**ЗАТВЕРДЖЕНО**
на засіданні кафедри
менеджменту, бізнесу і
адміністрування
Протокол № 1 від 27.08.2025 р.

**ПОГОДЖЕНО**
Проректор з навчально-методичної роботи

_____ Каріна НЕМАШКАЛО

# ПСИХОЛОГІЯ ЛІДЕРСТВА ТА КОМАНДНОЇ РОБОТИ В ЦИФРОВУ ЕПОХУ

**робоча програма навчальної дисципліни (РПНД)**

| | |
|---|---|
| Галузь знань | **всі** |
| Спеціальність | **всі** |
| Освітній рівень | **перший (бакалаврський)** |
| Освітня програма | **всі** |

| | |
|---|---|
| Статус дисципліни | *вибіркова* |
| Мова викладання, навчання та оцінювання | *англійська* |

Розробники програми:
к.е.н., доцент _____ Катерина ПРОКОФ'ЄВА

Завідувач кафедри
менеджменту, бізнесу і
адміністрування _____ Тетяна ЛЕПЕЙКО

Харків
2025

**APPROVED**
at the meeting of department
management, business
and adminastration
Protocol № 1 of 27.08.2025

**AGREED**
Vice-rector for educational and methodical work

_____ Karina NEMASHKALO

# LEADERSHIP PSYCHOLOGY AND TEAMWORK IN THE DIGITAL AGE
### Program of the course

| | |
|---|---|
| Field of knowledge | **all** |
| Specialty | **all** |
| Study cycle | **first (bachelor)** |
| Study programme | **all** |

Course status *elective*

Language *English*

Developers:
Cand. Sc. (Econimic)
Associate Professor

_____ Kateryna PROKOFIEVA

Head of management,
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department

_____ Tetyana LEPEYKO

**Kharkiv**
**2025**

# INTRODUCTION

The curriculum for the course "Psychology of Leadership and Teamwork in the Digital Age" has been developed in accordance with the requirements of the bachelor's degree program. The course "Psychology of Leadership and Teamwork in the Digital Age" is part of the elective course cycle for bachelor's degree programs.

A high level of dynamism, uncertainty, and technological complexity characterises the modern business environment. The spread of remote and hybrid employment, virtual teams, digital platforms, and networked forms of interaction is transforming traditional ideas about leadership and teamwork. Under such conditions, the importance of psychological factors in management, particularly emotional intelligence, motivation, trust, communication, and adaptability, is growing.

The course is focused on a comprehensive study of the psychological foundations of leadership, the development of emotional intelligence, and the specifics of team management in a digital environment. The discipline examines the psychological mechanisms of leadership influence, team formation and development, group dynamics, digital communication, as well as the management of emotional states, conflicts, and stressful situations in team activities.

**The purpose of the course:** developing a system of theoretical knowledge and practical skills in the field of leadership psychology in the digital environment, emotional intelligence development, and hybrid and remote digital team management among higher education seekers.

The objectives of the course are:

– revealing the theoretical foundations of leadership psychology and teamwork in the digital age;

– studying the essence, structure, and role of emotional intelligence in leadership and team interaction;

– analysing the psychological mechanisms of leadership influence in the digital environment;

– researching the characteristics of team formation, development, and management in remote and hybrid work environments;

– studying the impact of digital technologies on communication, motivation, trust, and team cohesion;

– developing skills for effective interpersonal and digital communication in team activities;

– developing the ability to manage emotional states, conflicts, and stress in teams;

– developing skills for applying psychological tools of leadership and team management in the practical activities of modern organisations.

The object of the course is the activities of leaders and teams in organizations.

The subject of the course is the psychological foundations of leadership, the development of emotional intelligence, and the management of hybrid and remote teams in a digital environment.

