

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ЗАТВЕРДЖЕНО

на засіданні кафедри
психології і соціології
Протокол № 2 від 02.09.2024 р.

ПОГОДЖЕНО

Проректор з навчально-методичної роботи

Карина НЕМАШКАЛО



УПРАВЛІННЯ ЛЮДСЬКИМ ПОТЕНЦІАЛОМ

робоча програма навчальної дисципліни (РПНД)

Галузь знань
Спеціальність
Освітній рівень
Освітня програма

05 Соціальні та поведінкові науки
Психологія
другий (магістерський)
Психологія

Статус дисципліни
Мова викладання, навчання та оцінювання

обов'язкова
англійська

Розробник:
к.е.н, доцент

Завідувач кафедри
психології і соціології

Гарант програми

Ганна БЛЮКОНЕНКО

Жанна БОГДАН

Наталя АФАНАСЬЄВА

Харків
2025

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

APPROVED

at the meeting of the department
of psychology and sociology
Protocol № 2 of 02.09.2024

AGREED

Vice-rector for educational and methodical work



Karina NEMASHKALO

MANAGEMENT OF HUMAN POTENTIAL

Program of the course

Field of knowledge	<i>05 Social and Behavioral Sciences</i>
Specialty	<i>Psychology</i>
Study cycle	<i>second (master's)</i>
Study programme	<i>Psychology</i>

Course status	<i>mandatory</i>
Language	<i>English</i>

Developer:
PhD (Economics),
Associate Professor

Hanna BILOKONENKO

Head of the department of
psychology and sociology

Zhanna BOGDAN

Head of Study Programme

Nataliia AFANASIEVA

Kharkiv
2025

INTRODUCTION

People are the most unique input to any production/service process. When it comes to managing their people, many organisations adopt a traditional efficiency management mindset believing that people have a fixed potential contribution, missing the chance to increase human potential. We know that people's skills can improve over time as they learn and gain experience in their roles. And skills growth delivers significant improvements in the potential of people.

The educational component "Management of human potential" is necessary to master the educational and professional training program for applicants for the second master's degree in higher education in the field of specialty 053 "Psychology" and mastering the learning outcomes for the future professional work of a psychologist.

The purpose of teaching the course "Management of human potential" is to develop system of theoretical knowledge and practical skills to organize workplace environment (based on internal human potential management processes) where talented employees will gather, create/product, maximize their current potential, develop their talents, and thrive.

The subject of the course is the process of human potential management.

The focus of the course is studying of theoretical concepts of human potential development, mastering evaluation methodologies for human potential assessment, and psychological interventions and managerial practices for unlocking/developing human potential.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
LO3	GC2, GC6, GC8, GC10; SC4, SC7, SC12
LO4	GC6; SC3
LO6	GC1, GC6; SC3, SC4, SC5, SC12
LO7	GC10
LO8	GC8; SC7, SC12
LO11	GC1, GC2, GC6; SC4, SC5, SC7, SC12

where:

GC1. Ability to apply knowledge to practical situations.

GC2. Ability to carry out research at an appropriate level.

GC6. Ability to act on the basis of ethical considerations (motives).

GC8. Ability to develop and manage projects.

GC10. Ability to communicate in a foreign language.

SC3. Ability to select and apply valid and reliable methods of scientific research and/or evidence-based methods and techniques of practice.

SC4. Ability to carry out practical activities (training, psychotherapy, counselling, psychodiagnostics and others, depending on specialisation) using scientifically validated methods and techniques.

SC5. Ability to organise and carry out educational and training activities for different groups of the population in the field of psychology.

SC7. Ability to make professional decisions under difficult and unpredictable conditions and to adapt to new situations of professional activity.
 SC12. Ability for personal and professional growth.
 LO3. To summarize empirical data and formulate theoretical conclusions.
 LO4. Make a psychological forecast of personality development, groups, organisations.
 LO6. To develop educational materials and educational programs, to implement them, to receive feedback, to assess their quality.
 LO7. To present research results in an accessible and reasoned manner in written and oral forms,
 LO8. Assess the degree of complexity of activity tasks and make decisions about seeking help or to participate in professional discussions. improving qualifications.
 LO11. Adapt and modify existing scientific approaches and methods to specific situations of professional activity.

