Communications in the team.	11	1	-	2	-	8	-	-	-	-	-	-
Control of assimilation of content module 1	10	-	-	2	-	8	-	-	-	-	-	-
The whole amount of hours for the content module 1	60	4	12	4	-	40	-	-	-	-	-	-
Content module 2. Practical principles and technologies of team building												
Topic 5. The main tools of team building.	13	1	-	4	-	8	-	-	-	-	-	-
Topic 6. Team problem solving and decision making.	13	1	-	4	-	8	-	-	-	-	-	-
Topic 7. Emotional intelligence in team building.	11	1	-	2	-	8	-	-	-	-	-	-
Topic 8. Rating and improving teamwork.	11	1	-	2	-	8	-	-	-	-	-	-
Control of assimilation of content module 2	10	-	-	2	-	8	-	-	-	-	-	-
The whole amount of hours for the content module 2	58	4	-	14	-	40	-	-	-	-	-	-
Semester credit	2	-	-	2	-	-	-	-	-	-	-	-
The whole amount of hours for the course	120	8	12	20	-	80	-	-	-	-	-	-

5. Contents of the educational component

Content module 1. Theoretical and methodological aspects of team building

Topic 1. Introduction to team building.

Team building: concept, essence, main types and forms. The history of the formation of the concept of team building. Goals, tasks and functions of team building. Advantages and disadvantages of team building. Basic principles of effective team building. Development of team building abroad.

Topic 2. Team building.

Team and teamwork. Types of commands. Team signs. Definition of roles and responsibilities in the team. Social laziness. Formation of "team spirit". The role of corporate culture in team building. Factors that affect team performance. The main stages of team formation.

Topic 3. Team leadership.

A modern view of leadership. Psychology of leadership. Properties and qualities of a successful leader. Development of leadership skills. The role of a leader in effective team work. Motivation and encouragement of team members.

Topic 4. Communications in the team.

The role of communications in team work. Effective listening and expressing one's own thoughts. Development of effective listening skills. Creating trust in the team as the main element of communications. Use of non-verbal communication. Basic rules of network etiquette. Effective communication skills in a team.

Content module 2. Practical principles and technologies of team building

Topic 5. Basic team building tools.

Tools and models of team building. Examples of application of team building technologies in the organization. Possibilities of digital technologies in team building. Techniques for stimulating innovation and creativity in teams. Formation and development of teamwork skills. Psychological tests and trainings in the practice of team building.

Topic 6. Team problem solving and decision making.

Planning and project management in a team. Adherence to schedules and deadlines for tasks. Methods of effective decision-making. Cooperation and rivalry. Competition and cooperation. Criticism and encouragement. The impact of conflicts on team work. Psychological support of team members in crisis situations.

Topic 7. Emotional intelligence in team building.

Concept, essence and basic components of emotional intelligence. The role of emotional intelligence in increasing the effectiveness of team members' interaction. Technologies for the development of emotional competences. Techniques and skills of emotional self-regulation. The importance of emotional intelligence in resolving conflict situations. Methods of determining the level of emotional intelligence.

Topic 8. Assessment and improvement of teamwork.

Individual and group indicators of team performance. Problematic issues in team work. Self-assessment and assessment of team results. Directions for improving the effectiveness of team members' cooperation. Stages of development and implementation of team building trainings. Application of team building skills in real situations.

6. Topics of lectures

No s/p	Name of topic	The amount of hours	
		full time study	part time study
1.	Topic 1. Introduction to team building.	1	-
2.	Topic 2. Team building.	1	-
3.	Topic 3. Leadership in the team.	1	-
4.	Topic 4. Communications in the team.	1	-

5.	Topic 5. The main tools of team building.	1	-
6.	Topic 6. Team problem solving and decision making.	1	-
7.	Topic 7. Emotional intelligence in team building.	1	-
8.	Topic 8. Rating and improving teamwork.	1	-
The whole amount of hours		8	-

7. Topics of seminars

No s/p	Name of topic	The amount of hours	
		full time study	full time study
1.	Topic 1. Introduction to team building.	4	-
2.	Topic 2. Team building.	4	-
3.	Topic 3. Leadership in the team.	4	-
4.	Topic 4. Communications in the team.	-	-
6.	Learning control content module 1	-	-
7.	Topic 5. The main tools of team building.	-	-
8.	Topic 6. Team problem solving and decision making.	-	-
9.	Topic 7. Emotional intelligence in team building.	-	-
10.	Topic 8. Rating and improving teamwork.	-	-
12.	Learning control content module 2	-	-
Total		12	
13.	Semester credit	-	-
The whole amount of hours		12	

