

Work programme of the discipline:

Course title	PROFESSIONAL ETHICS
Level of higher education (degree)	FIRST (BACHELOR)
Field of study	07 MANAGEMENT AND ADMINISTRATION
Major	073 MANAGEMENT
Program subject area	MANAGEMENT (ENGLISH)
Status of the discipline	Elective
Mode of studies	FULL-TIME, PART-TIME, E-LEARNING
Total number of hours/ ECTS credits	150 HOURS /5 ECTS CREDITS
Language of instruction	ENGLISH

Lecturer	KOVALKOVA TETIANA OLEKSANDRIVNA ASSOC. PROF., PH.D.
Lecturer's profile	https://www.krok.edu.ua/ua/pro-krok/pidrozdili/strukturni/upravlinnya-mizhnarodnogo-spivrobotnistva/informatsijna-pidtrimka/360-pro-universitet/providni-vikladachi/kovalkova-tetyana-oleksandrivna
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Consultations	CONSULTATIONS IN MS TEAMS: FRIDAY, 11:00 A.M.-11.30 A.M. http://surl.li/mqkjsxm %22%7d

1. Brief summary of the course

- Ethics and ethical behaviour.
- Responsibilities in different roles and functional areas in relation to:
 - public authorities;
 - investors and creditors;
 - employees;
 - society;
 - people's private sphere.
- Designing decision-making processes:
 - individually;
 - as part of a team.
- Decisions involving risk.
- Critical reflection techniques:
 - individually;

- as part of a team.

Upon completion of this course, students are able to:

- identify their tasks and responsibilities in different functional areas and apply this knowledge to different situations;
- design and analyse decision-making processes used in various tasks;
- employ a variety of techniques to critically reflect on their own actions.

2. Course scope

Type of class	Total number of hours/ ECTS credits –150 HOURS /5 ECTS CREDITS		
	full-time	part-time	e-learning
Total number of hours / mode of studies			
lectures	28	14	14
seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

3. Prerequisites

There are no prerequisites for this course.

4. Hardware and software

PC / laptop, Internet access, camera, microphone

5. Course policies – students must adhere to a code of academic integrity:

<https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf>

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

Forms of academic dishonesty include:

- Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
- Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
- Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
- Fabrication - modification or transfer, without permission, academic information, or records.

6. Programme of the course

Module #1

Topic 1: Ethics and Business

Ethics and ethical behaviour, principles and moral values, what is Business Ethics, popular frameworks for business ethics.

Topic 2: Ethical Decision Making: Personal and Professional Contexts

Making an ethical decision: how to recognize an ethical issue, to get the facts, to evaluate alternative actions, to make a decision and test it, to act and to reflect on the outcome.

Topic 3: Philosophical Ethics and Business

Ethical issues within a business, Utilitarianism (or Kantianism), Rights theories, Justice theories.

Topic 4: The Corporate Culture - Impact and Implications

Managing Ethics in the workplace, managing Ethics programs in the workplace: developing codes of Ethics, developing codes of conduct, resolving ethical dilemmas and making ethical decisions, Ethics training, assessing culture and cultivating ethical culture, contemporary ethical issues, general resources for managing Ethics in the workplace.

Module #2

Topic 5: Corporate Social Responsibility

Social responsibility boards and corporate social responsibility, general resources for social responsibility.

Topic 6: Ethical Decision Making: Employer Responsibilities and Employee Rights

Ethical issues in the workplace: the current environment, defining the parameters of the employment relationship, employment at will, exceptions to the doctrine of employment at will, role of due process in performance appraisals, downsizing, health and safety as acceptable risk, health and safety as market controlled, global applications: the global workforce and global challenges.

Topic 7: Ethical Decision Making: Technology and Privacy in the Workplace

Ethics as "perception"; the impact of Ethics as perception in business decision-making; habitual business decision-making process; the ethical process of decision-making; ethical decision-making with regard to employee privacy; Ethics in information technology and workplace privacy; ethical issues unique to information technology; ethical issues in the privacy arena; status of new technology with regard to workplace privacy; competing interests, competing rights; the law, new technology and workplace privacy; the limitations of the legal system: a call for Ethics.

Topic 8: Ethics and Marketing

Unfair or deceptive marketing practices, offensive materials and objectionable marketing practices, ethical product and distribution practices, special ethical issues in marketing to children, ethical issues in marketing to minorities, ethical issues surrounding the portrayal of women in marketing efforts.

Topic 9: Business and Environmental Sustainability

Environmental sustainability, business case for environmental sustainability, consumer conscience and public image, business differentiation, environmental Marketing.

Topic 10: Ethical Decision Making: Corporate Governance, Accounting and Finance

Professional duties and conflicts of interest, the internal control environment, conflicts of interest in accounting and the financial markets, insider trading.

