

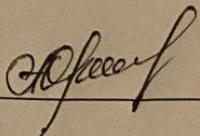
Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Economics and Management
Department of Management named after Professor L.I. Mykhailova

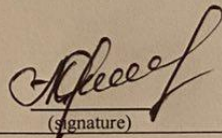
Work program (syllabus) of the educational component

CORPORATE CULTURE MANAGEMENT

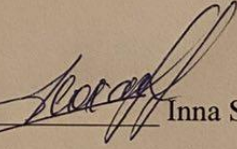
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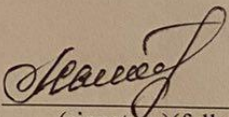
Specialty	D3 "Management"
Educational program	"Management"
Level of higher education	third (Doctor of Philosophy)

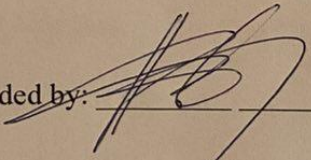
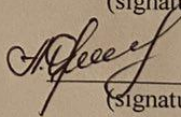
Developer:  Oriekhova A.I., Doctor of Economics, Professor, Head of
Management Department named after Professor L.I.
Mykhailova
(signature) (surname, initials) (academic degree and title, position)

Reviewed, approved and ratified at the department meeting of Management named after Professor L.I. Mykhailova	protocol dated 10.06.2025. No. 15	
	Head of Departments	<u></u> (signature) A.I. Oriekhova (last name, initials)

Agreed:

Guarantor of the educational program  Inna SOKHAN
(signature)(full name)

Dean of the faculty where the educational program
is implemented  Svitlana LUKASH
(signature)(full name)

Work program review provided by:  N. STOYANETS
(signature) (full name)
 A. ORIEKHOVA
(signature) (full name)

Methodologist of the Department of Educational Quality,
licensing and accreditation  (N. BARANIK)
(signature)(full name)

Registered in the electronic database: date: 03.07 2025.

Information on reviewing the work program (syllabus):

Academic year in which changes are made	Number of the appendix to the work program with a description of the changes	Changes reviewed and approved		
		Date and number of the minutes of the department meeting	Head of the Department	Educational program guarantor

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1	Name OK	Corporate culture management		
2	Faculty/department	Economics and Management / Department of Management named after Professor L.I. Mykhailova		
3	Status OK	Mandatory		
4	Program/Specialty (programs) of which the OK for (to be filled in for mandatory OKs) is a component	Mandatory educational component for the educational and scientific program "Management" specialty D3 - Management		
5	The OK can be offered for (filled in for selective OKs)			
6	Semester and duration of study	10 weeks, 2nd year of graduate school, 3rd semester		
7	Number of ECTS credits	The volume of the academic discipline is 3 ECTS credits.		
8	Total hours and their distribution	Contact work (classes)		
		Lectures	Practical/seminar	Independent work
		20	20	50
9	Language of instruction	Ukrainian		
10	Teacher/Educational Component Coordinator	Doctor of Economics, Professor, Head of the Department of Management named after Professor L.I. Mikhailova Oriekhova A.I. Consultation hours – every Tuesday at 12:15, room 302e		
11.1	Contact information	Sumy, 160 G. Kondratiev St., Faculty of Economics and Management, Department of Management named after Professor L.I. Mykhaylova (rooms 302e, 303e); email - alva88@ukr.net		
11	General description of the educational component	The educational component "Corporate Culture Management" provides higher education students with knowledge about the nature, principles and mechanisms of forming, diagnosing, transforming and sustainably managing corporate culture as a key factor in the success of an organization. This knowledge and skills are crucial for effective leadership, creating an inclusive and productive work environment, as well as ensuring the competitiveness and sustainable resilience of enterprises in the face of global social and technological challenges.		
12	Purpose of the educational component	Expanding and deepening knowledge in the field of theoretical foundations and practical aspects of corporate culture management, taking into account its social, ethical and evolutionary aspects. Developing in students the skills and abilities to diagnose, analyze, de-		

