



## **Psychology of leadership and professional success**

### **Credit module work program (Syllabus)**

#### **Details of the credit module**

Level of higher education	third (educational and scientific)
Branch of knowledge	05 Social and behavioral sciences
Specialty	053 Psychology
Educational program	Psychology
Credit module status	Selective
Form of study	daily / remote
Year of preparation, semester	2nd year, autumn semester
The volume of the credit module	5 credits. ECTS / 150 hours
Semester control / control measures	Exam
Lessons schedule	Ukrainian
Information about the course leader / lecturers	Lecturer and practical: Ph.D., Associate Professor Kononets Maria Alexandrovna +380503825479 kononets.maria@gmail.com
Course placement	

### 1. Description of the credit module, purpose, subject of study and learning outcomes

The subject of the credit module "Psychology of Leadership and Professional Success" is the patterns of interaction between people in the system "leader-subordinates" and "leader-followers", the mechanism of promotion to leadership, the relationship of leadership and management, features of leadership in modern society, achieving professional success.

The purpose of the credit module "Psychology of Leadership and Professional Success" is to teach graduate students to apply competencies for effective leadership and professional success of a specialist.

The course begins with the study of general ideas about leadership, then studies the basic research of leadership and types of leadership in organizations, ends with the study of professional success and its components.

Communication with the teacher is possible and will be encouraged in the classroom, as well as within two hours of consultations with the teacher, which are held according to the schedule available on the website of the Department of Psychology and Pedagogy.

In accordance with the requirements of the SNP, the purpose of the credit module is to develop graduate students' abilities:

- to conduct critical analysis, evaluation and synthesis of new and complex ideas and socio-psychological phenomena (LC 2)
- to use information and communication technologies (LC 3)
- be aware of the need for and compliance with the norms of scientific ethics (LC 5)
- to develop and manage research projects, make proposals for funding scientific research (LC 6)
- to participate in the work of domestic and international research teams (LC 7)

The task of the credit module is to form the following learning outcomes:

1) knowledge about:

- the features of mental phenomena, patterns of development of mental properties of the individual, the basis of interaction and communication of the individual in a small group (ZN 9)
- the individual psychological properties and qualities of personality as a subject of various activities that promote self-realization and professional success (ZN 12)
- the dialogical forms of communication in joint activities (ZN 14)

2) ability:

- to identify, systematize, solve, critically comprehend and predict significant psychological problems, factors and trends in the functioning and development of individuals, groups and organizations at different levels of psychological research (UM 6)

- to have the techniques of personal self-development and self-improvement, actualization of their potential and further self-realization (UM 9)
- to adhere to the rules of scientific ethics, legal and social norms in the process of professional and scientific-innovative activity (UM 11)
- to analyze complex social and psychological phenomena, to connect general psychological problems with the decision of the problems arising in professional activity (UM 13)
- to identify problems and contradictions, analyze psychological phenomena and processes of social reality (UM 14)
- to work on their own development and improvement, determine their professional capabilities and show a desire to improve professional skills and professional mobility (UM 15)

As a result of mastering the credit module, graduate students will be able to:

- navigate and use the basic provisions and conceptual and terminological apparatus of the credit module;
- apply theoretical approaches and concepts of leadership psychology;
- to be guided in problems and directions of development of modern psychology of leadership;
- use the experience of effective leadership in professional activities;
- apply the fundamental principles of ethics of the leader; take into account the impact of motivation on success in professional activities;
- take into account psychological features to achieve professional success.

## **2. Prerequisites of the credit module (place in the structural and logical scheme of education according to the relevant educational and scientific program)**

The credit module is studied after mastering the credit modules "Theoretical and methodological problems of psychology", "Psychology of social phenomena", "Environmental psychology", "Psychology of professional activity", "Psychology of scientific and technical creativity", "Methodology of scientific research" educational and scientific program.

The credit module is in some connection with such disciplines as the basics of management and psychology, which create a general worldview and methodological basis for the perception of graduate students of the content of the proposed credit module.

## **3. Contents of the training credit module**

### **Full-time**

Names of sections and topics	Number of hours			
	including			
	Total	Lec ture s	Seminar	IW, including IP
1	2	3	4	5
<b>Section 1. GENERAL VIEWS OF LEADERSHIP</b>				
Topic 1.1. Defining the concept of "leadership". History of leadership research	8	2	1	5
Topic 1.2. Typologies of leaders. The relationship between the concepts of "leadership" and "management"	5	-	-	5
Topic 1.3. <b>Intelligence in leadership.</b> Values and attitudes of the leader. Fundamental principles of ethical leadership	7	-	1	6
<b>Total by section:</b>	<b>20</b>	<b>2</b>	<b>2</b>	<b>16</b>
<b>Section 2. LEADERSHIP RESEARCH</b>				
Topic 2.1. Personalistic and behavioral approaches in leadership	8	2	-	6
Topic 2.2. Situational approach in leadership	7	-	1	6
Topic 2.3. Attribution approach in leadership	7	-	1	6
Topic 2.4. Humanistic approach in leadership	6	-	-	6
<b>Total by section:</b>	<b>28</b>	<b>2</b>	<b>2</b>	<b>24</b>
<b>Section 3. TYPES OF LEADERSHIP IN ORGANIZATIONS</b>				
Topic 3.1. Charismatic leadership. Transformational and transactional leadership	8	2	1	6
Тема 3.2. Інноваційне, автентичне, відповідальне і деструктивне лідерство	8		1	

