Introduction

Poznan University College of Business, also known as PWSB, is signatory to PRME and has been implementing integrity and responsible management education in its educational offerings in the faculties of economics and management and English philology, specialising in managerial linguistics. This process is based on the Six Principles and the PRME Anti-Corruption Toolkit since 2012. This case describes our experiences in the pilot phase and opens the door to further scientific exploration and discussion among all stakeholders involved.

Challenges

PWSB challenges itself to design the best educational programme for the business school that equips students with a pro-integrity stance and anti-corruption competencies in management, marketing management, and organisational contexts.

In order to reach this generation of future leaders and equip them with integrity competences in integrity management and pro-active knowledge acquisition, innovative techniques were used as teaching tools.

Actions taken

Several student-centred activities were conducted that resulted in benefits from teaching and learning together. A central component of these activities employed in-the-field interviews, which were used as case study material on integrity and anti-corruption issues. These were completed by students of Poznan University College of Business (PWSB), and were based on previous research, teaching and learning experiences, observations and shared knowledge.

The efforts focused on integrating students’ involvement into the topic of integrity in management awareness and anti-corruption principles. Concepts of integrity in management and in organisational contexts were employed via interactive lectures, seminars and field research. In these activities students reached out to Polish, EU, and international companies conducting business in Poland, conducting interviews on integrity in an organisational context and on anti-corruption awareness. The students compiled their research findings in reports, essays, and discussions following the interviews. Finally, they presented these findings. Students were provided with the interview questions (listed below), to be used as standard questions, in their integrity in management learning journey at the college.

An example of an assignment, with students working in groups of two and four people, asked them to conduct several video-interviews within four weeks following the first lecture. During these interviews, they asked questions such as:

- “As a manager, employee and/or owner, how do you understand ethical behaviour issues in
marketing management and anti-corruption training in your workplace?"

- "Is marketing of your services/products/ideas and managing business ethically possible in your field/specialisation/industry?"
- "What do you do to prevent corruption, and which support resources can you access in areas of ethical and integrity management?"

**Results**

These activities resulted in research videos which were played and discussed in the classroom as a learning tool. Students presented and discussed their written summaries, providing transcripts from Polish into English where necessary. *Students learned how to secure interviews on topics that many people were not always willing to discuss openly.* Many small to medium-sized enterprises and companies, after granting permission for interviews, provided only general statements on the pro-integrity actions, or lack thereof, in their organisational contexts. Many companies spoke openly during interviews about their ethical values in relation to marketing management but at the same time avoided discussing integrity issues and the need for anti-corruption awareness in their respective services and fields of production. It was found that most companies were not aware of—and could not provide—the resources available to their employees either in Polish or English on integrity in management. Furthermore, they did not know what government or societal actors were doing in order to prevent corruption.

- Concurrently with in-class student presentations of the results of their interviews, students were asked to compose an expository or persuasive essay of between four and six thousand words on a topic related to integrity in management and in organisational contexts, such as corporate marketing and integrity or integrity issues and anti-corruption mechanisms. The students were assigned the topics for their academic essays, intended to broaden their knowledge and learn from leading professors, organisations, PRME, and practitioners in the field of integrity and anti-corruption in management, including: "The quest for integrity in business is not only a reaction to highly publicised corporate scandals and instances of management misconduct that have eroded public faith, but also a result of changes and new demands in the global business environment (Wankel & Malleck, 2011, accessed December, 12, 2011). It is inevitable to rethink the main underlying business paradigms as well as secure the role of key aspects, including integrity."

- "What does integrity mean for global organisations on the personal, group and organisational levels, and how may we implement and develop integrity in organisations? Proposals may address any approach to better understand the concept of integrity within organisational contexts by, for example, following suggestions at the aforementioned websites."

In addition to the videos, the students’ essays demonstrated that they not only learned a great deal about integrity in management and in marketing management, but also started to recognise the need for pro-integrity awareness and action, as well as for additional educational needs in this area.

Through such projects, it is expected that students educated with such pro-integrity and anti-corruption competencies will become aware leaders of the globalised and increasingly linked economy of the
The role of PRME/sustainability principles

This work would not be possible without the support from PRME materials, from the Toolkit and leaders, and especially without PRME. More awareness training is needed for faculty and students using innovative and inspirational teaching methods, possibly employing social media in teaching and managing with a pro-integrity, anti-corruption stance and philosophy.

References

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