

Relationship Of Ethical Culture Of Organization And Staff Motivation In Line With The Corporate Pedagogy Ideas

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Abstract: The article discusses the relationship of ethical culture in the sphere of business and educational institutions and staff motivation. These components have a direct impact on the financial well-being and effective development of organization. The author considers the motivation in line with the intentional approach by relating the process of motivation to target installations of a person determining his/her behavior. Ethical culture permeates the entire spectrum of corporate education, during which there is a corporate upbringing, contributing to the identification of workers with their profession and the organization as a whole. Experience of Israeli enterprises and educational institutions shows that if there is a strong influence of ethical culture, there is a high enough level of integrity in the organization. The article presents the results of two studies regarding the relationship of employees to various measures aimed at improving the ethics of employees, in particular, to the Code of Ethics. According to the author, a Code of Ethics by itself is not enough to solve the problems of increasing motivation in the organization. There should be the targeted training in ethical behavior for the staff of organizations.

Keywords: ethical culture, Motivation, corporate education, corporate upbringing education, a code of ethics.

1. Introduction

At the present stage of development of society in Russia, Israel and other countries, a system of lifelong education has developed that provides every citizen with the opportunity to develop his personal potential at any stage of his life and professional biography. The educational route of an adult continues in conditions when the main type of his activity becomes labor, professional, activity that is carried out in a certain space, where various types of interactions between individuals and groups are carried out. Such an interaction space can be called an organization. In corporate pedagogy, an organization is understood as "a social institution whose prerogative is continuing education of employees[1]. Corporate pedagogy is associated with understanding the place of a person in an organization. According to the technocratic approach, technology is the determining factor for the development of an organization; therefore, major investments should be made in technical modernization and production. According to the person-centered approach, the main wealth of the company is human capital. The financial well-being of a company depends on the optimal, creative and effective management of human resources, on the professional culture of the manager, the ethical culture of the organization and the motivation of each employee to work. In psychological and pedagogical sciences, the term "motivation" refers to the behavior of an individual directed to a specific goal, as noted, in particular [2]. Motivation in this context can be considered from three positions: as a factor that stimulates human behavior, as a factor that determines the direction of human behavior, or as a factor that inhibits human behavior. In other words, motivation is a process that occurs in the internal sphere of the individual. According to Vedeslevski and Shemesh, the existence or lack of motivation can be judged by the visible external signs of human behavior, taking into account the above three positions[3]. The phenomenon of motivation has one more important feature: it indicates not only differences in individual behavioral reactions (in other words, the

presence or absence of motivation and its intensity), but also characterizes the quality of behavior, i.e. its target orientation[4]. Employees of Israeli enterprises may be highly motivated, while it may be due to various goals (high wages, social package, the prospect of a decent pension, the possibility of self-realization, social contacts, a comfortable climate in the team), can cause various behavioral reactions and emotions, which ultimately lead to different quality products and processes of personal development. In other words, motivation is something that encourages, stimulates a person and determines the goals of his behavior[5]. Exploring motivation from the standpoint of an intentional approach, consider it as a motivator of a person to implement certain actions aimed at achieving the goal. For effective development of the organization, it is extremely important to be a relationship between the motivation of employees with the ethical culture of the organization. Ethical culture permeates the entire spectrum of corporate training and education, orienting the subjects of corporate professional education to assigning the values of a corporation and its organizational culture, forming a common vision of the further development of the organization and its interaction with the external environment. In the process of corporate education, there is not only an expansion of the boundaries of professional competence of employees, but also a process of corporate education, contributing to the identification of employees with their profession and organization as a whole. The axiological basis for the training and education of the organization's personnel is the harmonization of the organizational and personal values of employees. Corporate pedagogy is primarily interested in personal values, which are a unique set of individual employee's personal values, and organizational values, expressed in organizational rules, norms and traditions, which in rigid or mild form determine the behavior patterns of personnel. Organizational and personal values are strongly influential factors of individual and group motivation to improve skills, achieve a level of professionalism that meets the expectations of

the corporation and employee[6]. Organizational and personal values are reflected in the ethical imperatives that in Israel, as in many other countries of the world, determine the ethical norms of the organization. Today organizations are constantly interacting with wide sections of the population, various social associations and groups that exposed to their influence and affect them. This means that organizations cannot, without prejudice to themselves, ignore public interests. On the contrary, as organizations integrate into the surrounding society, they increasingly accept the corresponding social values and begin to build their behavior, focusing on them. Modern society is concerned with the problems of safety and environmental protection, problems of equality of opportunity, ensuring social justice and welfare, problems of motherhood and childhood, rising crime and respect for individual rights, problems of globalization and protection of national interests. Since the 1980s, in the scientific works of researchers from the United States, Western Europe, and Israel there has been a significant shift from the idealization of a rational approach to personnel management to forms of moral and symbolic nature. Scientists and management practices drew attention to the need to move from improving organizational structures in a changing world to strengthening the ethical culture of an organization as part of a corporate culture, the formation of which is one of the significant goals of corporate education of employees. From the point of view of corporate pedagogy, a culture that is ethically understood as a system of fundamental shared values (including pedagogical values), principles and rituals can perform a number of key functions in an organization. Ethical culture fosters a more conscious sense of belonging to its activities among members of the organization, it plays a significant role in developing a sense of connection with a community that is broader than an individual culture, ensures the stability of the organization as a system of interconnected parts, creates key benchmarks of behavior and thus puts individuals in certain relations with the whole. The experience of Israeli enterprises and educational organizations shows that where there is a strong influence of ethical culture, the level of organization's integration is always quite high. The development of the Israeli economy in line with the main trends in the development of the global economy in recent decades has been accompanied by increased attention to the ethical aspects of doing business and improving motivation through improving employee ethics. This is in the interests of both the business community and society as a whole. The first to realize that the need to strengthen the ethical component in making business decisions were the most economically developed countries, in which the well-established economic mechanism has reached a high degree. Gradually, thanks to the efforts of organizations specializing in the field of business ethics, the state, entrepreneurs, public organizations and the media, an environment was created in which discussion of ethical aspects of business and following them became more and more common. Following this, practical steps were taken to develop and introduce ethical programs in companies, which were accompanied by the exchange and dissemination of best practices. Modern organizations use various measures to improve the ethics of employees: developing ethical standards institutionalized into ethical

