

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**  
**ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ**  
**СЕМЕНА КУЗНЕЦЯ**

**ЗАТВЕРДЖЕНО**

на засіданні кафедри  
менеджменту та бізнесу  
Протокол № 17 від 22.05.2024 р.

**ПОГОДЖЕНО**

Проректор з навчально-методичної роботи



Каріна НЕМАШКАЛО

**ДІЛОВИЙ ЕТИКЕТ У СФЕРІ СОЦІОКУЛЬТУРНОЇ ДІЯЛЬНОСТІ**  
**робоча програма навчальної дисципліни (РПНД)**

Галузь знань **02 Культура і мистецтво**  
Спеціальність **028 Менеджмент соціокультурної діяльності**  
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Статус дисципліни **вибіркова**  
Мова викладання, навчання та оцінювання **англійська**

Розробник програми:  
д.е.н., проф.

Тетяна БЛИЗНЮК

Завідувач кафедри  
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Тетяна ЛЕПЕЙКО

Гарант програми  
д.е.н., проф.

Тетяна БЛИЗНЮК

Харків  
2024





## INTRODUCTION

Today, the moral and ethical aspect is gaining more and more attention in the formation of personality, since knowledge about the culture of behavior of a future specialist depends on the level of professional training. The study of this discipline also requires knowledge of the rules of international etiquette. Communication between representatives of different countries, different political and religious views and rituals, national traditions and psychology, ways of life and culture requires not only knowledge of foreign languages, but also the ability to behave naturally, tactfully and with dignity, which is extremely necessary and important in meetings with people from other countries. Purpose of the educational discipline is the formation of competencies that contribute to a successful career and effective business management in the field of socio-cultural activities, the development of business communications, and an increase in the level of sociability.

The subject of study is the norms and rules of behavior operating in the sphere of business socio-cultural communication.

The object of study is the process of business socio-cultural communication.

Tasks of the educational discipline:

ensure awareness and assimilation of knowledge about general norms of business etiquette based on the theory and practice of professional culture;

formation of skills to use norms and rules of etiquette in business relations;

ensure the acquisition of skills and the ability to properly conduct business conversations, negotiations, telephone business negotiations.

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
LO1	GC5, GC6, SC4
LO2	GC1, GC5
LO7	GC6, SC6, SC8
LO9	GC1, GC6
LO11	GC1, GC5, GC6, SC12

where, GC1. Ability to communicate in a foreign language.

GC5. Ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge / types economic activity).

GC6. Ability to work in an international context.

SC4. Ability to solve socio-cultural problems under uncertain conditions and requirements and to provide scientifically based, professional recommendations and conclusions.

SC6. Ability to quickly adapt to the challenges of the times, to specific conditions and areas of professional activity.

SC8. Ability to apply creative technologies in practice.

SC12. Ability to be a leader in the socio-cultural sphere.

- LO1. Identify, analyze and evaluate information necessary for setting and solving both professional tasks and personal development.
- LO2. Use in practice the professional scientific and terminological apparatus, be able to present the results of the work performed.
- LO7. Understand and apply modern global socio-cultural practices.
- LO9. Present and discuss the results of scientific and applied research, socio-cultural strategies and projects in the state and foreign languages.
- LO11. To organize a constructive dialogue between interested stakeholders of socio-cultural transformations in order to achieve a jointly defined goal (mission).

## **COURSE CONTENT**

### **Content module 1: *Theoretical aspects of business etiquette***

#### **Topic 1. Etiquette as a social phenomenon**

- 1.1. Concepts of "etiquette", "ceremonial", "protocol". Politeness, tact, sense of proportion as the basis of etiquette.
- 1.2. The history of the development of etiquette norms.
- 1.3. The main subsystems and basic rules of business etiquette and their specifics.

#### **Topic 2. Etiquette of business communication in the field of socio-cultural activities**

- 2.1. Etiquette and culture of behavior during socio-cultural activities.
- 2.2. Behavior in public places: visiting socio-cultural institutions and events.
- 2.3. General principles, requirements, etiquette of an employee of the socio-cultural sphere.

### **Content module 2: *Applied aspects of business etiquette in the field of socio-cultural activities***

#### **Topic 3. Event etiquette**

#### **Topic 4. Digital etiquette**

- 4.1. Peculiarities of remote business communication. Telephone etiquette.
- 4.2. Culture of business correspondence. Basic rules of business correspondence. Electronic business correspondence.
- 4.3. Norms of business Internet communication.

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 task	Content
Topic 1, Task 1	Codes of ethics, their meaning for the formation of ethical behavior in the organization
Topic 2. Task 2	Models of etiquette in various spheres of socio-cultural activity
Topic 3. Task 3	General principles, requirements, employee etiquette socio-cultural sphere
Topic 4. Task 4	Code of digital etiquette

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

Table 3

### List of self-studies

Name of the topic	Content
Topic 1-4	Search, selection, and review of literature on a given topic
Topic 1-4	Preparation for practical classes
Topic 1-4	Performing presentations of competency-oriented tasks
Topic 1-4	Preparing for the final test
Topic 1-4	Preparing for the exam

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, in order to acquire certain learning outcomes, to activate the educational process, it is envisaged to use such teaching methods as:

Verbal (lecture-discussion (Topic 1–4), small group work (Topic 1, Topic 2, Topic 3, Topic 4).