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 |
|---|---|
| demonstrate knowledge of management theories, methods, and functions, as well as modern leadership concepts. | ability to learn and master modern knowledge; ability to select and use modern management tools; understanding of psychological principles and their application in professional activities; ability to develop and demonstrate leadership qualities and behavioral skills |
| demonstrate skills in identifying problems and justifying management decisions | ability to adapt and act in new situations; ability to apply knowledge in practical situations |
| demonstrate skills in interaction, leadership, and teamwork | skills in using information and communication technologies; appreciation and respect for diversity and multiculturalism; ability to work in a team and establish interpersonal interaction in solving professional tasks; ability to create and organize effective communication in the management process; ability to develop and demonstrate leadership qualities and behavioral skills; ability to learn and acquire modern knowledge; |
| have skills in justifying effective tools for motivating the organization's staff | ability to evaluate the work performed, ensure its quality, and motivate the organization's staff; ability to develop and demonstrate leadership qualities and behavioral skills; ability to adapt and act in new situations; ability to act on the basis of ethical considerations (motives); |
| identify the causes of stress, adapt themselves and team members to stressful situations, and find ways to neutralize them | understand the principles of psychology and use them in professional activities |
| demonstrate the ability to act in a socially responsible and socially conscious manner based on ethical considerations (motives), respect for diversity and interculturalism | ability to act on the basis of ethical considerations (motives); ability to act in a socially responsible and conscious manner |
| demonstrate skills in independent work, flexible thinking, openness to new knowledge, being critical and self-critical | ability to generate new ideas (creativity); ability to demonstrate basic creative and critical thinking skills |
| propose their own ways of solving psychological tasks and problems in the course of their professional activities, make and justify their own decisions on how to solve them (in particular, on the organization of early intervention measures) | ability to be critical and self-critical; |
| interact, communicate, be understandable, be tolerant of people with different cultural or gender-age differences | ability to make informed decisions; ability to understand the nature of behavior, activities, and actions |
| effectively perform various roles in a team in the process of solving professional tasks, including demonstrating leadership qualities | the ability to work in a team; the ability to independently predict, prevent, and resolve complex, conflict situations, provide psychological |

| | support to individuals and organizations in crisis situations |
|---|---|

# COURSE CONTENT

**Content module 1. Leadership challenges and team processes in the digital world.**

**Topic 1. Transformation of the role of a leader in the context of digitalization.**

Traditional ideas about leadership. The impact of digitalization on the role of a leader. Prospects and challenges in the development of leadership in the digital age.

Classic leadership models. Modern leadership models. Digital leadership models

**Topic 2. Competencies of a digital leader: adaptability, communication, creativity.**

The importance of competencies for effective management in digital transformation. Key competencies of a digital leader. Integration of competencies.

Emotional intelligence in digital leadership. Fundamentals of emotional intelligence in transformation. Emotional intelligence in professional activities. Emotional intelligence in digital leadership.

**Topic 3. Features of interpersonal interaction in online teams.**

The concept of an online team and its structure. Main characteristics of online teams. Types and types of online teams. Roles in an online team. The role of artificial intelligence in an online team

Psychological aspects of online interaction. The socio-psychological nature of online identity. Key aspects of the virtual "I" in teamwork. The structure of online identity in a digital team. The "invisibility" effect in an online team. Digital fatigue.

Cultural and social characteristics. Cross-cultural interaction in an online team. Key aspects of cross-cultural interaction in a digital environment. Cultural competence. Social and cultural intelligence. Gender and age aspects of communication in online teams.

**Topic 4. Trust, motivation, and group dynamics in hybrid teams.**

Trust in hybrid teams. The concept of "trust" and its classification. Types of trust. Factors influencing trust in hybrid and online teams. Barriers to trust. Tools for building and maintaining trust in online teams.

Motivation in hybrid and online teams. Motivation theories. Motivation challenges in the online environment.

Group dynamics in hybrid and online teams. Stages of online team development. Features of group dynamics in online teams. The role of a leader in a hybrid team and the role of a leader in an online team. Methods of managing group dynamics.

**Topic 5. Conflict management in a digital environment.**

General theory of conflict. Concepts of conflict and their classification. Structure of conflict. Functions of conflict. Limits and conditions of the "usefulness" of conflict. Stages of conflict.

Features of conflicts in an online environment. Digital communication channels and risks of escalation. Signals that "disappear" online: asynchrony, paralinguistics, algorithmic context, publicity, loss of nonverbal communication. CFO theories. Typology of conflicts in digital teams. Semiotics of digital text: emojis, reactions to messages, mentions. Behavioral models in conflict. Psychology of online interaction: Suler and SIDE. Interest-Based Approach. NVC model. SCARF model.

Strategies for resolving digital conflicts. Conflict avoidance strategy. "Fight" or "Rivalry" strategy. Compromise strategy. Accommodation or adaptation strategy. Prevention of digital conflicts. Emotional intelligence and conflict resolution.

**Topic 6. Ethical challenges of leadership in the digital age.**

The concepts of digital ethics and ethical leadership. Ethical challenges for leaders. Use of AI and algorithmic solutions: ethical risks. Digital control of a leader. A leader's responsibility for digital decisions. Ethical dilemmas in digital teams. Ethical values in shaping the culture of an online team.

A model of ethical decision-making for a digital leader. Ethical principles of digital leadership.

**Content module 2. Team management and decision-making in a digital environment.**

**Topic 7. Using digital platforms for teamwork (Slack, Microsoft Teams, Asana).**

Strategic channel selection and ecosystem building. Organizing teamwork on digital platforms. Comparison of platforms: Slack, Microsoft Teams, Asana.