		sign and effectively implement changes in corporate culture to increase competitiveness, ensure sustainable sustainability and achieve the strategic goals of the organization in the face of modern global challenges.
13	Prerequisites for studying OK, connection with other educational components of OP	The educational component is based on the study of the discipline "Modern Theories and Concepts of Management"
14	Academic Integrity Policy	The policy on academic integrity at Sumy National Agrarian University is determined by the documents presented on the page: https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/ Academic integrity of higher education students is an important condition for mastering the results of learning in the discipline and receiving an appropriate grade in current and final examinations. In the event that a higher education applicant violates academic integrity (cheating, plagiarism, fabrication), the work is evaluated as unsatisfactory and must be re-done. The teacher reserves the right to change the topic of the assignment. For violation of academic integrity, students may be held accountable for the following academic responsibilities: – re-taking the assessment (test, exam, test, etc.); – retaking the relevant educational component of the educational program. Retaking the credit is possible with the permission of the Vice-Rector for Scientific, Pedagogical and Educational Work if there are valid reasons (for example, sick leave). For full-time higher education students, attending classes is mandatory. Good reasons for absence from classes are illness or academic mobility, confirmed by relevant documents. The absence of a student from classes involves independent study of the material and does not exempt the student from completing the task of current and final control. For objective reasons, training may take place in an online format in agreement with the vice-rector for scientific, pedagogical and educational work.
15	Keywords	Corporate culture, management, leadership, motivation, team management, talent management
16	E-course in Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=6165

2. LEARNING OUTCOMES BY EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for OK: After studying the educational component, a higher education applicant is expected to be able to:	Program learning outcomes that the OC aims to achieve (indicate the number according to the numbering given in the OP)	How is RND assessed?
	PRN04. Develop and implement scientific and applied projects that provide an opportunity to rethink existing and create new holistic knowledge and/or professional practice in the field of management and administration and solve significant scientific and technological problems in management while adhering to the norms of academic ethics and taking into account social, ethical, economic, environmental and legal aspects.	
DRN 1. Demonstrate deep knowledge of the theoretical foundations, essence and evolution of corporate culture concepts. Distinguish its key elements, types and models, as well as be aware of the relationship of culture with organizational structure and strategy.	X	Express polls, discussions, task completion
DRN 2. Possess methods and tools for diagnosing corporate culture, including qualitative and quantitative approaches. Ability to analyze cultural gaps, their impact on organizational effectiveness, and develop appropriate recommendations.	X	Express polls, discussions, solving situational problems
DRN 3. Justify the need and develop strategies for managing cultural changes, taking into account the role of leadership and communications. Understand the ethical aspects of shaping corporate culture, as well as mechanisms for preventing conflicts of interest.	X	Express survey, discussions, solving situational problems
DRN 4. Analyze the impact of globalization, digitalization, and cross-cultural differences on corporate culture. Apply the principles of diversity management, inclusion, and corporate social responsibility to create competitive advantages.	X	Express polls, discussions, solving situational problems
DRN 5. Develop and implement measures to create a culture of continuous learning, innovation, and emotional well-being. Assess the role of corporate culture in talent management, attracting and retaining highly qualified personnel.	X	Express polls, discussions, solving situational problems