COURSE CONTENT

Content module 1. Human Potential Management as a science and discipline.

Topic 1. Introduction to Human Potential Management

1.1. *The concept of human potential management.* Scope of human potential. The multiple aspects and approaches to defining the category of “human potential”. Definitions of human potential by various authors. Understanding the human potential and its key challenges. Human Potential is Exponential (unskilled, skilled, mastery, expert). Human potential versus human resource and necessity for unlocking, systematic motivating and developing. Talent versus potential. Approaches to structuring human potential. Components of human potential. Past, present, and future dimensions of human potential. The importance of psychology and HR-management for unlocking, systematic motivating and developing human potential. Cases of best and bad practices.

1.2. *Current and future trends in human potential management.* Human potential organizations: From “Human Capital” To “Human Potential”: The Future Of Engagement And Learning. The Role of Human-Centred Coaching in Organisational Transformation. Enhancing Quality of Life: The Impact of Emotional Intelligence Coaching on Individuals and Teams. The impact of artificial intelligence on unlocking human potential.

1.3. *Study of human potential.* History of the study of human potential and personal growth. Contemporary theories and research in human potential management. Best practices in human potential development within organizational settings.

Topic 2. Developing Human Potential during Lifespan.

2.1. *Development in lifelong perspective.* Lifespan Perspective. Conceptions of Age. Periods of Development. Issues in Lifespan Development. Physical, cognitive and socio-emotional development during lifespan. Basic concepts and principles in developmental psychology. Psychoanalytic approaches to development and personality (Freud’s psychoanalytic theory of development and personality; Klein’s object relations theory of development and personality; Fairbairn’s contributions to object relations theory; Kernberg’s theory of normal and pathological development; Heinz Kohut: Self psychology; Attachment theory; Jung’s analytic theory of the development of personality; Lacan’s mirror stage; Erikson’s psychosocial stages of development).

Cognitive development theories (Piaget's constructivist theory of cognitive development; Intellectual development; Memory development; Language development; Kohlberg's theory of moral reasoning; Vygotsky's theory of the development of cultural tools). Psychosocial and socio-political contexts of development (Bronfenbrenner's ecological theory of development; Race, culture and psychological theory; Gender identity: Contestations and questions, etc.).

2.2. *Adult Stages theories*. Erik Erikson's life-span view. Daniel Levinson's seasons of a man's life. The theory of emerging adulthood. Roger Gould theory of transformation. Developing human potential during adulthood based on developmental tasks of early adulthood, middle age, of the elderly.

2.3. *Human potential behaviors (during lifespan)*. Generational diversity (X, Y, Z) and their needs. Differences and similarities of GEN's core values and characteristics. New challenges for human potential management. Collaborative action areas. Opportunities/limitations how to unlock/develop components of human potential at each stage of lifespan (taking into account different developmental tasks (by age) and different sources of motivation (by age)).

Topic 3. Socio-economic Prerequisites for Human Potential Development.

3.1. *Mission of contemporary human potential management and its development* (economical-flexible dimension; motivational-efficient dimension; development-harmonization dimension; creative-dynamic dimension; sustainable-developing dimension). The economic basis of the organization. The social basis of an organization

3.2. *Strategic motivating of human potential*. Approaches to Strategic Motivating of Human Potential (partial-process approach; complex-realization approach). Classical theories of motivation and contemporary approaches to motivation.

3.3. *Analysis of external organization environment*. Variables of societal environment (economic, sociocultural, technological, political-legal factors). Kinds (ad-hoc scanning; regular scanning; continuous scanning), methods and techniques of environmental scanning.

3.4. *Analysis of internal environment of organization*. Factors concerning the performance, capacity and motivation. Cross-departmental collaboration and challenges for human potential development come across working with other teams.

Topic 4. Evaluation Methodologies for Human Potential.

4.1. *Situations in management of human potential that require assessment* (for the organization and for the professional).

4.2. *Human potential assessment process*. Key components of an effective potential assessment process. Current trends in Human Potential assessment methodologies. The Role of Artificial Intelligence in Potential Assessment. Methods for conducting an effective potential assessment in organizations. Testing and the Identification of High Potential Employees. Personal skills tests and Skills Gap Analysis. Employee Performance Evaluation Methods for HR Managers.

