Introduction

The case describes the experience of implementing the PRME Anti-Corruption Toolkit in the Management and Organisation Faculty at Silesian University of Technology (POLSL), located in Poland. POLSL is one of 12 business schools participating in a pilot phase for testing this educational instrument.

The effort was focused on orienting students’ involvement toward the topic of corruption and using teaching tools that would enable educators to reach this generation of future leaders and transfer to them the culture of anti-corruption.

Challenges

Significant curriculum change was so critical in the educational process. The educational programme required some well-developed case studies that help our students to understand the nature of corrupt behaviours occurring within contemporary enterprises and also existing in specific conditions within Poland. Moreover, there was also a demand for finding some ways of promoting this issue in an informal way (in order to reinforce the basic idea) among student societies.

Actions taken

POLSL began implementing the Anti-Corruption Toolkit in the facultative subject entitled ‘The nature and prevention of corrupt behaviours within an organisation.’ Implementation thus far toolkit has allowed not only for construction of the programme of subject teaching based on the content from the toolkit, but has also pointed us towards new, more efficient methods of education in the areas of anti-corruption management, ethics in the organisational behavioural context, and corporate social responsibility. Utilisation of case studies (such as UNICORN cases) in the educational process has allowed for multi-level review of ethical dilemmas present in contemporary organisations. In their analyses, students have discussed the idea of corrupt activity, business objectives of corrupt behaviour, and the threat that the existence of corruption in the community poses to business activity within a company. The analysed cases were considered from ethical, legal, and business (including economic effectiveness) standpoints, from the perspective of the single actor of corrupt processes (worker, manager, government employee), and from the wider group of stakeholders (entire enterprises, individual sectors, and society). During discussions, different cultural contexts present in many case studies have made it difficult to understand individual motives for action in regards to the situations discussed. Therefore, many students have searched for analogies and references to local Polish conditions. Thus, we decided to develop case studies that would better fit Polish conditions and culture, and we involved our students in this process.

The original texts (that were accessed [at] http://www.againstcorruption.org/BriberyCases.asp) were translated into national language (Polish).
Their engagement in the subject included the:

- Choice of a few most widely commented on and interesting cases of corrupt scandals that occurred in Poland in the last decade
- Preparation and description of a chosen case study that would cover the following issues:
  - the course of events connected with the incident of corruption
  - revelation of the causes of corruption
  - actions taken against corruption
  - the social response
  - legal consequences and other sanctions
  - corruption results
- Comparison of different case studies and in-class discussion about the proposed mechanisms of prevention

Results

- This specific task for students resulted in five well-developed case studies of Polish corruption scandals, namely: “Skin hunters” – which was connected with selling information about deaths (“skins” in jargon) by emergency staff to local funeral companies
- “Miroslaw G. affair” – about corruption in the medical environment, specifically, the case of a surgeon (Miroslaw G.) who was accused of bribery
- “The salt scandal” – which involved a chemical company selling the industrial salt (as a by-product of chemical processing) to food companies that were able to reduce their costs by using it as cooking salt
- “The petrol mob” – about frauds and corruption in the petroleum industry that involved not only business people but also police
- “Rywingate” – the scandal connected with corruption and illegal lobbying focused on media law, the main suspect being a well-known Polish film producer (Lew Rywin)

Discussion of the above cases was enhanced by additional activities. The students were obliged to prepare a visual aid or movie that would popularise anti-corrupt attitudes, and some students prepared T-shirts, cups, posters, and short movies. These were distributed as an example of viral marketing.

Inspired by our students, we hope to use the set of well-developed case studies in our future discussion during lectures on anti-corruption and to describe other cases, not only of scandals but also of effective anti-corruption practices noticed in our country. Additionally, some of the prepared cases can be utilised in other Eastern European business schools located in a similar business and cultural context.
Silesian University of Technology (POLSL)
Innovative educational approaches in PRME Anti-Corruption Toolkit implementation from Poland

Concepts of integrity in management and in organisational contexts were employed in interactive lectures and seminars at PWSB (see other case story). Students at PWSB carried out field research by reaching out to Polish, EU, and international companies conducting business in Poland to assess integrity in organisational contexts and anti-corruption awareness among firms and companies with reports, essays and discussions. The research findings presented by students revealed the value of integrity training.

The role of PRME/sustainability principles

- **Resources, like the Anti-Corruption Toolkit**, provide a source of examples, case studies, and topics for in-class discussion.
- The experiences of other PRME signatories, published in Sharing Information on Progress (SIP) reports, are inspirational sources of applied curriculum methods for educating integrity and management responsibility.
- Students’ involvement in developing educational tools is a new and useful method of creating the right environment for effective learning experiences for responsible leadership.