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**WAYS OF DEVELOPMENT OF CORPORATE SOCIAL
RESPONSIBILITY AT TECHNICAL UNIVERSITY
IN THE LIGHT OF EBEN 2013 ANNUAL CONFERENCE**

Стаття присвячена розвитку корпоративної соціальної відповідальності у технічному вищому навчальному закладі. У статті роз'яснені досвід та результати дослідження, що базувалися на матеріалах міжнародної конференції EBEN 2013. Автори наводять ряд програм, які були впроваджені саме у процес навчання.

Ключові слова: корпоративна соціальна відповідальність, етика бізнесу, технічний університет.

Introduction. According to the many researchers the mission of modern technical university consists in preparing the engineers, capable to lead the Ukraine out from contemporary economic crisis. New specialists should have not only a necessary professional knowledge and skills, but also high feeling of

responsibility for results of their activity. Responsibility at the level of university as organizations means the corporate social responsibility (CSR).

Objectives. To analyze the basic approaches to realization of corporate social responsibility at technical university, which were presented by participants of EBEN 2013 Annual Conference.

Results. The main applied problems discussed at the conference concerning increase of universities' CSR, are the following:

1. Foundations of Organizational Ethics
2. License to Operate
3. License to Lead
4. Business Ethics Education
5. Professional Ethics

Let's consider the basic ideas which have been discussed by participants of the conference, more in detail.

Among fundamental problems of organizational ethics have been discussed CSR and sustainability of universities, development of their ethical culture, professional accountability of university's administration and teachers at contemporary society.

Y. Fassin (Netherlands) has presented to conference participants the results of a larger study of sustainability and CSR reporting at 20 universities in 4 European countries. He said that now that most multinationals have implemented CSR the trend has put the pressure also on other institutions that employ high numbers of personnel. Within this sector, universities who have a commitment to science and progress seem to be privileged institutions. The research has shown, that despite actions of universities on CSR implementation, this process is in infantile stage. At the same time the presenter stressed, that it isn't possible to solve problems of CSR and sustainability at universities as in corporations because of essential differences between them. At the same time, the sustainable university of the future should be an example for other non-profit and governmental organizations.

M. Segon and C. Booth (Australia) have presented their approach to audit of the organizations for ethics. According to this approach, if the organizations aspire to develop robust ethical cultures, they should provide a policy, which includes ethical codes and behavior, training in their use and in decision-making, creation of systems of the award and facilities of internal control. It was thus underlined, that the organizations, seeking to develop ethical culture, should to select correct ethical parameters of the project which correspond to their existing structure.

D. Vriens, B. L. Rinske, W. B. Pas (Netherlands) spoke about importance of professional accountability of administration and teachers at universities. These professions contribute to realizing societal values. For this purpose, their consumers, and society at large, give them trust and autonomy, and thus a license to operate. Nowadays, professional activity of university is confronted with an increased demand to account for their behavior in order to retain their license to operate.

In parallel section «*License to Operate*» D. Murillo (Spain) and S. Vallentin (Denmark) told about the necessity in the conditions of an economic crisis to maintain license to operate for educational institutions. At the same time, they have underlined that if we really want to transform management education into a discipline that can learn from its past mistakes, we need to depart from the

existing tools of business ethics, critical management education and corporate social responsibility to confront social concerns.

At the conference the problem of *license to lead* has been discussed also. J. Ciulla (USA) has presented the results of research how education affects the ethics of business leadership in society, and also how do various academic disciplines affect leaders' ethics and the way that they lead.

P. Werhane (USA) has stopped on a problem of *leadership and managerial professionalism*. In presentation she linked leadership to managerial professionalism and argued that the de jure professionalization of management would create a consistent values base for corporate business leaders. At the same time, this is not to conclude that all professional managers would be values-based leaders. However, she considers that managerial professionalism would provide a consistent values base from which leaders could shape their decision-making.

The problem of *business ethics education* was considered by H. Siebens (Belgium), which told about application of business ethics to management of educational institution. He considers that on the analogy of business ethics and administrative ethics follows to speak about «ethics of educational institution». In this case it is necessary to answer to questions: 1) what the boards of educational institution and their principals can learn from already established academic disciplines within applied professional ethics, such as business ethics, administrative ethics and professional ethics; 2) what the boards of educational institution and their principals can learn from applications of these specific subdisciplines for their specific educational needs and for university.

The educational program «Social Responsibility in Engineering», created at NTUU «KPI» was presented by O. Vynoslavska (Ukraine) in parallel section «*Professional Ethics*». The program is based on the international and Ukrainian training experience of development of social responsibility of future engineers at technical university.

Also educational programs for training of administration and personnel of organizations in business ethics have been presented by K. Bondy (UK) and M. Segon & C. Booth (Australia).

Conclusions. The told above means, that development of corporate social responsibility at technical university is the difficult multivector process touching upon all spheres of its activity.