Content module 2. Human Potential Organization and Human Potential Management Practices

Topic 5. Human-Centred Leadership and Well-Being Management.

5.1. Concept of human-centred leadership. Leadership models. Leadership styles. Human leadership: its increasing significance and importance. Core features and components of human-centred leadership. The qualities of human-centric manager. Essential role of human-centred leadership in building thriving workplace, its impact on organizational well-being. How to make human-centred decisions under pressure. Human-centered leadership in a crisis. A key practice to be a human-centred leader. How to make human-centred organization.

5.2. Wellbeing-centred line management. The value of wellbeing for psychological safety (taking into account new and emerging workplace challenges). Corporate wellness: Past, present and future. Organizational support for well-being. Future of wellness: fundamental shifts. Why Implement a Workplace Wellbeing Program? Human-centered leaders as promoters wellbeing-centred line management. Dimensions of holistic well-being. Tips and recommendations for optimal environmental, physical, emotional, financial, intellectual, social, spiritual, and occupational well-being.

Topic 6. Talent Management and Human Potential Development

6.1. Talent Management. Transition of Talent Management from a phenomenon-driven to a theory-driven field. Systematic approach to attract, retain, and develop top talent, addressing the challenges organizations face in a talent-scarce environment. Traditional and alternative ways of recruitment and management of talent. Current theories of Talent Management and future research directions.

6.2. Inclusive talent development as a key talent management approach. Talent Management. Talent Development. Inclusive Talent Development. Exclusive Talent Development.

6.3. Talent Management model. Planning talent. Attracting talent. Talent onboarding. Retention of talent. Transition of talent.

6.4. The Impact of Psychology on Talent Management. Impact of Industrial-organizational (I/O) psychology. Impact of Educational psychology. Impact of Vocational psychology. Impact of Positive psychology. Impact of Social psychology.

Topic 7. Training and Development: Comprehensive adult training and skilling

7.1. Reskilling and upskilling. Definitions of reskilling and upskilling. Importance of reskilling and upskilling and key differences for career growth.

7.2. Adult education and skills training. Global skills trends, training needs. Lifelong learning opportunities to create a future-ready workforce. Skill training for adults. Financial and non-financial incentives targeting individuals and employers for training provision and participation in training. Job-related adult learning and continuing vocational training. Work-based continuing vocational education and training. Lifelong learning strategies and good practices for specific target groups (Youth. Low-skilled, own-account workers and SMEs. Older Workers. etc.)

7.3. *Adult Learning Theory*. The Importance of Adult Learning Theories. Pillars of Adult Learning Theory. The Difference Between Adult Learning with Childhood Learning.

Topic 8. Optimising Human Potential through Diversity, Equity, Inclusion.

8.1. *What is Diversity, Equity, Inclusion and Belonging (DEIB)?* Diversity. Generational diversity. Benefits of effective diversity management. Equity, Difference between inclusion and belonging. Reasons why DEI are important in the workplace. How to promote diversity, equity, and inclusion in the workplace.

8.2. *Best practices which make workplace more diverse, equal, and inclusive, and how to promote diversity, equity, and inclusion in the workplace.*

8.3. *Tools and Metrics for Evaluation Diversity, Equity, Inclusion.* Civic Attitudes, Knowledge, and Skills Measures (CAKSM), the Color-blind Attitudes Scale (CoBRAS), the Multicultural Experience Questionnaire (MEQ), the Multicultural Knowledge Questionnaire (MKQ), the Psychological Costs of Racism to Whites Scale (PCRW), and the Toronto Empathy Questionnaire (TEQ).

Topic 9. Performance Appraisal in Human Potential Management.

9.1. *Performance Appraisal*. Performance Appraisal vs Potential Appraisal. Measuring behavior and results. Methods of Performance Appraisal. Barriers to Performance Appraisal.

