

DEVELOPMENT OF MANAGERIAL COMPETENCES OF THE FUTURE – SHAPING CURRICULA FOR HIGHER EDUCATION

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Abstract: In the world pervaded with moral crises, unethical practices not only in the private and public sector but also in various charity organisations and cultural institutions, where one faces a loss of values and authorities, a question arises about the reasons for such occurrences. Simultaneously the need for developing tools helping to diminish the effects of unethical undertakings and eventually prevent them from emerging at all, comes into being. The main purpose of the presented paper is to convince that introducing ethics, social responsibility, and anti-corruption policies in higher education programmes accounts for a significant and undoubted tool that may bring positive results for both individuals and societies in the future. Such programmes will develop managerial competences that will play an even more important role than hard skills and acquired knowledge. The authoresses support the thesis with an example of a good practice based on a case study of a programme introduced at one of the Polish universities educating future managers for public administration. In the conclusions the authoresses will underline the necessity of educating responsible, conscious, and ethical managers especially for public sector institutions as well as they will suggest the paths for further research in this area.

Keywords: public sector, administration, CSR, anti-corruption, ethical managers, higher education, managerial competences.

1. Introduction

In the face of reforms in the public sector that one can witness every time when changing governments and power, and also against the background of many years of experiences, which show that most incidents of corruption take place in the public sector and on the line of contacts between business organisations and the public sector, one should ask about the cause of unethical behaviour among decision-makers. The occurrence of corruption, which in the short term reflects in gains for narrow groups or individuals, in the long term generate tremendous

damage and losses not only moral, but often also material for these individuals and the entire society.

The fact that corruption is not profitable in the long-time and from the point of view of the well-being of the society as a whole was proven by the research that has been conducted since 1995 by Transparency International, under which the so-called Corruption Perceptions Index (CPI) is designated. This index indicates the perceptions of public sector corruption in approx. 180 countries and territories (number of countries covered by the index varies in different years). The research shows that countries with a high economic position, developed both economically as well as socially, implementing sustainable practices, are countries with a very low level of corruption in the public sector. It is worth mentioning here that there are no countries in which the level of corruption equals zero. Over the years 2010-2015 in the top of the rankings there were countries only slightly contaminated with corruption. These were the following: Denmark, New Zealand, Finland, Sweden, Norway, Singapore, the Netherlands, Australia, Switzerland, Canada, and Luxembourg. Simultaneously, more than two-thirds score below 50, on a scale from 0 (highly corrupt) to 100 (very clean).

According to Transparency International the consequences of public sector corruption reflect in poorly equipped schools, medicine, and elections decided by money. "Bribes and backroom deals don't just steal resources from the most vulnerable – they undermine justice and economic development, and destroy public trust in government and leaders" ("Corruption is threatening", 2015).

On account of the above the need arises to educate more and more responsible managers for the public administration, leaders of the future who will successfully meet the increasingly difficult challenges posed by the changing environment (Rutherford et al., 2012), who will be able to function in accordance with the principles of sustainable development, ensuring economic growth of the national economy with a simultaneous concern for the good of the society. Responsible leaders recognise better the need for wise cooperation for a new – though still not entirely determined development paradigm, leading ultimately to a high quality of life (Rok, 2012). The only question which arises here is if it is possible to teach being ethical? Could ethical behaviours be simply taught or ethics are something rooted deeply in human beings? (see also: Gentile et al., 1993; Payne, 2000; Callahan, 2004; Koehn, 2005; Giacalone, and Thompson, 2006). There is a plurality of views concerning when and how individuals acquire their ethical opinions and orientations. This debate has practical implications for teaching ethics and polarises around two positions (Perri et al., 2009). The first is that ethical decisionmaking is a product of the individual's inner moral compass. The alternative position is the argument that ethics can be taught (Jonson et al., 2015). In the paper we assume that educating morally appropriate behaviours, especially among students being prepared to hold managerial positions in business and public administration is possible and desired. Tips for educating managers are given by PRME (Principles for Responsible Management Education), The "Oath" project and the Global Alliance in Management Education (CEMS). The above-mentioned countries, which

scored very highly by the corruption perception index, can furthermore serve as good examples and good practices of shaping the idea of integrity and morality in the public sector. It is worth highlighting the example of the Netherlands which are the pioneers in managing integrity in the public sector. Public integrity was placed on their agenda in the early 1990s and is still sustained and developed, which reflects then in their stable position in the CPI (see: Huberts, and Hoekstra, 2016).

To start the discussion about teaching ethics and integrity management in the public sector and to clarify the basic notions it is worth exemplifying both ethical and unethical behaviours. Key values that should be transferred in the process of ethics and integrity education are for example (Huberts, and Hoekstra, 2016).