<b>Total by section:</b>	<b>16</b>	<b>2</b>	<b>2</b>	<b>12</b>
<b>Section 4. PROFESSIONAL PERFORMANCE AND ITS COMPONENTS</b>				
Topic 4.1. Professional success: concept and structure	8	2	-	6
Topic 4.2. Features of self-regulation in the process of professional activity	7	-	1	6
Topic 4.3. Self-management in the process of professional activity	6	-	-	6
Topic 4.4. Communicative and conflictological competencies as components of professional success	7	-	1	6
<b>Total by section:</b>	<b>28</b>	<b>2</b>	<b>2</b>	<b>24</b>
Abstract	28	-	-	28
Exam	30	-	-	30
Hours in general	<b>150</b>	<b>8</b>	<b>8</b>	<b>134</b>

#### 4. Training materials and resources

To successfully study the credit module, it is enough to study the study material, which is taught in lectures, as well as to get acquainted with:

##### 4.1 Basic literature

1. Bendas T. Psychology of leadership. Textbook. СПб. : Питер, 2009. - ISBN 978-5-388-00148-1. [Electronic resource] // <http://www.twirpx.com/file/928735/>
2. Bildanova .R, Shagivaleeva G., Fundamentals of mental self-regulation: A textbook for students of higher education. textbook routine. 2nd ed., Ext. - Елабуга: Изд-во ЕГПУ, 2009. - 116 p. [Electronic resource] // <http://www.egpu.ru/lib/elib/Data/Content/129935503361666706/Default.aspx>
3. Kononets M. Psychology of leadership: textbook / Maria Kononets, for general. ed. O.B. Vynoslavskaya. - K. : КБІЦ, 2020 - 252 p.
4. Myths and dead ends of pop psychology / S.Stepanov. - Dubna. : Phoenix +, 2006. - 232 p. [Electronic resource] // <http://chugreev.ru/stepanov/myth.html>
5. Richard L. Daft Leadership Lessons / R.L. Daft; under ed. I.V. Andreeva.-M. : Exmo, 2006.-480p. [Electronic resource] // [https://vk.com/doc20208942\\_378919277?hash=ebe51b901e50b6e9d7&dl=f1da9cd85bb4e12f31](https://vk.com/doc20208942_378919277?hash=ebe51b901e50b6e9d7&dl=f1da9cd85bb4e12f31)
6. Shackleton V. Psychology of leadership in business.- St. Petersburg: Peter, 2003.-222p. [Electronic resource] // <http://www.twirpx.com/file/267887/>
7. Online edition on the psychology of leadership and professional success of a specialist.

## **4.2. Auxiliary:**

### **To section 1:**

1. Adair D. Psychology of leadership / J. Adair. - М.: Эксмо, 2006. - 352 p.
2. Aleksina T. Applied ethics: textbook. allowance. / Aleksina T. - М.: Izd-vo PFUR, 2004. - 210 p.
3. Bern E. Leader and group. On the structure and dynamics of organizations and groups / E. Bern - М.: - Эксмо, 2009. - 288 p.
4. Vynoslavskaya O. Human relations: Textbook. / O. Vynoslavskaya, M. Malygina. - Kyiv: Center for Educational Literature, 2006. - 142 p. - (2nd).
5. Goleman D. Emotional intelligence in business / D. Goleman. - М.: Манн, Иванов и Фербер, 2013. - 512 p.
6. Goulman D. Emotional leadership: The art of managing people based on emotional intelligence / D. Goulman, R. Boyatzis, E. Mackie. - М.: Alpina Publisher, 2016. - 301 p.
7. Drucker P. Tasks of management in the XXI century / P. Drucker. - М.: Williams. - 2001. - P. 340.
8. Zdravomyslov A. Needs. Interests. Values. / AG Zdravomyslov. - Москва: Политиздат, 1986. - 223 c.
9. Kononets M. Psychology of professional morality of the entrepreneur: theory and modern practice: monograph. / M.O. The end. - К.: ДІА, 2013. - 165 c.
10. Kyulla D. Ethics - the soul of leadership // Responsible leadership / Thomas Maak, Nicolas Ples. - М.: Alpina Business Books, 2008. - P.33-49.
11. Petrunin Yu. Yu. Business ethics: [textbook. manual.] / Yu. Yu. Petrunin, VK Borisov. - М.: Delo, 2004. - 400 p. - (3rd).

### **To section 2:**

1. Adair D. Psychology of leadership / J. Adair. - М.: Эксмо, 2006. - 352 p.
2. Weber M. Politics as a vocation and profession / Max Weber. - М.: Ripol Classic. - 2016. - 292 p. - (Librarium).
3. Dewey. D. Democracy and Education / John Dewey. - М.: Pedagogika-Press, 2000. - 384 p.
4. Cossen S. The human aspect of organizations / Stephen Cossen. - М.: MSU, 1998. - (Applied sociology and management. Reader). - P.7-81.
5. Cotter D. Ahead of change: How to successfully carry out organizational transformation. / John Cotter. - Kiev: Alpina Publisher, 2019. - 288 p.
6. Lawton A. Organization and management in public institutions / A. Lawton, E. Rose. - М.: B. i, 1993. - 218 p.
7. Myers D. Social psychology / D. Myers - St. Petersburg: Peter, 2013. - 510 p.
8. Meneghetti A. Psychology of the leader / Antonio Meneghetti. - М.: Ontopsychology, 2010. - 260 p.
9. Psychology of social cognition: Textbook. manual for university students / GM Andreeva. - 3rd ed., Reworked. and ext. - М.: Аспект Пресс, 2009. - 303 p.
10. Tatenko V. LEADER XXI. Socio-psychological studies / V.O. Daddy. - К.: Корпорація, 2004. - 198 p.
11. Hodgkinson K. Philosophy of leadership / K. Hodgkinson. - М.: Альпина Бизнес Букс, 2002. - 563 p.

