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*Leading of Formal Research Group in Digital Environment*

Abstract

The Covid–19 crisis abruptly pushed forward the digital approach in higher education. Here institutions with at least some online technology expertise had an advantage as their teaching staff and students did not face such a shocking experience as those with a strictly traditional concept of study. Especially throughout 2020, the literature brought vivid discussions on damage that such a sudden change of conditions might have on the quality of study. Especially interactive learning requires solid knowledge and technological expertise in order to be carried out in the online environment. Also in the field of research in higher education the Covid–19 crisis brought change, especially by cancelling the very important personal contact of researchers within research groups and projects. On the other hand, however, cancellation of meetings and contacts brought new challenges to research groups and community leadership. Especially, “noise” appearing in teamwork emerges for different reasons, manifesting itself differently and requiring different leadership approaches to maintain team progress. This paper addresses the main differences in leadership approaches as experienced with authors acting as academic leaders in a classical and in a digital environment. The general conclusion is that a digital environment requires more personal engagement with management and leadership.

*Keywords*:

Covid-19, knowledge and technology expertise, research