9.2. *Toolkit of Performance Appraisal in Human Potential Management*. Human Potential Assessment Process and its follow-up (Assessment Stage (Definition of job requirements. Assessment of person's skills in relation to the position. Gap analysis and recommendations). Selection (Support for decision-making) and Development (Setting-up of developmental plan. Implementation of developmental plan. Follow-up of developmental process). Category rating Methods. Comparative Methods. Behavioral/Objective Methods. Narrative Methods. Methods for conducting an effective potential assessment. Psychological tests and their applications in potential assessment. Evaluations through simulations and case studies. The role of emotional intelligence in assessing potential. Personal Skills Testing and the Identification of High Potential Employees.

Topic 10. Transformation, Post-traumatic growth & Resilience Development.

10.1. *From trauma to transformation*. Transformation and psychological 'change (Negative Psychological Change. Reducation of Negative Psychological Change. Positive Psychological Change). Predictors of post-traumatic growth. Positive Psychological Change including Post Traumatic Growth (Stren conversion. Drawing strength from adversity. Positive reinterpretation. Positive psychological changes. Perceived benefits / construing benefits. Transformational coping. Thriving. Post Traumatic Growth. Stress related growth. Discovery of meaning. Flourishing. Positive illusions. Positive emotions). Differences between Posttraumatic Growth and Resiliency. The Impact of Complex Trauma on Human Potential Development.

10.2. *Resilience Development*. Concept of resilience. Types of resilience (physical resilience, mental resilience, emotional resilience, social resilience). Facing Life's

Challenges, Adversities, and Crises. Cyclic Resilience Development Model. Seven Cs Model of Resilience.

10.3. *Posttraumatic Growth-oriented Training and interventions.* Peer-based training. Group-based training. Therapeutic intervention (cognitive-behavioral therapies, narrative-based and disclosure-based interventions, expressive writing, and other established interventions). Psysocial interventions.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

List of practical (seminar) studies

Topics	Content
Topic 1. Introduction to Human Potential Management	Discussion on managing human potential by (public/private, small/medium/global) organizations; challenges and issues how to implement it; influence for unlocking, developing and managing human potential from HR manager or the business/organizational psychologist
Topic 2. Developing Human Potential during Lifespan	Practical Task 2: Unlocking/Developing Human Potential during Lifespan (in ordinary and extraordinary situations)
Topic 3. Socio-economic Prerequisites for Human Potential Development	Discussion on Prerequisites for Human Potential Development
Topic 4. Evaluation Methodologies for Human Potential	Practical Task: Skills Gap Analysis
Topic 5. Human-Centred Leadership and Well-Being Management	Practical Task: Case Study "Working on Employee Well-Being"
Topic 6. Talent Management and Human Potential Development	Workshop on Maximizing People's Potential with Talent Management Strategies
Topic 7. Training and Development: Comprehensive adult training and skilling	Workshop on Human Potential Coaching
Topic 8. Optimising Human Potential through Diversity, Equity, Inclusion	Workshop on People-First Diversity, Equity, and Inclusion Strategy
Topic 9. Performance Appraisal in Human Potential Management	Practical Task: Performance Appraisal in Human Potential Management
Topic 10. Transformation, Post-traumatic growth and Resilience Development	Workshop on Finding Inspiration (how to Develop your Potential) in the Midst of Crisis

The list of self-studies in the course is given in table 3.

Table 3

List of self-studies

Topics	Content
Topics 1 – 10	Studying lecture material
Topics 1 – 10	Preparation for practical (seminar) classes
Topics 1 – 10	Execution of individual tasks
Topics 1 – 10	Preparation for the final control work

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological map of the course.

TEACHING METHODS

In the process of teaching the discipline, in order to acquire certain learning outcomes and intensify the educational process, it is planned to use such teaching methods as: problematic lectures (Topics 1-10), practical work and group discussions (Topics 1-10), self-evaluation tasks and case studies (Topics 5, 6, 7, 9), individual research work and creative tasks (Topics 8, 10).

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures and practical (seminar) classes and aims to assess the level of students' readiness to perform particular tasks, and is assessed by the amount of scored points.

– for courses with a form of semester control as grading: maximum amount is 100 points; minimum amount required is 60 points.

The final control includes current control and assessment of the student.

Semester control is carried out in the form of grading.

The final grade in the course is determined:

– for disciplines with a form of grading, the final grade is the amount of all points received during the current control.

During the teaching of the course, the following control measures are used:

Current control: practical tasks by topic (90 points); colloquium/final control work (10 points).