Culture and rules of communication. Structural components of communication culture. Communication tools. Effective communication techniques.

**Topic 8. Methods for organizing effective online communication.**

Strategic choice of channels and ecosystem building. Strategic communication pitfalls. The pitfall of monoculture. The pitfall of chaos.

Managing attention and information flow.

**Topic 9. The psychology of decision-making in digital teams.**

The phenomenon of decision-making in the digital age. Cognitive decision-making models. Individual decision-making psychology. The role of emotional intelligence in conflict resolution. Decision-making strategies in the digital environment.

Cognitive biases and their impact in the digital environment. Interdependence and social roles online.

The role of digital technologies in transforming the decision-making process. Challenges of digital transformation. Leadership and psychological safety in digital teams.

**Topic 10. Adapting to change: how leaders can work with decentralized teams.**

Decentralization of management in the digital environment. Challenges of decentralization. Adaptive leadership. Adaptive leadership technologies.

Strategies of an adaptive leader. Strategy of open and regular communication. Strategy of digital team autonomy.

Leaders as emotional navigators of online teams.

**Topic 11. Creating an inclusive and productive work environment.**

Inclusive work environment. Legislative framework and international standards of accessibility. Barriers and challenges of inclusion in the digital age.

The role of leadership and corporate culture. Digital inclusion.

**Topic 12. Work-life balance in digital teams.**

The concept of work-life balance. Work-life imbalance in the online environment. Psychological consequences of imbalance for employees. The domino effect.

The culture of work-life balance. The concept of burnout in the online environment. Work-life balance audit tools.

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

Table 2

**The list of practical (seminar) studies**

| Name of the topic and/or task | Content |
| --- | --- |
| Topic 1. Task 1. | Seminar on identifying the characteristics of a digital leader |
| Topic 2. Task 2. | Digital leader of a startup |
| Topic 3. Task 3. | Case study: "A typical intercultural online conflict" |
| Topic 4. Task 4. | Exercise: "Three sentences" |
| Topic 5. Task 5. | Practicing conflict resolution techniques: I-messages, channel transformation, the "sandwich" technique |
| Topic 6. Task 6. | Digital confession of a leader |
| Topic 7. Task 7. | Practical work on the Slack digital platform |
| Topic 8. Task 8. | Onboarding presentation: How we communicate as a team |
| Topic 9. Task 9. | Practicing decision-making techniques in online teams |
| Topic 10. Task 10. | Practicing decision-making techniques in online teams |
| Topic 11. Task 11 | Code of digital etiquette and inclusivity. |
| Topic 12. Task 12 | Presentation of individual project "Analysis of online self-identity" |

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

Table 3

**List of self-studies**

| Name of the topic and/or task | Content |
|---|---|
| Topic 1 | Search, selection, and review of literary sources on topic 1. Preparation for class. |
| Topic 2 | Search, selection, and review of literary sources on topic 2. Preparation of presentation. Preparation for test. |
| Topic 3 | Search, selection, and review of literary sources on topic 3. Preparation for test. |
| Topic 4 | Searching, selecting, and reviewing literary sources on topic 4. Completing practical tasks. Preparing for a test. |
| Topic 5 | Searching, selecting, and reviewing literary sources on topic 5. Preparing for a written test. |
| Topic 6 | Searching, selecting, and reviewing literary sources on topic 6. Preparing a presentation. Completion of practical tasks |
| Topic 7 | Preparation for test. |
| Topic 8 | Search, selection, and review of literary sources on topic 7. Preparation of presentation. Completion of practical tasks |
| Topic 9 | Preparation for test. |
| Topic 10 | Search, selection, and review of literary sources on topic 8. Preparation of presentation. Completion of practical tasks |
| Topic 11 | Preparation for test. |
| Topic 12 | Search, selection, and review of literary sources on topic 9. Practical tasks. Preparation for test. |

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

# TEACHING METHODS

In the process of teaching the course "Electronic marketing", in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as:

Lecture-discussions (topic 1 – 8), work in small groups (topic 2 – 8), presentations (topic 2 – 8), visualisations (topic 1 – 8), various individual (topic 1 – 8) and group work (topic 1, 2, 6).

During lectures and practical classes, various teaching methods are employed, including explanatory and illustrative, problem-based, partially research-based, and research-based approaches.

# FORMS AND METHODS OF ASSESSMENT

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

7

**Current control** is carried out during lecture, practical, laboratory and seminar classes and has the purpose of checking the level of preparedness of the student of higher education for the performance of specific work and is evaluated by the sum of points scored:

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 the semester control and certification of the student.

**Semester control** is carried out in the form of grading.

***The final grade by academic discipline is determined by:***

`– 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:

competence-oriented task (35 points); creative task (2 parts) (30 points); test papers (20 points); final test (15 points).