8. Topics of practical lessons

No s/p	Name of topic	The amount of hours	
		full time study	full time study
1.	Topic 1. Introduction to team building.	-	-
2.	Topic 2. Team building.	-	-
3.	Topic 3. Leadership in the team.	-	-
4.	Topic 4. Communications in the team.	2	-
6.	Learning control content module 1	2	-
7.	Topic 5. The main tools of team building.	4	-
8.	Topic 6. Team problem solving and decision making.	4	-
9.	Topic 7. Emotional intelligence in team building.	2	-
10.	Topic 8. Rating and improving teamwork.	2	-
12.	Learning control content module 2	2	-
Total		18	
13.	Semester credit	2	-
Only hours		20	

9. Topics of laboratorial lessons

Not provided for in the working curriculum

10. Self-study work

No s/p	Name of topic	The amount of hours	
		full time study	full time study
1.	Topic 1. Introduction to team building.	8	-

2.	Topic 2. Team building.	8	-
3.	Topic 3. Team leadership.	8	-
4.	Topic 4. Communications in the team.	8	-
5.	Learning control content module 1	8	-
6.	Topic 5. The main tools of team building.	8	-
7.	Topic 6. Team problem solving and decision making.	8	-
8.	Topic 7. Emotional intelligence in team building.	8	-
9.	Topic 8. Rating and improving teamwork.	8	-
10.	Learning control content module 2	8	-
Total		80	
13.	Semester credit	-	-
Only hours		80	

Tasks for Self-study work

1. Conduct research on the history of team building and its basic principles.
2. Prepare a presentation about the importance of team building for teams.
3. Collect examples of successful team building activities and their impact on team dynamics.
4. Create a plan for the formation of a new team, determining the criteria for selecting participants.
5. Prepare a presentation about your goals and dreams related to team projects.
6. Conduct a SWOT analysis of the team to identify strengths and areas for improvement.
7. Conduct interviews with senior teams or experts to gather advice on building a successful team.
8. Explore and compare different leadership theories, focusing on their application in a team environment.
9. Create a list of best leadership practices in a team and determine which of them can be implemented in personal activities.
10. Analyze the leadership qualities of famous leaders and determine what can be applied in your own team.
11. Create a schedule of communication meetings in the team and note the goals of each meeting.
12. Learn different communication styles and determine which ones are most suitable for team communication.
13. Prepare a role-playing scenario where participants will train the ability to communicate effectively in a team.
14. Develop a list of team building games and tasks to improve team cooperation.
15. Conduct research on interactive online team building tools and their capabilities in virtual teams.
16. Prepare a list of resources (books, articles, webinars) that will help to better understand and implement team building tools.
17. Analyze different team problem solving methods and determine which one is most suitable for your team.
18. Conduct a simulation of a conflict situation and practice methods of solving it using a team dialogue.
19. Take a test to assess the level of emotional intelligence and find out how it can be improved for more effective teamwork.
20. Conduct interviews with experts in emotional intelligence and collect tips for its development.

21. Create a team performance evaluation plan and select indicators for evaluation.
22. Conduct a survey of team members about their attitude to team cooperation and make suggestions for improving work.
23. Create a video where each member of the team expresses words of support and praise for the other members.
24. Develop a set of team rules and values that will serve as a basis for joint activities.

11. Criteria and evaluation order of educational outcomes

During the study of the educational component, all types of activities of the student of higher education are subject to control: current (at each seminar or practical session), intermediate (checking the mastery of content modules), semester (during the semester assessment).

Assessment of current educational activity (carried out during each lesson) - control of theoretical knowledge, practical skills and abilities. When mastering each topic of the content modules for the current educational activity, the applicants are awarded points for all types of activities, which are added up at the end of studying the content module. In the module of the educational component, two current control of mastering content modules is provided. Depending on the number of points scored, the applicant can receive a maximum of 50 points or a minimum of 30 points for studying each content module.

The rating system for assessing the knowledge of higher education applicants in the educational component "Teambuilding"

Content modules	MODULE 1	
	Minimum number of points	Maximum number of points
Content module 1	30 points	50 points
Content module 2	30 points	50 points
Together	60 points	100 points

Distribution of points for full-time and part-time forms of education

Current testing and independent work										Sum
Content module 1					Content module 2					100
T1	T2	T3	T4	CM1	T5	T6	T7	T8	CM2	
5	5	5	5	30	5	5	5	5	30	

T1, T2 ... T10 – topics of content modules.

Current performance assessment criteria

The following scoring system is used for each topic of the content module 1, 2: the minimum number of points for one topic is 3 points, the maximum is 5 points):

Assessment of practical abilities and skills - applicants are awarded from 0 to 1.5 points:		
The type of task being evaluated	System assessment of knowledge, points	Evaluation criteria
Situational or practical task	from 0 to 1.5	1.5 The practical task (situational task, calculation task, graphic task, etc.) was completed by the applicant independently without errors
		1.0 The practical task was completed independently, however, mistakes were made in conclusions, principles of preparation of multimedia materials, etc.