### **To section 3:**

1. Daft R. Leadership lessons / R. Daft. - М.: Эксмо, 2006. - 480 p.
2. Deming E. Exit from the crisis: a new paradigm of managing people, systems and processes / E. Deming. - М.: Alpina Business Books, 2007. - 416 p.
3. Cats de Vries M. The mystique of leadership. Development of emotional intelligence / M. Cats de Vries. - М.: Альпина Бизнес Букс, 2004. - 311 p.
4. Kotter D. Leadership and management / D. Kotter // Harvard Business Review (Russian edition), 2005. - P. 69-78
5. Maak T. Responsible leadership / T. Maak, N. Pless. - М.: Alpina Business Books, 2008. - 322 p.
6. Newman B. 10 laws of leadership / B. Newman. - Минск: Попурри, 2011. - 160 p.
7. Shane E. Organizational culture and leadership / Shane E. - СПб.: Питер, 2002. - 336 p.
8. Bass B. Bass and Stogdill's handbook of leadership. Theory, Research and Managerial Applications / B. Bass. - New York: The Free Press. - Vol. 3. - 1990. - 1184 p.
9. Bennis W. Leaders: The strategies for taking charge / W. Bennis, B. Nanus. - New York: Harper & Row, 1985. - 244 p.
10. Conger J. Charismatic Leadership: The Elusive Factor in Organizational Effectiveness / J. Conger, R. Kanungo. - San Francisco: Jossey-Bass, 1988. - 352 p.
11. George B. Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value / Bill George. - San Francisco: Jossey-Bass, 2003. - 240 p.
12. Greenleaf R. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness / R. Greenleaf - Paulist Press; 25 Anv edition, 2002. - 370 p.
13. Hampden-Turner C. Building Cross-Cultural Competence: How to Create Wealth from Conflicting Values / C. Hampden-Turner, F. Trompenaars. - Chichester: John Wiley & Sons, 2000. - 388 p.
14. Iszatt M. Leadership / M. Iszatt, C. Saunders. - Oxford: Oxford Univ. Press, 2014. - 367 pp.
15. Kellerman B. Bad leadership. What it is, how it happens, why it matters / B. Kellerman. - Boston: Harvard Business School Press, 2004. - 282 p.
16. Kouzes J. The Leadership Challenges: How to Make Extraordinary Things Happen in Organizations / J. Kouzes, B. Posner. - San Francisco, CA: The Leadership Challenge, 2012. - 396 p.
17. Lipman-Blumen J. The allure of toxic leaders. Why we follow destructive bosses and corrupt politicians - and how we can survive them / J. Lipman-Blumen. - Oxford: Oxford University Press, 2005. - 324 p

#### **To section 4:**

1. Adler A. Individual psychology as a way to know people and self-knowledge // Adler A. Essays on individual psychology. - М.: Когито-Центр, 2002. - 220 p.
2. Adler A. The science of living. Kiev, 1997. 288 p.
3. Adler A. The science of characters: to understand human nature. М., 2011. 253 p.

4. Kahneman D., Slovik P., Tversky A. Decision making in uncertainty: Rules and prejudices. - Kharkiv: Publishing House Institute of Applied Psychology "Humanitarian Center", 2005. - 632 p.
5. Karpov AV Psychology of management. M.: 2005. - 584 p.
6. Conflictology: A textbook for universities. 6th ed. Antsupov A. Ya., Shipilov AI Topic: Textbook for universities; Year: 2018; 528 s.
7. Lozhkin G. Povyakel N. Practical psychology of conflict: Textbook. allowance. -. 2nd ed., Stereotype. - K.: МАУП, 2002. - 256 p.
8. McClelland D. Human motivation. SPb.: 2007. - 672 p.
9. Maslow A. Motivation and personality / A. Maslow. - SPb., 1999. - 318 p.
10. Levin K., Dembo T., Festinger L., Sears P. The level of claims // Psychology of personality. Texts. M., MSU, 1982. S. 86-93.
11. Fundamentals of management. Mescon M., Albert M., Hedouri FM: Delo, 1997. - 704 p.
12. Psychology of life success / [Sokhan LV, Golovakha EI, Anufrieva RA, etc.]; Otv. Ed. N.I. Sobolev. -K.: NAS of Ukraine. Institute of Sociology, 1995. - 150 p.
13. Rogers K. A look at psychotherapy. Becoming a person. M.: "Progress" 1994
14. Tracy B. Achieving the maximum: 12 principles. - M.: Попурри, 2016. - 352 p.
15. Fischer R., Yuri W. The path to agreement, or negotiations without defeat / Per. with English A. Gorelova; Prev. V.A. Kremen'yuka.— M.: Nauka, 1992.— 158 p.
16. Frankl W. The search for meaning in life and logotherapy // Psychology of personality. Texts. M: MSU, 1982. - P.121.
17. Frankl W. Man in search of meaning. - M.: Progress, 1990.
18. Freud Z. Introduction to psychoanalysis. Lectures. - M.: "Science", -1988. - 456 p.
19. Fromm E. The human soul. - M.: Respublika, 1992. - 430 p.; Fromm E. Anatomy of human destructiveness. - M.: ООО "Izd-vo AST", 2004. - 635 p.;
20. Fromm E. The revolution of hope. Getting rid of illusions. - M.: Айрис-пресс, 2005. - 352 p.
21. Fromm E. Psychoanalysis and religion; The art of loving; To have or to be? - K.: Ника- Центр, 1998. - 400 с.
22. Heckhausen H. Psychology of achievement motivation, St. Petersburg, 2001, 256 p.
23. Horney K. Self-Analysis. M., 2001. 448 p.
24. Horney K. Neurotic personality of our time. - Moscow: Academic Project, 2006.
25. Horney K. Our internal conflicts. Constructive theory of neurosis. M., 2012. 256 p.
26. Shcherbatykh Yu.V. General psychology. -SPb.: Peter, 2008. Series "Tomorrow's exam". -272 s.
- 1 Adler A. The science of living. - K.: Port-Royal, 1997. - 288 p.
27. Jung KG Psychology of the unconscious. M., 2006. 352 p.
28. Jung KG The problem of the soul of our time. M., 2006. 336 p.
29. Jung KG Psychological types. M., 2006. 528 p.