3. CONTENT OF THE EDUCATIONAL COMPONENT (COURSE PROGRAM)

Topic. List of issues to be addressed within the topic	Distribution within the overall time budget				Recommended literature2
	Classroom work			Independent work	
	Lecture	P.z /semi. z	Lab. z.		
Topic 1. Theoretical foundations and evolution of corporate culture concepts 1.1. Definition, essence and elements of corporate culture 1.2. Historical development of theories of corporate culture: from the classical school of management to modern approaches 1.3. The relationship between corporate culture and organizational structure and strategy	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 6, 7, 8, 10, 14, 16, 17; Software: 18, 19
Topic 2. Diagnostics and assessment of corporate culture 2.1. Methods and tools for measuring corporate culture 2.2. Analysis of cultural types and models 2.3. Identifying cultural gaps and their impact on organizational effectiveness	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 7, 9, 10, 12, 15, 16, 17; Software: 18, 19
Topic 3. Ethical foundations of corporate culture formation 3.1. The role of ethical codes and values in creating a healthy corporate culture 3.2. Mechanisms for preventing ethical dilemmas and conflicts of interest 3.3. Responsible leadership as an ethical catalyst for change	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 8, 9, 11, 14, 15, 16, 17; Software: 18, 19
Topic 4. Business social responsibility and corporate culture 4.1. Implementing the principles of corporate social responsibility (CSR) into the culture of the organization 4.2. The impact of corporate culture on sustainability and environmental awareness 4.3. Culture as a tool for forming a positive image and engaging stakeholders	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 8, 9, 10, 12, 15, 16, 17 Software: 18, 19
Topic 5. Managing Cultural Change 5.1. Models and strategies for managing cultural transformations 5.2. The role of leaders and managers in overcoming resistance to change 5.3. Communication and training as key change management tools	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 6, 8, 9, 11, 15, 16, 17; Software: 18, 19
Topic 6. The impact of globalization on corporate culture 6.1. Cross-cultural management: features of management in multinational companies 6.2. Harmonization and adaptation of cultures	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 7, 8, 10, 11, 14, 15, 16, 17; Software: 18, 19

in the process of mergers and acquisitions 6.3. Managing virtual and distributed teams					
Topic 7. Inclusivity and diversity as components of corporate culture 7.1. Diversity management as a competitive advantage 7.2. Overcoming prejudice and discrimination in the workplace 7.3. Culture of equal opportunities: creating an inclusive environment for all employees	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 8, 9, 11, 12, 15, 16, 17; Software: 18, 19
Topic 8. Corporate culture and talent management 8.1. The impact of culture on attracting, retaining and developing highly qualified personnel 8.2. Culture of continuous learning and development 8.3. Recognition and motivation of employees in the context of corporate values	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 6, 9, 10, 15, 16, 17; Software: 18, 19
Topic 9. Digitalization and its impact on corporate culture 9.1. Shaping a digital culture: readiness for innovation and flexibility. 9.2. Managing digital ethics and cybersecurity. 9.3. Culture of using data and making decisions based on it	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 7, 8, 10, 12, 14, 15, 16, 17; Software: 18, 19
Topic 10. The Future of Corporate Culture 10.1. Trends and challenges in cultural management 10.2. The role of artificial intelligence and automation in the transformation of the corporate environment 10.3. Managing emotional intelligence and mental well-being of employees	2	2		5	Main sources: 1, 2, 3, 4; Additional sources: 7, 9, 10, 11, 15, 16, 17; Software: 18, 19
Total	20	20		50	