codes; the creation of ethics committees; ethical behavior training [7]. The code of ethics, in fact, is a set of rules and norms of behavior that are shared by group members. With the help of the code, certain behavior models and common standards of relations and joint activities are set. Professional codes govern relationships within the professional community. Codes regulate the behavior of a specialist in difficult ethical situations characteristic of a particular profession, raise the status of the professional community in society, and form confidence in the representatives of this profession. Also, the code enhances the importance of belonging to a profession. its adoption may indirectly be a rite of initiation, an act of "recourse to the profession"[8]. When the most significant ethical dilemmas are set by the organization, the activities of employees are governed by the ethical code. The most important tasks of the corporate ethics code are to establish priorities in relation to target groups and ways to harmonize their interests. The Code of Corporate Ethics can perform two main functions - reputational and managerial. The reputation of the code is to build trust in the company from the reference external groups (a description of policies traditionally established in international practice towards customers, suppliers, contractors, etc.). Thus, the code, being a tool of corporate PR, increases the investment and employment attractiveness of the company. The presence of the corporate code becomes in this sense an additional incentive to increase the level of motivation of current employees, to attract highly qualified specialists to the organization. The management function of the code is to regulate the behavior of personnel in difficult ethical situations. Thus, the humanization of staff relations in an organization can be laid at the level of formation of the content of ethical norms. So the code is a tool for motivating employees. The interrelation of ethical culture and motivation of personnel is characteristic not only for the business sphere, but also for educational organizations. A study we conducted in two schools in Israel in 2015, during which 70 teachers were surveyed and interviewed, showed that the majority of respondents (85%) view the ethical foundations of educational activities as very significant. Among the most important ethical qualities of a teacher, respondents cite observance of pedagogical tact (90%), restraint (95%), ability to manage their emotions (83%), empathic skills (88%). According to the interviewed teachers, violation of professional ethics leads to an increase in conflicts with students (73%), conflicts with parents of students (80%), disruption of a favorable social and psychological climate in the school community (75%), teachers' dissatisfaction with the results of their work (64%). Violation of ethical standards, according to respondents, may have more serious consequences: reduced student motivation for learning activities (90%), low attendance (95%), psychological difficulties (85%). In some, especially severe cases of adolescents marked didactogeny, i.e. a negative mental state of a student (depressed mood, fear, frustration, etc.) caused by a pedagogical tact violation by the teacher, which has a negative effect on his activity and interpersonal relations[9]. The majority of teachers we surveyed (60%) consider the existence of an ethical code to be appropriate, since it reinforces moral and ethical imperatives. At the same time, a number of teachers (30%) see a simple

formality in such a code, since they believe that ethical standards should be fixed not on paper, but be refracted in the specific behavior of the subjects of the educational process. According to a number of teachers (42%), ethical codes should contain not only a description of moral and ethical imperatives, but also clearly indicate the sanctions that can be applied to their violators. Some respondents (58%) disagree with this point of view, believing that sanctions belong to the legal field, and not to the field of professional ethics. The presented research to a certain extent correlates with a study conducted in the United States in 2000, the purpose of which was to identify the main ethical problems faced by employees at their workplaces and their assessment of the programs for the development of ethical culture in the organization [10]. The telephone survey involved 1.5 thousand employees of various enterprises and organizations of all US states. According to the survey results, employees had high expectations from the implementation of the ethical culture development program. The overwhelming majority believes that their organization should do what is right from a moral point of view, and not what is profitable. Respondents noted the influence of the ethical code on a positive moral atmosphere, on the degree of employee satisfaction with the nature of their production activities and expressed their readiness to observe ethical standards in the organization and condemn unworthy behavior of colleagues, if any. The survey also revealed that if an organization has only a code of ethics, but no program for its implementation, this negatively affects employees, because the code increases employees' vigilance towards unethical behavior in the workplace, but the lack of a program does not give them the tools to cope with ethical dilemmas. As practice shows, the ethical code itself is not enough to solve the problems of increasing the motivation of staff in the organization. Purposeful training of the organization's ethical behavior is necessary. Today, such training is carried out in several forms: ethics courses in the framework of professional development and professional retraining programs implemented by organizations external to this company; corporate training aimed at introducing personnel to the ethical standards of the organization, conducted directly in the company; personal example of employees who are informal leaders or formal leaders. Corporate staff training in the basics of professional ethics contributes to the formation of an ethical culture of the organization, which positively affects the motivation of employees to work, their identification with the organization and familiarization with corporate values.

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