## Educational content

### 5. Methods of mastering the training credit module

#### Full-time

#### Lectures

№	<i>Title of the lecture topic and list of main questions (tasks on IW)</i>
<b>1</b>	<p><b>Topic 1.1. Defining the concept of "leadership". History of leadership research</b></p> <ol style="list-style-type: none"> <li>1. Definition of "leadership".</li> <li>2. History of leadership research.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Describe the areas of leadership research in ancient times and in the Middle Ages.</li> <li>2. Describe the G. Lebon's views on the leadership.</li> <li>3. Explain how the scientific work of T. Carlyle and R. Emerson influenced the further development of leadership research.</li> <li>4. Describe the N. Machiavelli's views on the leadership.</li> </ol>
<b>2</b>	<p><b>Topic 2.1. Personalistic and behavioral approaches in leadership</b></p> <ol style="list-style-type: none"> <li>1. Personalistic approach: the theory of the great man; trait theory.</li> <li>2. Behavioral approach: K. Levin's theory of leadership.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Explain the main provisions of the trait theory.</li> <li>2. Analyze why people idealize leadership.</li> <li>3. Describe the behavioral approaches to leadership</li> <li>4. Explain the meaning of Levin's theory of leadership.</li> </ol>
<b>3</b>	<p><b>Topic 3.1. Charismatic leadership. Transformational and transactional leadership</b></p> <ol style="list-style-type: none"> <li>1. Charismatic leadership.</li> <li>2. R. House's theory of charismatic leadership.</li> <li>3. B. Shamir's theory of self-concept.</li> <li>4. The theory of J. Conger and R. Kanungo.</li> <li>5. Transformational and transactional leadership.</li> </ol> <p><b>Tasks for independent work:</b></p> <ol style="list-style-type: none"> <li>1. Describe charismatic leadership.</li> <li>2. Explain the meaning of the theory of charismatic leadership (R. House).</li> <li>3. Explain the meaning of the theory of self-concept ( B. Shamir).</li> </ol>

	4. How is transformational leadership different from transactional leadership?
<b>4</b>	<b>Topic 4.1. Professional success: concept and structure</b> 1. The concept of professional success. 2. The structure of professional success. <b>Tasks for independent work:</b> 1. Disclose the meaning of the concept of professional success. 2. Describe the structure of professional success. 3. Analyze views on the professional success of the individual.

### Seminar (practical) classes

#### The main tasks of the cycle of seminars (practical) classes:

to form in graduate students:

- ability to analyze the features of different leadership styles and use them in professional activities
- ability to use in scientific and pedagogical practice the progressive achievements of scientific psychological thought in terms of leadership and professional success.

<b>№</b>	The name of the topic of the lesson and a list of main questions (list of didactic support, questions for current control and tasks for independent work)
<b>1</b>	<b>TOPIC: GENERAL IDEAS ABOUT LEADERSHIP</b> Purpose: to form general ideas about leadership in graduate students. <b>Key issues:</b> 1. Views on leadership in the countries of the Ancient East. 2. Views on leadership in Ancient Greece. 3. Views on leadership in Ancient Rome. 4. Views on leadership in Medieval Europe. 5. Views on leadership in the Renaissance period (Western Europe). 6. Voluntary theory of leadership (N. Machiavelli, T. Carlyle and R. Emerson). 7. Views on the leadership of J. Vico, G. Hegel and F. Nietzsche. 8. Views on the leadership of G. Tarde and G. Lebon. 9. Typology of leaders (E. Bogardus). 10. R. Kettel's and G. Stace's typology of leaders. 11. Typology of leaders (R. Bales and P. Slater). 12. E. Bern's typology of leaders. 13. Typology of leaders (L. Umansky). 14. B. Parygin's typology of leaders. 15. The ratio of the concepts of "leadership" and "management". 16. Intelligence in leadership. Types of intelligence: academic, practical, social, emotional.