Semester control: Grading.

More detailed information about the evaluation system is provided in the technological card of the course.

# RECOMMENDED LITERATURE

## Main

1. Гура Т. Психологія лідерства в бізнесі : навч. посібник / Т. Гура, О. Романовський, А. Книш ; Нац. техн. ун-т "Харків. політехн. ін-т". – Харків : Друкарня Мадрид, 2017. – 100 с.

2. Mahadevan J. Virtual Team Collaboration: A Guide for Individual Team Members / J. Mahadevan - Wiesbaden : Springer Gabler, 2024. – Режим доступ: https://link.springer.com/book/10.1007/978-3-658-44969-8.

3. Felfe J., van Dick R. (eds.) Handbook of Leadership: reference work / Jörg Felfe, Rolf van Dick (eds.). – Cham : Springer, 2025. – Режим доступу: https://link.springer.com/referencework/10.1007/978-3-662-70444-8.

## Additional

4. Логінова К. С. Цифрові моделі лідерства як характеристика цифрової організації / К. С. Логінова // Науковий простір: актуальні питання, досягнення та інновації : матеріали I Міжнародної наукової конференції 15 грудня 2023 р. : тези допов. - Київ, 2023. - С. 96-97. – Режим доступу: http://repository.hneu.edu.ua/handle/123456789/31021.

5. Дзеніс О. О. Управління в умовах невизначеності: концептуалізація довіри, комунікації та адаптивності в лідерських стилях / О. О. Дзеніс, О. А. Шестакова // Електронний журнал «Ефективна економіка». - 2025. - №8. – Режим доступу:  https://repository.hneu.edu.ua/handle/123456789/37196

6. Логінова К. С. Аналіз традиційного та цифрового лідерства в сучасних умовах / К. С. Логінова // Агросвіт. - 2024. - №12. – С. 60-67. – Режим доступу: http://repository.hneu.edu.ua/handle/123456789/34786

7. Kanova O. The impact of leadership on personnel development under the influence of digital transformation / O. Kanova, K. Kryvobok, Omarov Elvin // Ukrainian Journal of Applied Economics and Technology. - 2025. - Volume № 3. - Pp. 220 – 225.

8. Кінас І. О. Концепція емоційного лідерства в менеджменті / І. О. Кінас, К. В. Кривобок // Perspectives of contemporary science: theory and practice. Proceedings of the 3rd International scientific and practical conference. SPC "Sci-conf.com.ua". - Lviv, 2024. - Pp. 1053-1060.- Режим доступу: https://repository.hneu.edu.ua/handle/123456789/32882.

9. Maistrenko O. Creative leadership as a factor of effective development in modern conditions / O. Maistrenko // Ukrainian Journal of Applied Economics and Technology – 2023. – Volume 8. – № 3. – P. 152 – 156. – Режим доступу: https://repository.hneu.edu.ua/handle/123456789/33564.

10. Lechner A., Tobias Mortlock J. M. How to create psychological safety in virtual teams // Organizational Dynamics. – 2022. – Vol. 51, Issue 2. – Режим доступу: https://openaccess.city.ac.uk/id/eprint/25878/.

11. Montañez-Juan M., Forteza-Domenici C., García-Buades E. Virtual handshakes: team emotional intelligence and digital competences in virtual settings // Behaviour & Information Technology. – 2025. - Доступ: https://www.tandfonline.com/doi/abs/10.1080/0144929X.2025.2535740.

12. Prokofieva K., Biletsky O. Emotional intelligence of leaders as a factor of enterprise profitability / K. Prokofieva, O. Biletsky // Ukrainian Journal of Applied Economics and Technology. – 2025. – Vol. 4, pp. 185–190. – Режим доступу: https://ujae.org.ua/emotsijnyj-intelekt-lideriv-yak-chynnyk-prybutkovosti-pidpryyemstva/

**Information resources**

13. The Psychological Safety Collection: Establish a Culture of Trust to Build an Innovative, Thriving Team. – Harvard Business Review, 2024. – Режим доступу: https://store.hbr.org/product/the-psychological-safety-collection-establish-a-culture-of-trust-to-build-an-innovative-thriving-team/1151BN?srsltid=AfmBOop8bURY7Iz32CekE-uBlPnta-RItXVP9bv7qZKsOOE4tNQ8oiK7&utm_source=chatgpt.com

14. The Future of Jobs Report 2025. – Geneva : World Economic Forum, 2025. –Режим доступу: https://www.weforum.org/publications/the-future-of-jobs-report-2025.

15. 2025 Work Trend Index Annual. – Redmond : Microsoft, LinkedIn, 2025. – Режим доступу: https://www.microsoft.com/worklab/work-trend-index