7. Course scheme

Topic	Number of hours									Control form
	Full-time			Part-time			E-learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Module # 1										
Topic 1. Ethics and Business	2	2	7	2	1	6	2	1	10	IA, S, T, CS, P, E
Topic 2. Ethical Decision Making: Personal and Professional Contexts	4	2	10	2	1	11	2	1	10	IA, S, T, CS, P, E
Topic 3. Philosophical Ethics and Business	4	2	10	2	1	13	2	1	13	IA, S, T, CS, P, E
Topic 4. The Corporate Culture - Impact and Implications	4	2	11	2	1	13	2	1	10	IA, S, T, CS, P, E
Module #2										
Topic 5. Corporate Social Responsibility	2	2	16	2	1	16	2	1	16	IA, S, T, CA, CS, P, E
Topic 6. Ethical Decision Making: Employer Responsibilities and Employee Rights	2	2	16			18			18	IA, S, T, CA, CS, P, E
Topic 7. Ethical Decision Making: Technology and Privacy in the Workplace	2	2	6	2	1	16	2	1	16	IA, S, T, CA, CS, P, E
Topic 8. Ethics and Marketing	2	2	6	2	1	6	2	1	6	S, T, CS, E
Topic 9. Business and Environmental Sustainability	2	2	6			8			8	IA, S, T, CA, CS, P, E
Topic 10. Ethical Decision Making: Corporate Governance, Accounting and Finance	4	4	12			22			22	IA, S, T, CS, P, E
Total hours	28	22	100	14	7	129	14	7	129	-
FINAL CONTROL/ Credit										-
TOTAL	150			150			150			-

Control form:

W – workshop

P – oral presentation

CS – solving case-studies

IA – individual assignments

8. Individual tasks

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

Content of an individual educational and research task (educational project)

The individual task consists of three types of questions, task options posted on the moodle platform:

1. Open question:

- o Requires a detailed, detailed answer based on theoretical knowledge and analysis of additional information.
- o Tests your understanding of the topic, ability to formulate your own opinions and argue your position.

2. Calculation task:

- o Involves performing certain calculations using formulas or economic models.
- o Tests knowledge of economic methods and the ability to apply them in practice.

3. Situational task:

- o Presents a real economic problem or case that needs to be analyzed and a solution proposed.
- o Tests your ability to apply theoretical knowledge to solve practical problems and make informed decisions.

Requirements for completing the task:

- Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions.
- Argumentation: Each statement must be supported by arguments and references to sources.
- Accuracy of calculations: When performing calculations, it is necessary to observe accuracy and use appropriate units of measurement.
- Originality: Answers must be your own and contain no plagiarism.
- Design: The work must be designed in accordance with the requirements specified on the moodle platform.

9. Teaching methods

In the process of studying the discipline "Entrepreneurship and starting a company", various types of educational activities, teaching methods and technologies are used.

Types of educational activities:

1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of marketing.
2. Seminars: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.
3. Practical classes: focus on the application of Entrepreneurship tools.

Teaching methods and technologies:

1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.
2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.
3. Case method: analysis of real business situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.

Use of information technologies: interactive platforms for learning

10. Control methods

Control measures are used to determine the success of training. Control measures include mid-term tests (2) and final control.

Mid-term tests are carried out during practical (seminar) classes and is aimed at checking the level of preparedness of the student to perform a specific task.

The final control is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

During the study of this course, the following forms of current control are used: a mid-term tests.

When studying this course, the following form of semester control is used: credit.

11. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100, taking into account optional tasks - 120 points) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 70%/30%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

12.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Oral Presentations (5 x 5 points)	25	
Workshops (5 x 5 points)	25	
Individual work (1 x 10 points)	10	
Total	60	
Semester-module control work		40
Total for the course		100

12.2. Conditions for awarding points

1. Solving case-studies (Maximum Score – 5 Points)

- Completeness of the Solution (2 Points): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
- Accuracy of Answers (2 Points): All numerical data and calculation results must be accurate.
- Clarity of Presentation (1 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

2. Calculation assignments (Maximum Score – 2,5 Points)

- Completeness of the Solution (1 Point): All stages of the problem-solving process are correctly presented, and all formulas and methods are justified.
- Accuracy of Answers (1 Point): All numerical data and calculation results must be accurate.
- Clarity of Presentation (0,5 Point): Logical structure of the work, clear presentation of solutions, and correct terminology.

3. Tests (Maximum Score – 5 Points)

- Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 20).

4. Survey (Maximum Score – 5 Points)

- Correctness of Answers (3 Points): Answers to questions must be accurate and correct.
- Coverage of the Topic (2 Points): Answers should demonstrate knowledge of all key aspects of the topic.

5. Oral presentation (Maximum Score – 5 Points)

- Substance (2 Points): Completeness and depth of topic coverage, inclusion of relevant data and examples.
- Visual Presentation (2 Points): Quality of slides, use of graphics, clarity, and aesthetics.
- Communication Skills (1 Point): Ability to convey information to the audience, respond to questions, and engage listeners.

6. Individual Work (Maximum Score – 10 Points)

- Depth of Research (3 Points): Quality of topic analysis, use of various sources of information and literature.
- Structure and Formatting (2 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
- Originality and Creativity (2 Points): Presence of personal conclusions, recommendations, and interesting ideas.
- Responses to Questions (3 Points): Engagement in presenting work results, participation in discussions, and feedback.