	<p>17. Definition of the concept of value. Terminal and instrumental values. Schwartz-Bilski concept. Values and attitudes of the leader.</p> <p>18. Fundamental principles of ethical leadership.</p>
<b>2</b>	<p><b>TOPIC: LEADERSHIP RESEARCH</b></p> <p>Objective: to form general ideas about leadership in graduate students.</p> <p><b>Key issues:</b></p> <ol style="list-style-type: none"> <li>1. Leadership as a result of interaction (R. Stogdil and K. Chartle).</li> <li>2. Theories "X" and "Y" by D. McGregor.</li> <li>3. R. Likert's continuum model.</li> <li>4. Two-dimensional model of subordinate participation (Blake-Mouton control lattice).</li> <li>5. The continuum of leadership behavior (R. Tannenbaum and W. Schmidt).</li> <li>6. Situational model of F. Fiedler.</li> <li>7. Theory of situational leadership (P. Hershey and K. Blanchard).</li> <li>8. Model "path-goal" (T. Mitchell and R. House).</li> <li>9. Situational model of decision-making (Vroom - Yetton – Jago).</li> <li>10. F. Haider's theory of attribution.</li> <li>11. Theory of causal attribution. Attributive theory of leadership.</li> <li>12. The concept of superleadership (C. Menza and G. Simps).</li> <li>13. J. Clegg's concept of personal leadership.</li> <li>14. The concept of sideboard leadership R. Greenleaf.</li> <li>15. K. Hodgkinson's value concept.</li> <li>16. Value concept of "stakeholders" (G. Feuerholm).</li> <li>17. Value theory of leadership (S. and T. Kuchmarski).</li> </ol>
<b>3</b>	<p><b>TOPIC: TYPES OF LEADERSHIP IN ORGANIZATIONS</b></p> <p>Purpose: to acquaint graduate students with the types of leadership in organizations.</p> <p><b>Key issues:</b></p> <ol style="list-style-type: none"> <li>1. Transformational leadership in the research of N. Tichy and M. Devann.</li> <li>2. Basic strategies of effective leaders (W. Bennis)</li> <li>3. Innovative leadership.</li> <li>4. Authentic leadership.</li> <li>5. Responsible leadership.</li> <li>6. Destructive leadership.</li> <li>7. Model of destructive and constructive behavior of leaders (S. Ainashen).</li> </ol>
<b>4</b>	<p><b>TOPIC: PROFESSIONAL SUCCESS AND ITS COMPONENTS</b></p> <p>Purpose: to acquaint graduate students with the peculiarities of achieving professional success.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>1. The influence of emotional states and self-esteem on professional</li> </ol>

	<p>success.</p> <p>2. Features of the influence of motivation on achieving professional success.</p> <p>3. The importance of will in achieving professional success.</p> <p>4. Adjustment of self-esteem.</p> <p>5. Self-management.</p> <p>6. Features of decision making.</p> <p>7. Goal setting: technology, stages.</p> <p>8. Communicative competence.</p> <p>9. Conflictological competence.</p> <p>10. Intrapersonal conflict: features, types.</p> <p>11. Ways to overcome intrapersonal conflicts.</p> <p>12. Interpersonal conflicts: prevention, resolution.</p>
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### **Independent work of the graduate student:**

#### **Topic 1.2. Typologies of leaders. The relationship between the concepts of "leadership" and "management"**

1. Typology of leaders (E. Bogardus).
2. Typology of leaders R. Kettel and G. Stace.
3. Typology of leaders of R. Bales and P. Slater.
4. E. Bern's typology of leaders.
5. Typology of leaders LI Umansky.
6. B. Parygin's typology of leaders
7. The ratio of the concepts of "leadership" and "management".

#### **Topic 1.3. Intelligence in leadership. Values and attitudes of the leader.**

##### **Fundamental principles of ethical leadership**

1. Intelligence in leadership. Types of intelligence: academic, practical, social, emotional.
2. Definition of the concept of value. Terminal and instrumental values. Schwartz-Bilski concept. Values and attitudes of the leader.
3. Fundamental principles of ethical leadership.

#### **Topic 2.2. Situational approach to leadership**

1. Situational model of F. Fiedler.
2. Theory of situational leadership of P. Hershey and K. Blanchard.
3. Model "path-goal" by T. Mitchell and R. House.
4. Situational model of decision-making (Vroom - Yetton – Jago).

#### **Topic 2.3. Attribution approach to leadership**

1. F. Haider's theory of attribution.
2. Theory of causal attribution. Attributive theory of leadership.

#### **Topic 2.4. Humanistic approach in leadership**

1. The concept of superleadership of C. Menz and G. Simps.
2. J. Clegg's concept of personal leadership.
3. R. Greenleaf's concept of sideboard leadership.
4. K. Hodgkinson's value concept.
5. The value concept of "stakeholders" (G. Feuerholm).
6. Value theory of leadership (S. and T. Kuchmarski).

#### **Topic 3.2. Innovative, authentic, responsible and destructive leadership**

1. Innovative leadership.
2. Authentic leadership.
3. Responsible leadership.
4. Destructive leadership.
5. Model of destructive and constructive behavior of leaders S. Ainashen.

#### **Topic 4.2. Features of self-regulation in the process of professional activity**

1. The influence of emotional states and self-esteem on the achievement of professional success.
2. Features of the influence of motivation on achieving professional success.
3. The importance of will in achieving professional success.