Semester control: Grading.

More detailed information on the assessment system is provided in technological card of the course.

Example of colloquium (final control work) on Management of human potential

Task 1 (diagnostic) (estimated at 2 points)

Decide on a relevant approach to provide your company/organization with an effective way of assessing human potential. Identify the skills your organization need today and will need in the future (for relevant positions). How do you deal with skills gaps?

Task 2 (reproductive) (estimated at 2 points)

Explain the opportunities for developing/unlocking human potential via Talent Management Lifecycle. Specify the significance of human-centred leadership and well-being management (Variant 1) and diversity, equity, inclusion (Variant 2) for attracting and retaining high-potential employee.

Task 3 (heuristic) (estimated at 3 points)

Explain importance of Lifelong Learning. Choose any position, and offer relevant training and development methods for newly recruited employee (Variant 1) and for high-skilled professional (Variant 2). Please specify how company/organization can additionally support their progression in other way(s).

Task 4 (heuristic) (estimated at 3 points)

Please rationale importance of Management of Human Potential and your career perspectives (in this domain) as HR Specialist (Variant 1), as Business Psychologist (Variant 2). Draw (psychological) portrait of professional (in this domain): what qualities and values should he or she possess (taking into account current duties and responsibilities and future activities (in developing/unlocking human potential) might developed over the next several years)?

Assessment criteria

The colloquium / final control work score consists of the sum of the scores for all tasks, rounded to a whole number according to the rules of mathematics.

The algorithm for solving each task includes separate stages that differ in complexity, laboriousness and importance for solving the task. Therefore, individual tasks and stages of their solution are evaluated separately from each other as follows:

Task 1 (diagnostic) (2 points)

1 point for possession of theoretical knowledge and its application to solve the problem;

1 point for applying creative approach how to solve the problem (with novelty and originality);

Task 2 (reproductive) (2 points)

1 point for identification of key psychological concepts and theories relevant to the analysis of the situation;

1 point for availability of examples and reasonable explanation of appropriate means and methods that can help in the given situation;

Task 3 (heuristic) (3 points)

1 point for identification of key psychological concepts and theories relevant to the analysis of the situation

1 point for applying creative approach how to solve the problem (with novelty and originality);

1 point for availability of examples and reasonable explanation of appropriate means and methods that can help in the given situation;

Task 4 (heuristic) (3 points)

1 point for possession of theoretical knowledge and its application to solve the problem;

1 point for applying creative approach how to solve the problem (with novelty and originality);

1 point for availability of examples and reasonable explanation of appropriate means and methods that can help in the given situation.

RECOMMENDED LITERATURE

Main

1. Berger, R. (Ed.). (2023). The Routledge International Handbook of Posttraumatic Growth (1st ed.). Routledge. <https://doi.org/10.4324/9781032208688>
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4. Lally, M., Valentine-French, S. (2022). Lifespan Development: a Psychological Perspective (fourth edition). <https://open.umn.edu/opentextbooks/textbooks/540>
5. Life-span development / John W. Santrock, University of Texas at Dallas. Description: Nineteenth edition. Dubuque : McGraw Hill LLC, 2024.
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8. Ayoko, O.B., Fujimoto, Y. (2023). Diversity, Inclusion, and Human Resource Management: A call for more belongingness and intersectionality research. *Journal of Management & Organization*, 29(6), 983-990. <http://doi.org/10.1017/jmo.2023.72>
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13. Kundi, Y.M., Aboramadan, M., Elhamalawi, E.M.I., & Shahid, S. (2021). Employee psychological well-being and job performance: exploring mediating and moderating mechanisms. *International Journal of Organizational Analysis*, 29(3), 736-754. <https://doi.org/10.1108/IJOA-05-2020-2204>

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15. Moustaghfir, K., El Fatihi, S., & Benouarrek, M. (2020). Human resource management practices, entrepreneurial orientation and firm performance: what is the link?. *Measuring Business Excellence*. <https://doi.org/10.1108/MBE-12-2019-0119>

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Information resources

24. LMS ‘Management of Human Potential’ specialty 053 Psychology EP Psychology <https://pns.hneu.edu.ua/course/view.php?id=11192>