- wholeness (consistency, including in the private sphere),
- incorruptibility (no conflicts of interests),
- justice (compliance with rules, laws and codes, including within the profession),
- compliance with moral standards and values,
- integration into the environment,
- professional responsibility,
- conscious and open action based on moral reflection,
- exemplary moral behaviour.

On the contrary, within the main integrity violations and unethical actions one may distinguish the following (Huberts, and Hoekstra, 2016; OECD, 2012):

- corruption: bribery,
- corruption: favouritism (nepotism, cronyism, patronage),
- fraud and theft of resources,
- conflicts of (private and public) interest through “gifts”,
- conflicts of (private and public) interest through sideline activities,
- improper use of authority,
- misuse and manipulation of information,
- indecent treatment of colleagues or citizens and customers,
- waste and abuse of organisational resources,
- perverting transparency and accountability,
- misconduct in private time.

The aforementioned list does not exhaust all the possibilities of ethics and integrity facilitators and violations. It constitutes only an outline of probable behaviours one may perform and encounter within their professional activity. The most popular tool used to implement ethical behaviour in organisational policy is code of conduct. Although there are different variants of codes of conducts the spirit of all of them is usually that public officers should conduct themselves with honesty, integrity, and diligence (“What is misconduct?”, 2016). Having the examples of proper and improper actions within managerial activity we may

develop a theoretical basis for an ethical dilemma and its need to be incorporated into managerial curricula in higher education programmes.

2. Theoretical background

Ethics in a managerial activity are understood as the need to respect ethical standards in an activity and taking into account any other purposes than only maximisation of profits and individual benefits. Ethics deal with a wide range of how people or organisations operate or should operate in relation to others (Jastrzębska, 2011). Ethics belong to a group of philosophical disciplines (Philosophy and Science. Encyclopedic outline, 1987), which subject of interest are the values like truth, goodness, and beauty. In these disciplines one can identify: theory of cognition (epistemology), and axiology (the study of values and criteria of evaluation) involving ethics and aesthetics – the science of beauty (Vardy, and Grosch, 1994). Ethics as a science of evaluating the validity of the degree of human activity remain in close connection with the philosophy of society and its main work – political philosophy. This connection is present in the works of Plato, Aristotle and the Stoics, St. Augustine, the Renaissance and Enlightenment thinkers, in classical economics and monetarism, in German philosophy, and historical materialism (Szulczewski, 2011; Philosophy and Science. Encyclopedic outline, 1987). Ethics with their reliable and comprehensive judgment on moral good and evil, indirectly provide moral support to man (Stankiewicz, 2000). Aristotle came out with the assumption that all arts, tests, actions, and resolutions are striving to some goodness and therefore the general goodness is described as a purpose of human aspiration (Aristotles, 1970).

There are a number of important and different approaches to ethics including consequentialist, deontological, and relativist (Jonson, and McGuire, 2015). The deontological position is one according to which an action is morally right or morally wrong in virtue of its intrinsic qualities. As such, an action that is morally wrong in one circumstance is morally wrong in all circumstances (Singer, 2011). Two other approaches, namely consequentialist and relativist are non-deontological. The first one states the morally correct action in any set of circumstances is the action with the most good and the least bad consequences, compared to the alternative actions when all of the consequences on all of those affected by the action are taken into account. Relativism on the other hand reduces ethical rightness and wrongness to the judgement or opinion of the culture to which the moral actor belongs. Unlike the deontological approach, both utilitarianism and relativism are more pragmatic and realistic in their judgements and prescriptions (Jonson, and McGuire, 2015; Harman, 1975; Wong, 1991).

The issue of business ethics has been recently gaining in importance for several reasons, among which one can list the severity of adverse events of modern times as inequality, poverty,

unemployment, the growth of social pathologies, consumerism, productivism, degradation of the natural environment, or terrorist threats (Jastrzębska, 2011).

Well-known corruption scandals in US corporations such as Enron, WorldCom, Tyco, Adelphia, and Arthur Andersen, have raised questions about the effectiveness of training in business and triggered a wave of criticism of this kind of education that instead of preventing unethical proceedings of future managers, rather encourages this type of practices. This is the result of limited emphasis on the development of ethical management students (Sims, Felton, 2006). Currently it is noted that ethical values are best rooted in the initial period of teaching, and if students do not learn to appreciate and act ethically during the preparatory period – undergraduate studies, it will be difficult to expect from them appropriate behaviours in their future work (Stachowicz-Stanusch, and Wankel, 2011). To promote reasoning having regard to ethical issues in management and decision-making, managers need training programmes which in a better way develop problem solving skills, moral and ethical use of knowledge, sensitivities and beliefs of management students (Wankel, Stachowicz-Stanusch, and Tamanta, 2011). Today's students are tomorrow's management executives in the business world as well as in the public sector. Hence, they will have a huge impact on both the daily practices, as well as the rules governing organisations. This view is shared by many scholars and may partially explain the dissemination of research on ethical development of students conducted in the last 15-20 years, particularly students of management.