#### **4. Adjustment of self-esteem.**

#### **Topic 4.3. Self-management in the process of professional activity**

1. Self-management.
2. Features of decision making.
3. Goal setting: technology, stages.

#### **Topic 4.4. Communicative and conflictological competence as components of professional success**

1. Communicative competence.
2. Conflictological competence.
3. Intrapersonal conflict: features, types.
4. Ways to overcome intrapersonal conflicts.
5. Interpersonal conflicts: prevention, resolution.

### **Individual work**

For individual work, graduate students are offered to prepare an abstract.

#### **The structure of the abstract**

The style of presentation of the material should be scientific.

The material is distributed evenly in accordance with the plan of the abstract:

- introduction (the relevance and practical significance of the chosen topic of the abstract must be substantiated, the purpose and objectives of the work are defined);

- the main part (reveals the topic of the abstract by covering the main issues. It is necessary to focus on the analysis of questions in the literature with conclusions about their theoretical and practical significance;
- conclusions (it is necessary to formulate: a) scientific-theoretical and practical results b) theoretical and practical recommendations arising from the analysis. They must be logically related to the content of the material presented);
- list of references (contains used sources and publications).

*Requirements for the design of the abstract.*

Planning and style.

The volume of abstract work should be - 10-15 pages. The total volume of the work does not include appendices, glossary, list of sources used, tables and figures, which completely occupy the area of the page. But all pages of these elements are subject to continuous numbering.

The text must contain references to the literature and other sources used in the preparation of the abstract. The text of the abstract is presented in the state language on standard sheets of A-4 format (210 x 297).

The work is printed in Times New Roman font, 14 point size; alignment - "Fit to width"; line spacing "One and a half" (1.5 Lines) paragraph - five characters (1.25 cm); top and bottom margins - 2 cm, left - 3 cm, right - 1 cm. Paragraph indentation should be the same throughout the text and equal to five characters (1.25 cm).

Abbreviations of words and phrases must comply with the current standards for librarianship and publishing (for example, the Ministry of Internal Affairs of Ukraine (hereinafter - the Ministry of Internal Affairs)).

Sections and subsections should contain headings that are to be accurately reproduced in the content. Section headings are usually placed in the middle of the line. Section titles are printed in capital letters without punctuation marks at the end, without underscores. Section headings should begin with appropriate indentation.

Page numbering should be continuous. The serial number of the page is indicated by an Arabic numerals and is affixed in the upper right corner of the page without a dot or risks. The title page (attached) is included in the general page numbering of the written work, but the page number on the title page is usually not put down. Sections should also be numbered in Arabic numerals.

When using literary sources in the text of a written work, there may be two options for references to them. The first one is page references (footnotes): when a source is cited on a page, then at the bottom of this page, under the main text, a bibliographic description of the literary source is given and the page is indicated. The second is when, when referring to a literary source, its serial number in the list of references and a specific page are indicated in square brackets, a quotation, exact numbers, data are given.

Illustrative material - drawings, graphs, diagrams, etc. should be placed immediately after the first link to it in the text. If the graph, diagram, table does not

fit on the page where there are links, they are submitted on the next page. Each illustrative material should be referenced in the text.

### **RECOMMENDED TOPICS OF ABSTRACTS**

1. The impact of visualization and planning on success.
2. Emotion management during professional activities.
3. The influence of emotional states on the achievement of professional success
4. The influence of self-esteem on the achievement of professional success
5. Psychological conditions for achieving professional success
6. Approaches to leadership in management.
7. Approaches to leadership in psychology.
8. Psychological theories of leadership.
9. Personal aspects of leadership
10. The influence of psychological attitudes on the leader.
11. Motivation by meeting the needs (A. Maslow and K. Alderfer).
12. Motivation through goal setting (E. Locke and G. Latem).
13. Motivation through the objectivity of S. Adams.
14. Motivation by changing the expectations (V. Vroom).
15. Ways of delegating power.

### **Policy and control**

#### **1. Credit module policy**

While studying the study material of the credit module "Psychology of Leadership and Professional Success", graduate students study the literature, prepare for seminars and make reports, which deepens the theoretical knowledge of graduate students on certain topics of the credit module and develops skills of independent work with specialized literature. contributes to the formation of the ability to use knowledge to solve relevant practical problems.

#### **Attendance and performance of tasks.**

It is important for graduate students to attend lectures, which will cover the systematized study material in a volume sufficient for mastering the credit module by the graduate student. It will be difficult for a graduate student to properly prepare for seminars if he or she misses lectures. However, it is not necessary to work off the missed lectures.

The active participation of a graduate student in seminars is mandatory, as the graduate student's rating will be largely formed based on the results of his work in seminars. Each missed seminar (regardless of the reasons for skipping) lowers the final rating of the graduate student from the credit module. A graduate student who misses a seminar may receive a low rating, which will not allow such a graduate

student to take the exam. Graduate students who missed seminars may avoid lowering the final rating by timely (during the semester) working on the relevant topics and completing the tasks provided for missed classes, as soon as the graduate student is ready to demonstrate their knowledge and skills on missed topics.

Topics and tasks for seminars are provided by the work program of the credit module (syllabus), available in the "Campus" system. The use of laptops, smartphones and other similar devices is not allowed in lectures and seminars. In the seminar, the graduate student can use the written notes prepared by him on the topic of the lesson (or provided by the task).

### **Forms of work**

The lectures cover the content of the main topics of the credit module "Psychology of leadership and professional success." The topics of the lectures are covered in the work program of the credit module. The lecturer can ask questions to individual graduate students or the general audience, graduate students can also ask questions to the teacher during the lecture.