Visual (demonstration (Topic 1–4)).

Practical (individual work (Topic 1–2), group works (Topic 3–4)).

## FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point accumulative system for evaluating the learning outcomes of higher education applicants.

**Current control** is carried out during lecture, practical, and seminar classes and is aimed at checking the level of readiness of a higher education applicant to perform a specific job and is evaluated by the sum of points scored:

for courses with a form of semester control examination (exam): the maximum amount is 60 points; the minimum amount that allows a student of higher education to pass an exam is 35 points.

**The final control** includes the semester control and certification of the student of higher education.

Semester control is conducted in the form of an exam. The exam (examination) is conducted during the exam session.

The maximum number of points that a student of higher education can receive during the examination (examination) is 40 points. The minimum amount for which the exam is considered passed is 25 points.

The final grade by academic discipline is determined by:

for courses with a form of semester control exam – summation of points for current and final control.

During the teaching of the academic discipline, the following control measures are used:

current control: competency-oriented tasks (4 tasks each of task 10 points), final test (20 points).

Semester control: Exam (40 points).

More detailed information about the evaluation system is given in the work plan (technological map) for the academic discipline.

Example of the examination card and evaluation criteria for an academic discipline.

### **Example of the examination card**

Simon Kuznets Kharkiv National University of Economics

The second (master's) level of higher education

Specialty 028 Management of socio-cultural activities

Educational and professional program "Event management"

Educational discipline "Business etiquette in the sphere of socio-cultural activities"

#### **EXAMINATION CARD 1**

##### **Task 1 (test) (6 points)**

1. Max has worked with Alex since he started at the store three years ago. Recently, Alex was promoted to be Max's boss. They are scheduled to sit down next week to establish performance objectives for the year. Max is trying to decide how to start the first sentence of the email asking which form to use. Which of the following statements is the best choice?

- 1) Alex, could you verify which form you want to use for the meeting next week?
- 2) Alex, I'm going to use the same form as last time with a few updates. Ok with you?
- 3) Alex, yo! In your news boss role did they tell you which forms to use for our meetings? production company and diligently manages their website and social platforms.

2. One of the assignments for your speech class is to develop and present a five-minute speech on a topic of your choice! You have chosen to speak on gun control, an issue that you are passionate about. You want to use your speech to recruit a group of students to lobby for changes in gun legislation. What is the key to achieving that objective?

- 1) Citing gun violence trends and statistics.
- 2) Tell a story that includes student gun violence victims and activist efforts.
- 3) Compare gun violence statistics and gun control laws in your country and other countries.

3. Alex enjoys the Human Relations Assistant job that he got right out of college, just two months ago. This is the first time his manager has asked him to create a company-wide message in his words. He is supposed to remind employees of the dress code since some are dressing casually, and flip flops are a health code violation. To get started, he

pulled out his college English composition book. He wants to do his best so he is researching the proper use of semicolons to separate long sets of words in a sentence, and he is researching the proper metaphors to illustrate how flip-flops are like bears wearing gloves while fishing. What is the best explanation for how Alex is headed the wrong way with his planning?

- 1) Alex is on the right track in creating a metaphor that employees will talk about, since that will help them remember to dress appropriately.
- 2) Alex should copy and paste the wording from the employee manual to an email and send it with the proper citation.
- 3) Alex needs to remember business writing is concise.

### **Task 2 (diagnostics) (12 points)**

What biased terms are in this paragraph? How to correct these biased terms?

Executives and their wives are invited to the recognition weekend. Childcare for children under 5 is available to any female employee who wants to have the afternoon off for the sailing tournament. Be sure to meet the short, Asian award-winning coach near the diving board of the main pier.

### **Task 3 (heuristic) (22 points)**

A well-known theoretician at Institution A is called by an experimentalist at Institution B to discuss what appears to be a new discovery, based on a highly original approach to the measurements in question. The discovery supports the theorist's highly controversial approach to the problem. However, there is a substantial amount of work needed before the results can be submitted for publication. The theorist has been invited to present a seminar at Institution C, where she is a candidate for a position, and where competitors of the experimentalist at Institution B are found. She was not told explicitly that his conversation with the experimentalist at Institution B was privileged.

Questions:

What should she do in preparing for his visit?

What are the potential conflicts of interests?

What ethical considerations should the theorist consider in preparing her talk?

Are there other actions that she could or should take in preparing for the visit?

Approved at the meeting of the management and business department, Protocol №\_\_

Examiner,  
Doctor of Sciences (Economics),  
Professor

Tetyana BLYZNYUK

Chief of Department,  
Doctor of Sciences (Economics),  
Professor

Tetyana LEPEYKO

## Evaluation criteria

**The final marks for the exam** consist of the sum of the marks for the completion of all tasks, rounded to a whole number according to the rules of mathematics.