4. TEACHING AND LEARNING METHODS

DRN	Teaching methods(work that will be carried out by the teacher during classroom lessons, consultations)	Teaching methods(what types of learning activities should the applicant perform <u>independently</u>)
DRN 1. Demonstrate deep knowledge of the theoretical foundations, essence and evolution of corporate culture concepts. Distinguish its key elements, types and models, as well as be aware of the relationship of culture with organizational structure and strategy.	Verbal: - monologue (explanation, lecture); - dialogic (conversation, discussion). Visual: - demonstration (multimedia file) Interactive learning technologies	Research method (study of sources recommended by the teacher on the topic; completion of an individual task for independent work)
DRN 2. Possess methods and tools for diagnosing corporate culture, including qualitative and quantitative approaches. Ability to analyze cultural gaps, their impact on organizational effectiveness, and develop appropriate recommendations.	Verbal: - monologue (explanation, lecture); - dialogic (conversation, discussion). Visual: - demonstration (multimedia file) Interactive learning technologies	Research method (study of sources recommended by the teacher on the topic; completion of an individual task for independent work)
DRN 3. Justify the need and develop strategies for managing cultural changes, taking into account the role of leadership and communications. Understand the ethical aspects of shaping corporate culture, as well as mechanisms for preventing conflicts of interest.	Verbal: - monologue (explanation, lecture); - dialogic (conversation, discussion). Visual: - demonstration (multimedia file) Interactive learning technologies	Research method (study of sources recommended by the teacher on the topic; completion of an individual task for independent work)
DRN 4. Analyze the impact of globalization, digitalization, and cross-cultural differences on corporate culture. Apply the principles of diversity management, inclusion, and corporate social responsibility to create competitive advantages.	Verbal: - monologue (explanation, lecture); - dialogic (conversation, discussion). Visual: - demonstration (multimedia file) Interactive learning technologies	Research method (study of sources recommended by the teacher on the topic; completion of an individual task for independent work)
DRN 5. Develop and implement measures to create a culture of continuous learning, innovation, and emotional well-being. Assess the role of corporate culture in talent management, attracting and retaining highly qualified personnel.	Verbal: - monologue (explanation, lecture); - dialogic (conversation, discussion). Visual: - demonstration (multimedia file) Interactive learning technologies	Research method (study of sources recommended by the teacher on the topic; completion of an individual task for independent work)

5. EVALUATION BY EDUCATIONAL COMPONENT

5.1 Diagnostic assessment (indicated as appropriate)

5.1. Summative assessment

5.1.1 For the assessment of expected learning outcomes, there are

No.	Summative methods evaluation	Points / Weight in the overall rating	Date of compilation
	Discussions	10 / 10%	each practical lesson
	Express survey	20 / 20%	each practical lesson
	Task completion	55 / 55%	each practical lesson
	Testing	15 points / 15%	Week 5
	Total	100 points / 100%	

5.1.2 Evaluation criteria

Component	Unsatisfactorily	Satisfactorily	Good	Perfectly
	0 points	1-4 points	5-8 points	9-10 points
Discussions	Passive participation in the discussion.	Participation in the discussion, answers are not substantiated.	Active participation in the discussion, demonstrated critical thinking skills.	Initiator and active participant in the discussion, demonstrated critical thinking skills, systematic knowledge, and creativity.
	≤ 10 points	11-14 points	15-18 points	19-20 points
Express survey	Lack of knowledge on theoretical issues.	Low level of knowledge of theoretical issues.	Possession of conceptual and categorical apparatus, professional terminology, theoretical knowledge, minor inaccuracies in answers to questions.	Excellent command of the conceptual and categorical apparatus, professional terminology, and an appropriate level of theoretical knowledge.
	< 30 points	30-39 points	40-49 points	50-55 points
Task completion	The task was not completed.	The task has been completed, but some issues remain unresolved and there are inaccuracies.	The task is completed, but there are minor inaccuracies.	The task is fully completed, all questions are answered.
	0 points	7-9 points	10-12 points	13-15 points
Testing	Less than 60% of the tests were solved correctly.	60-75% of the tests were solved correctly.	76-90% of tests were solved correctly.	More than 90% of the tests were solved correctly.

Formative assessment:

To assess current progress in learning and understand areas for further improvement,

No.	Elements of formative assessment	Date
1	Teacher's instructions during practical classes	at every lesson
2	Oral survey	at every lesson
3	Observation of the progress of solving tasks, discussion and oral comments from the teacher	at every lesson
4	Solving problems	3, 4, 5, 6, 7, 8, 9, 10 practical lesson
5	Monitoring task performance	at every lesson
6	Checking tests and discussing test results	Week 5

6. LEARNING SOURCES

6.1 Main sources

6.1.1 Textbooks, manuals

1. Horowitz Ben. What You Do Is Who You Are: How to Create Your Business Culture. Harper Business, 2019. 288 p.
2. Coyle Daniel. The Cultural Code. Secrets of Successful Team Interaction. Bantam, 2018. 304 p.
3. Edgar H. Schein Organizational culture and leadership. URL: https://ia800805.us.archive.org/9/items/EdgarHScheinOrganizationalCultureAndLeadership/Edgar_H_Schein_Organizational_culture_and_leadership.pdf