In seminars, graduate students make reports on topics that the lecturer assigns them to prepare in advance, as well as discuss the seminar.

### **University policy**

#### **Academic integrity**

The policy and principles of academic integrity are defined in Section 3 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>.

### **Norms of ethical behavior**

Norms of ethical behavior of graduate students and employees are defined in Section 2 of the Code of Honor of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". Details: <https://kpi.ua/code>.

## **2. Types of control and rating system for assessing learning outcomes (RSO)**

Current control: [preparation of reports and surveys on the topics of seminars, self-study](#)

Semester control: [exam](#)

### **Evaluation and control measures**

The rating of a graduate student in the credit module "Psychology of Leadership and Professional Success" consists of points obtained for:

1. work in seminars;
2. abstract;
3. exam.

The work of a graduate student in four seminars determines 40% of his rating from the credit module "Psychology of Leadership and Professional Success", the



preparation of the abstract determines 10% of the rating, and passing the exam 50% of the graduate student rating.

The graduate student will receive the highest rating if he / she takes an active part in the seminars, namely: he / she makes thorough and meaningful reports and discusses the issues of the seminar.

Missed classes, inaccuracies, incompleteness, errors in answers, evasion of discussion, violation of the established requirements leads to a decrease in the graduate student's rating.

Proper preparation of a graduate student for a seminar will take an average of 2 hours.

The lecturer evaluates the work of graduate students in each seminar and exhibits them on the electronic campus.

Detailed criteria for evaluating postgraduate learning outcomes are set out in Annex 1.

### 3. Additional information from the credit module

#### **Recommendations for graduate students**

Working on the lecture, the graduate student should take notes of the basic concepts, features, classifications, definitions, algorithms, which will be told by the teacher, which will contribute to better mastering of the educational material.

In preparation for the seminar, the graduate student must study the lecture material on a particular topic, in addition, it is desirable to get acquainted with additional resources. If you have any questions, you should consult with the teacher.

In a seminar, even a well-prepared graduate student should not shy away from discussion. It is worth remembering that ignorance of the material of the discipline is a significant disadvantage of the graduate student's work and will negatively affect his overall rating.

#### **Distance Learning**

Synchronous distance learning using video conferencing platforms and a distance learning educational platform at the university is possible.

#### **Working program of the training credit module (syllabus):**

Compiled by Associate Professor of Psychology and Pedagogy, Ph.D., Associate Professor, Kononets Maria Alexandrovna

Approved by the Department of Psychology and Pedagogy (protocol № \_\_\_\_ from \_\_\_\_\_)

Approved by the Methodical Commission of the faculty (protocol № \_\_\_\_ from \_\_\_\_\_)

**Rating system for assessing learning outcomes  
(for full-time graduate students)**

The rating of a graduate student from the credit module "Psychology of Leadership and Professional Success" consists of points obtained for:

- 4. work in seminars;
- 5. abstract;
- 6. exam.

**System of rating (weight) points and evaluation criteria:**

1. Work at seminars:

The maximum number of scores in all seminars is:

**10 scores × 4 s. = 40 points**

Evaluation of the work of each graduate student is carried out at each seminar on two indicators - activity and preparedness:

**a) activity 5 scores × 1 s. = 5 scores**

Evaluation criteria:

- 5 - high activity, which shows a focus on thorough mastering materials;
- 3-4 - sufficient activity, which shows the focus on learning the materials;
- 1-2 - insufficient activity, which shows the evasion of assimilation of the materials;
- 0 - low activity, which shows a significant deviation from the learning materials.

**b) readiness of 5 scores × 1 s. = 5 scores**

Evaluation criteria:

- 5 - complete, clear, set out in a logical sequence answer to the seminar questions, which indicates a deep understanding of the essence of the question, acquaintance of the graduate student not only with lecture material, but also with textbooks and additional literature; the graduate student's own position on the issues of discussion, if such are raised in the issue.
- 3 - 4 is not a complete or not clear enough answer to the questions of the seminar, which indicates a correct understanding of the essence of the question, acquaintance of the graduate student with the material of lectures and textbooks, but has minor inaccuracies.
- 1 - 2 incorrect answer to the seminar question, which indicates ignorance of the material, but the graduate student's attempt to express their own understanding of the essence of the question.

0 - no answer.

## 2. Abstract

The maximum number of **scores** for the abstract is **10 scores**.

Each abstract is evaluated based on the analysis of a set of the following criteria:

1. Relevance of the topic.
2. The plan and content of the abstract should systematically reveal the chosen topic.
3. Personal contribution is estimated from the presence of own analytical conclusions.

4. Used sources, ie the availability of a sufficient number of modern regulatory and scientific sources. Evaluation criteria:

7-10 the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the chosen topic, there are analytical conclusions of the graduate student, in preparing the abstract used a sufficient number of regulatory and scientific sources;

5-6 the topic of the abstract is relevant, the plan and content of the abstract systematically reveal the chosen topic, a sufficient number of normative and scientific sources were used in the preparation of the abstract but there are no analytical conclusions of the graduate student;

3-4 topic of the abstract is relevant, but the plan and content of the abstract does not sufficiently disclose the chosen topic, there are no analytical conclusions of the graduate student, in preparing the abstract used a sufficient number of regulatory and scientific sources;

0–2 the topic of the abstract is relevant, but the plan and content of the abstract do not disclose the chosen topic, there are no analytical conclusions of the graduate student, in preparing the abstract used insufficient regulatory and scientific sources.