The algorithm for solving each task includes separate stages that differ in complexity, time-consumingness, and importance for solving the task. Therefore, individual tasks and stages of their solution are evaluated separately from each other as follows:

### **Task 1 (test) (6 points)**

For each optimal alternative – 2 points, for the second alternative (not optimal) – 1 point.

### **Task 2 (diagnostics) (12 points)**

10 - 12 points are given for the complete assimilation of the program material and the ability to navigate in it, the conscious use of knowledge to solve practical problems. When completing the task, the student must make the correct conclusions regarding the proposed situation. The execution of the task should be neat.

6 - 9 points are given for a correctly completed task, but in the case of incorrectly formulated conclusions and unformulated recommendations for improving the problem.

3 - 5 points are awarded for partial ability to apply theoretical knowledge to solve practical problems.

0 - 2 points are assigned when the task is not performed or performed incorrectly.

### **Task 3 (heuristic) (22 points)**

18 - 22 points are given for the complete assimilation of the program material and the ability to navigate in it, the conscious use of knowledge to solve practical problems. When completing the task, the student must make the correct conclusions regarding the proposed situation. The execution of the task should be neat.

11 - 17 points are given for a correctly completed task, but in the case of incorrectly formulated conclusions and unformulated recommendations for improving the problem.

6 - 10 points are awarded for partial ability to apply theoretical knowledge to solve practical problems.

0 - 5 points are assigned when the task is not performed or performed incorrectly.



## RECOMMENDED LITERATURE

### Main

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2. Організаційна поведінка : навчальний посібник / Т. І. Лепейко, С. В. Лукашев, О. М. Миронова. – Х. : Вид. ХНЕУ, 2013. – 156 с. – Режим доступу: <http://www.repository.hneu.edu.ua/handle/123456789/14218>.
3. Business English: Business etiquette & correspondence: посібник/ Л. В. Кнодель. – К.: 2019. – 486 с. – URL: [https://www.researchgate.net/publication/374005531\\_BUSINESS\\_ETIQUETTE\\_CO\\_RRESPONDENCE](https://www.researchgate.net/publication/374005531_BUSINESS_ETIQUETTE_CO_RRESPONDENCE)
4. Fox S. Business Etiquette For Dummies / S. Fox. – Indianapolis : Wiley Publishing, Inc., 2009. – 362 p. – URL: <http://ndl.ethernet.edu.et/bitstream/123456789/50477/1/546.pdf>

### Additional

5. Андрійченко Ж. О. Digital етикет та комунікації: тенденції та вимоги сьогодення / Ж. О. Андрійченко, Т. П. Близнюк, О. В. Майстренко // Економіка та суспільство. – 2021. – № 34. – Режим доступу: <http://repository.hneu.edu.ua/handle/123456789/27642>.
6. Гоцалюк С. Правове регулювання етичних кодексів у соціокультурній діяльності. Науковий вісник Міжнародного гуманітарного університету. Сер.: Юриспруденція. 2019 No 41 том 1. С.61–64. URL: [http://www.vestnikpravo.mgu.od.ua/archive/juspradenc41/part\\_1/16.pdf](http://www.vestnikpravo.mgu.od.ua/archive/juspradenc41/part_1/16.pdf).
7. Майстренко О. В. Етика комунікації працівників у соціальних мережах та її вплив на імідж компанії / О. В. Майстренко, Ж. О. Андрійченко, Т. П. Близнюк // Економіка та суспільство. – 2022. – Вип. 38. Режим доступу: <http://repository.hneu.edu.ua/handle/123456789/27628>
8. Blyznyuk T. Assessment of leadership development: cross-cultural aspects / T. Blyznyuk // Економіка та суспільство. – 2022. – № 35. URL: <http://repository.hneu.edu.ua/handle/123456789/27685>
9. Blyznyuk T., Kuz O., Kinas I. (2024). Event-management as a tool for organizing special events. Економіка та суспільство Випуск. 2024, # 64 (електронне видання). URL: <http://repository.hneu.edu.ua/handle/123456789/33308>
10. Blyznyuk T., Deli V., Nemashkalo K. Theoretical foundations of development and implementation of event projects for trade enterprises. Ukrainian Journal of Applied Economics and Technology. 2024. Volume 9. № 2, pp. 245 – 249. URL: <http://repository.hneu.edu.ua/handle/123456789/33307>

### **Information resources**

11. Репозитарій Національної академії керівних кадрів культури і мистецтв. URL: <http://elib.nakkkim.edu.ua>
12. Український культурний фонд. URL: <https://ucf.in.ua> URL: <https://www.youtube.com/channel/UCМаху8Gs6s-8CG3Vj0faBvA>
13. Культура і регіони : інформаційний дайджест Міністерства культури та інформаційної політики України. URL: <https://www.dnmczkmo.org.ua/dajdzhest-kultura-i-regiony>
14. Email Etiquette Examples For Business Communications. URL: <https://instantly.ai/blog/email-etiquette-examples/>
15. Generation Z Main Topic for Business Etiquette Speakers. URL: <https://americanetiquette.com/generation-z-main-topic-for-business-etiquette-speakers/>
16. Workplace Etiquette: Definition, Examples and How to Simplify It. URL: <https://www.paycom.com/resources/blog/workplace-etiquette/>