		0	The applicant was unable to complete practical and situational tasks, did not issue a work log
Evaluation of theoretical knowledge, practical abilities and skills - applicants are awarded from 0 to 3.5 points:			
Assessment of theoretical knowledge (written or oral answer)	from 0 to 3.5	3.5	is presented to the applicant who, when answering questions orally or in writing, has demonstrated comprehensive, systematized, in-depth knowledge of the program material, is able to competently interpret the obtained results; demonstrate knowledge of the main and additional literature provided for at the level of creative use
		2.5	is presented to the applicant, if during the oral or written answer to the question, the applicant demonstrated complete knowledge of the software material provided for at the level of similar reproduction, but made some minor errors
		1.5	is issued if, during an oral or written answer to a question, the applicant revealed insufficient knowledge of the main program material, to the extent necessary for further training and work provided for by the program at the level of reproductive reproduction
		0-1.4	is issued if, when answering a question orally or in writing, the applicant revealed serious gaps in knowledge of the basic material, made fundamental mistakes

Evaluation criteria of CM 1, CM 2

Control of mastering content modules 1, 2 is carried out in the last classes of studying the topics of content modules. The means of diagnosing the knowledge of the acquirers are the solutions of a practically-oriented situation with a theoretical justification.

Only those applicants who have completed all types of work provided for in the curriculum (worked out, missed practical classes, etc.)

Structure of a ticket for CM 1, 2:

1 theoretical question - the winner is awarded from 0 to 15 points (see table);

1 situational task - the winner is awarded from 0 to 15 points (see table).

The maximum number of points for monitoring the learning of the content module is 30 points, the minimum is 18 points.

<i>Evaluation of a theoretical question and a situational task</i>	
Points	Evaluation criteria
12,1-15	is presented to the applicant who, when answering the questions, demonstrated comprehensive, systematized, in-depth knowledge of the program material, correctly and completely performed the given situational task, is able to competently interpret the obtained results; demonstrate knowledge provided at the level of creative use
9.1-12.0	is presented to the applicant, if the applicant demonstrated complete knowledge of the software material provided for at the level of similar reproduction, correctly solved the situational task, demonstrated mastery of practical skills, but made some minor errors
6.1 -9.0	issued if, when answering the questions, the applicant revealed insufficient knowledge of the main program material, to the extent necessary for further training and work provided for by the program at the level of reproductive reproduction; in general, coped with the task, but at the same time, he is unsure of certain skills

0-6	is issued if, when answering the question, the applicant revealed serious gaps in knowledge of the main material, made fundamental mistakes, was unable to complete the situational task, the conclusions were drawn incorrectly, etc.
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Evaluation scale of the educational component

The sum of points for all types of educational activities	Rating ECTS	Evaluation on a national scale
		Module 1
90 - 100	A	counted
82-89	B	
74-81	C	
64-73	D	
60-63	E	
35-59	FX	not counted with the possibility of retaking
0-34	F	not enrolled with mandatory repeated study of the discipline

12. Forms of current and semester control of study success

1. oral control,
2. written control,
3. control of practical skills,
4. psychological tests,
5. observation, etc.

Control form semester credit.

13. Methodological support

1. Educational program of the educational component "Teambuilding".
2. Working program of the educational component "Teambuilding".
3. Syllabus.
4. Calendar and thematic plans of lectures, practical and seminar classes.
5. Methodical materials of computer presentations of lectures.
6. Course of lectures: study guide.
7. Workbook for classroom and independent work of applicants of higher education.
8. List of theoretical questions for content modules 1, 2.
9. Psychological tests and exercises.
10. A package of test tickets for content module 1 and content module 2 with answer standards.

14. Reading suggestions

The main reading suggestions

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. NUPh; 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. Samokysch 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. I-ry, 2016. 192 p.
9. Team building. Course of lectures [Electronic resource]: teaching. manual. / V. V. Malyi and others; under the editorship of V. V. Maly; NUPh. - Kharkiv: National University of Science and Technology, 2023. - 1 50 p.

Supplementary reading suggestions

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*. issue _ 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. S. 98-104.
8. Lyakisheva A. V. The problem of scientific cohesion: analysis of scientific research. *High school*. No. 5 (107). 2013. P. 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 a basis for 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. Sergeeva T.V., Doreen Festeau, Gail Rowntree. Leadership and teamwork: training. 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 he Business and Economics*. 2020. Vol. 17. P. _ 467-477.

15. Electronic resources, including the Internet

1. [www.https://lib.nuph.edu.ua](https://lib.nuph.edu.ua) - Library of the National Academy of Sciences.
2. [www.https://pharmel.kharkiv.edu](https://pharmel.kharkiv.edu) - Distance learning website of the National Institute of Physics and Technology .
3. [www.https://profpressa.com/](https://profpressa.com/) – Website of specialized professional publications.
4. [www. https://psydiavsih.wordpress.com/](https://psydiavsih.wordpress.com/) Electronic magazine "Psychological knowledge for everyone".