### Rating scale (R):

The sum of weight scores of control measures during the semester is:

$$\mathbf{RC = 40 + 10 = 50 \text{ scores}}$$

The examination component of the scale is equal to 50% of R, namely:

$$\mathbf{RE = 50 \text{ scores}}$$

Thus, the rating scale of the credit module is **R = RC + RE = 100 scores**.

A prerequisite for admission to the exam is a rating (**Rc**) of at least 50% of RC, ie **25 scores**.

4. Exam: examination test is conducted in writing for 90 minutes.

The exam ticket consists of two theoretical questions on thematic sections of the course. The weight score of each question is 25.

*Example:*

### Exam task № 1

1. Explain the categories of leadership traits in modern interpretation.

2. Analyze views on the professional success of the individual.

**Exam task № 2**

1. Explain the relationship between the concepts of "leadership" and "management".

2. Name and describe the elements of creative innovation organization, which highlights R. Daft.

**Examination evaluation criteria:**

19–25 complete, clear, logically presented answer to the question, which indicates a deep understanding of the essence of the question, acquaintance of the graduate student not only with the material of lectures, but also with the textbook and additional literature; expression by the graduate student of his own position on the issues of discussion, if such are raised in the issue;

13–18 answer to the question, but not completely complete or not clear enough, which indicates a correct understanding of the essence of the question, acquaintance of the graduate student with the material of lectures and textbook; certain inaccuracies in the answer;

6–12 is a sufficiently superficial answer to the question; significant errors in the answer;

0–5 incorrect answer to the question, which indicates ignorance of the relevant educational material, but an attempt to express their own understanding of the essence of the question; no answer.

To obtain the relevant grades of the graduate student, his rating (RD) is translated according to Table 1:

<b><i>RD = Rc+Re</i></b>	<b>Assessment</b>	<b>Traditional Assessment</b>
<b>95-100</b>	“excellent”	“excellent”
<b>85-94</b>	“very good”	“good”
<b>75-84</b>	“good”	
<b>65-74</b>	“satisfactory”	“satisfactory”
<b>60-64</b>	sufficiently	
<b><i>RD &lt; 60</i></b>	“unsatisfactory”	“unsatisfactory”

### **INDICATIVE LIST OF QUESTIONS FOR EXAMINATION TEST**

3. Describe the areas of leadership research in ancient times and in the Middle Ages.
4. Describe the views on leadership of G. Lebon.
5. Describe the types of leaders according to LI Uman.
6. Compare the meaning of "leader" and "leadership". Analyze the origin of these concepts.
7. Explain how the scientific work of T. Carlyle and R. Emerson influenced the further development of leadership research.
8. Explain the relationship between the concepts of "leadership" and "management".
9. Explain what contradictions may arise between values.
10. What, in your opinion, are the features of the formation of personal values according to M. Rokich?
11. Explain the content of the stages of moral development of the individual according to L. Kohlberg.
12. Describe the structure of business ethics of the leader.
13. Explain the main provisions of the theory of Figs. What traits, according to O. Tid, are necessary for a person to become a leader?
14. Describe views on leadership as the result of interaction.
15. Explain the features of the situational model of F. Fiedler.
16. Explain the features of the situational model of decision-making (Vroom - Yetton – Jago).
17. Analyze why people are idealized leadership.
18. Describe the value theory of leadership (Susan and Thomas Kuchmarski).
19. Explain the categories of leadership traits in modern interpretation.
20. Describe the main management styles of the leader-official leader in the two-dimensional model of subordinate participation (Blake-Mouton management grid). Explain the main difference between the Likert continuum and the Blake-Mouton control model.

21. Explain the main provisions of the theory of situational leadership (P. Hersey and K. Blanchard).
22. Explain how the application of cognitive-attributive theories can help a leader in the implementation of its activities?
23. Explain the differences between transformational and transactional leadership.
24. Analyze what criteria are set for their subordinates transaction leaders.
25. Describe the multifactor leadership questionnaire of B. Bass and B. Avolio, as well as the features of its application.
26. Analyze the dimensions of leadership authenticity identified by B. George.
27. Describe the Model of development of authentic leadership, which was proposed by W. Gardner and his colleagues.
28. What is destructive leadership? Explain why it is important to prevent destructive leadership.
29. Explain whether you agree with E. Deming that one of the most important conditions for innovation is confidence in the future.
30. Analyze what personality traits according to T. Maak and N. Pless need to develop a person to become a responsible leader?
31. Name and describe the elements of creative innovation organization, which highlights R. Daft.
32. What exactly, according to C. Hampton-Turner and F. Trompnaars, distinguishes representatives of different cultures?
33. Explain how the mood of angry people will change if you make them think about what has become a source of anger.
34. Name and describe the components of the act of will.
35. Explain what are the features of the formation of self-esteem. Can it be adjusted in adulthood?
36. Reveal the views of Z. Freud on intrapersonal conflict.
37. Name the main protective mechanisms of the human psyche. Discover the features of the manifestation of regression. Give examples.
38. Analyze views on the professional success of the individual.
39. Describe the features of time management.
40. Explain the meaning of the concept of communicative competence. What helps to establish effective communication?
41. Explain the views of A. Adler on intrapersonal conflict.
42. Analyze what is the need of the individual in self-actualization.