6.1.2 Methodological support

4. Educational and methodological complex "Corporate Culture Management" in the Moodle program. <https://cdn.snau.edu.ua/moodle/course/view.php?id=6165>

6.1.3 Other sources

5. Google Scholar. <https://scholar.google.com/>

6.2 Additional sources

6. Abdalla, W., Suresh, S., & Renukappa, S. (2020). Managing knowledge in the context of smart cities: An organizational cultural perspective. *Journal of Entrepreneurship, Management and Innovation*, 16(4), 1–21. <https://doi.org/10.7341/20201642>
7. Azeem, M., Ahmed, M., Haider, S., & Sajjad, M. (2021). Technology in Society Expanding competitive advantage through organizational culture, knowledge sharing and organizational innovation. *Technology in Society*, 66(June), 101635. <https://doi.org/10.1016/j.techsoc.2021.101635>
8. Bagga, S. K., Gera, S., & Haque, S. N. (2022). The mediating role of organizational culture: Transformational leadership and change management in virtual teams. *Asia Pacific Management Review*, 28(2), 120–131. <https://doi.org/10.1016/j.apmr.2022.07.003>
9. Belay, H. A., Hailu, F. K., & Sinshaw, G. T. (2023). Linking internal stakeholders' pressure and corporate social responsibility (CSR) practices: The moderating role of organizational culture. *Cogent Business & Management*, 10(2), 1–22. <https://doi.org/10.1080/23311975.2023.2229099>
10. Bhuiyan, F., Baird, K., & Munir, R. (2020). The association between organisational culture, CSR practices and organisational performance in an emerging economy. *Meditari Accountancy Research*, 28(6), 977–1011. <https://doi.org/10.1108/MEDAR-09-2019-0574>
11. Bilan, S., Šuleš, P., Skrynnyk, O., Krajňáková, E., & Vasilyeva, T. (2022). Systematic bibliometric review of artificial intelligence technology in organizational management, development, change and culture. *Business: Theory and Practice*, 23(1), 1–13. <https://doi.org/10.3846/btp.2022.13204>
12. Bwonya, J. E., Martin, O., & Okeyo, W. O. (2020). Leadership style, organizational culture and performance: A critical literature review. *Journal of Human Resource & Leadership*, 4(2), 48–69.
13. Carvalho, A. M., Sampaio, P., Rebentisch, E., McManus, H., Carvalho, J. Á., & Saraiva, P. (2023). Operational excellence, organizational culture, and agility: Bridging the gap between quality and adaptability. *Total Quality Management & Business Excellence*, 34(11–12), 1598–1628. <https://doi.org/10.1080/14783363.2023.2191844>
14. Githuku, G. K., Kinyua, G., & Muchemi, A. (2022). Learning organization culture and firm performance: A review of literature. *International Journal of Managerial Studies and Research*, 10(2), 38–50. <https://doi.org/10.20431/2349-0349.1002005>
15. Hosseini, S. H., Hajipour, E., Kaffashpoor, A., & Darikandeh, A. (2020). The mediating effect of organizational culture in the relationship of leadership style with organizational learning. *Journal of Human Behavior in the Social Environment*, 30(3), 279–288. <https://doi.org/10.1080/10911359.2019.1680473>
16. Kim, Y. J., Toh, S. M., & Baik, S. (2022). Culture creation and change: Making sense of the past to inform future research agendas. *Journal of Management*, 48(6), 1503–1547. <https://doi.org/10.1177/01492063221081031>

17. Oriekhova Alvina, Homa Oleh Digital transformation in human capital management as a factor in ensuring sustainable development. Sustainable development in the era of digital transformation: challenges and opportunities for management./ scientific ed. Natalia Stoyanets. – Warsaw: RS Global Sp. z OO, 2025. P.374-385.

6.3 Software

- 18. Microsoft Office software package.
- 19. Software (for distance learning, Zoom, Moodle).