7. Mid-term tests (Maximum Score – 7,5 Points)

- Number of Correct Answers (5 Points): Students receive 0,25 points for each correct answer (total number of tests per session is 30).

12.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory
1–49	unsatisfactory

13. Methodological provision

Attention students: all educational and methodological materials (lecture plans and videos, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Entrepreneurship and starting a company (Olena Oleksandrivna Naumova): <https://dist.krok.edu.ua/course/view.php?id=93>

14. Recommended literature

Basic

1. Cervone, H.F., 2005. Making decisions. *International Digital Library Perspectives*, 21(1), 31.
2. Grayson, D., Hodges, A., 2004. *Corporate Social Opportunity: Seven Steps to Make Corporate Social Responsibility Work for Your Business*. Greenleaf Publishing.
3. Pamela, C., 1996. Decisions, decisions. *J. Manag. Med.*, 10(6), 43.
4. Saadat, E., 2017. *The decision making process in the organization*. Tehran University.
5. Tatum, C.B., Eberlin, R., Kottraba, C., Bradberry, T., 2003. Leadership, decision making and organization justice. *J. Manag. Decis.*, 1007p.
6. Trevino, L. K. and Brown, M. Managing to be ethical: Debunking five business ethics myths. *Academy of Management Executive* Vol. 18, (4)(2004), 69-81.
7. Vasilescu, R., Barna, C., Epure, M., Baicu, C., 2010. Developing university social responsibility: A model for the challenges of the new civil society. *Procedia Soc. Behav. Sci.*, 2, 4177-4182.

Additional

8. Martin, T.N., 2016. *Smart Decisions: The Art of Strategic Thinking for the Decision Making Process*, Palgrave Macmillan.
9. Aghaei, N., 2010. Comparison of managers readiness level and staff of physical education in universities of the country and its relation with effective decision making in the organization. *J. Sport Manag. Motion Detect.*, 12, 69-79.
10. Aghaei, N., Vekuse, H., Chian, H., Azar, A., Ehsani, M., 2002. Investigating the decision makers of physical education managers of universities affiliated to the ministry of science. *Res. Technol. Q. J.*, 14, 93-98.

11. Amzat, I.H., Idris, D.A.R., 2012. Structural equation models of management and decision-making styles with job satisfaction of academic staff in Malaysian research university. *Int. J. Educ. Manag.*, 26(7), 616-645.
12. Barnett, T., Bass, K., Brown, F., 1998. Ethical Ideology and the Ethical Judgments of Marketing Professionals. *Journal of Business Ethics*, 715-723.
13. Cereto, S.C., 1989. Principles of modern management, functions and systems. Massachusetts: Allyn & Bacon, Inc.
14. Choi, D.Y., Gray, E.R., 2008. Socially responsibility entrepreneurs: What do they do to create and build their companies? *Bus. Horiz.*, 51(4), 341-352.
15. Francisco, J.G., Rodr, G., Yaiza del, M.A.C., 2007. Relation between social-environmental responsibility and performance in hotel firms. *Int. J. Hospit. Manag.*, 26(4), 824-839.
16. Ghalavandi, H., Kabiri, A., Sultanzadeh, V., 2014. The relationship between social responsibility and teamwork of Urmia university employees. *Appl. Sociol.*, 23(1), 111-120.
17. Hadizadeh Moghaddam, A., Tehrani, M., 2011. The relationship between emotional intelligence and managers decision style. *Two-Monthly Journal of Daneshvar Behavior*, 47, 271-283.
18. Hess, D., Bacigalupo, A.C., 2011. Enhancing decisions and decision-making processes through the application of emotional intelligence skills. *Manag. Decis.*, 49(5), 710-721.
19. Kurdlo, M., 2008. Examination of factors affecting the responsibility of high school adolescents at home and at school. *J. Psychol. Educ. Sci., School Growth*, 13, 4-11.
20. Lizcock, B.R., 1995. Management types among male and female managers (Translated by: M. Iran Nezhad Parizi). Tehran: Modiran.
21. Lovane, A., 2003. The culture driver sixty of western conceptions.
22. Moradi, F., Bidokhti, A., Akbar, A., Shahriyaripour, R., 2012. Investigating the relationship between managers decision-making methods and employees' responsibility. *Q. J. Islam. Cult.*, Second Year, No. 4.
23. Mortezaei Moghadam, Z., 2001. The effect of the philosophical minds of managers in their decision making at Ferdowsi University. Master's Thesis of Ferdowsi University.
24. Oliveira, A., 2007. A discussion of rational and psychological decision making model. *Electron. J. Bus. Ethies Organ. Stud.*, 12(2), 12-13.
25. Ramezani, A.R., 2007. The effect of accounting information on the decisions of bank managers. *J. Facul. Admin. Sci. Econ. Univ. Isfahan*, 19(1), 87-96.
26. Scott, S.G., Bruce, R.A., 1995. Decision-making style: The development and assessment of a new measure. *Educ. Psychol. Meas.*, 55(5), 818-831.
27. Tsaie, Y.Y., 2003. A case study on the work values and good work.

15. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

Work programme of the discipline:

Compiled by: PhD in Pedagogical Sciences, Associate Professor Tetiana Kovalkova.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).