For example, the study of 1998 (Borkowski, and Ugras, 1998) related to factors affecting the level of ethicality, pointed to two characteristics that have an impact on an ethical approach of students: gender (women showed more stringent ethical standards than men) and age (older students demonstrated a higher level of ethicality than the younger ones). The test results did not confirm the existence of a significant relationship between the field of study (business students and students of non-economic directions) and the ethical approach of the surveyed students (Borkowski, and Ugras, 1998). Other studies (Lopez et al., 2005) indicate a turn for greater tolerance towards unethical behaviour of business students in the first years of education, and graduates of these courses of study. In another study business ethics were analysed within the meaning of both students and practitioners taking into account factors such as the environment (Peterson et al., 2001; Wimbush et al., 1997); level of education and level of career (Abbey et al., 2009), and sex (Abbey et al., 2009; Whipple, and Swords, 1992). In response to the growing interest in the ethical dimension of business education, contemporary leaders assumed civic responsibility for finding solutions to the current problems of the world economy, e.g. in the form of public-private partnerships, social innovation, and leadership initiatives.

Although it is generally known that honesty is the essence of effective business and education in this field, still too little is known how to educate future managers and public sector representatives to allow them to develop their moral skills and implement a business venture in a fair manner. According to some, unless they fundamentally change, business schools are

“no more than brain washing institutions educating their graduates only in relatively narrow shareholder value ideology” (Matten, and Moon, 2004). While real ideology, meaning a set of values, beliefs, and assumptions that constitute a coherent worldview that is “what objects or experiences are good or bad, and what objectives, behaviours and relationships are desirable or undesirable” should be the fundamental basis in managerial schools curricula (Trank, and Rynes, 2003; Koltko-Rivera, 2004, Giacalone, and Thompson, 2006). A sound worldview and the ability to distinguish between what is good or bad for both the organisation and the society should constitute a principal trait of public administration managers as these organisations should serve more the general public than particular individuals. Therefore, that is the main reason for which ethics, CSR, and morality dilemmas should be incorporated and discussed within educational programmes especially those dedicated especially to public institutions managers.

The first step with a global reach, serving regard to fairness in the education of future leaders is an initiative of the United Nations Global Compact, namely Principles for Responsible Management Education – PRME.

The main objective of the PRME initiative is to promote corporate social responsibility and sustainability in management education. Institutions such as business schools and other academic entities that have joined this initiative, take advantage of their mission, strategy and core competencies to realise their values in accordance with the six PRME principles, which are as follows:

- **Principle 1** – Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
- **Principle 2** – Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
- **Principle 3** – Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
- **Principle 4** – Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
- **Principle 5** – Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
- **Principle 6** – Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

The Six Principles of PRME are inspired by internationally accepted values, such as the United Nations Global Compact's Ten Principles, and provide an engagement structure for academic institutions to advance social responsibility through incorporating universal values into curricula and research (UNPRME).

The PRME's mission is to inspire and improve education on responsible management, research, through leadership thinking globally. This initiative provides a framework for academic institutions to spread the idea of social responsibility and implement universal values in curricula and research. PRME initiates actions such as the development of training programmes on issues of corporate responsibility, expanding research programs in the field of sustainable management systems, whether running public debate and the shaping of leaders' opinion in the area of improving the practice of responsible business. PRME are guidelines allowing to change the orientation of the previous educational methods of business schools towards creation of a more responsible educational model (Reichel, 2011). Under the coordination of the UN Global Compact and leading academic institutions, the PRME task force developed a set of six principles which lay the foundation for the global platform for responsible management education (UNPRME):

PRME are an incentive for the academic world to implement solutions, apply methods and conduct research conducive for development of the new model (UNPRME). It is important to implement PRME in educational curricula and other academic activities, not only at the theoretical level, but also through possibility of practical familiarisation with examples of companies that observe the principles of corporate social responsibility. PRME involves also a network of contacts allowing for exchange of knowledge and good practices. The principles of responsible management education for business schools are not a collection of guidelines to implement that are then assessed and certified, but rather a global platform for exchange of ideas and good practices (UNPRME).

Furthermore, PRME oblige the participating institutions to create a programme framework and dialogue with business, consumers, and other stakeholders in order to develop practical solutions within the scope of education of socially responsible staff.

Establishing social relations with the stakeholders has to be treated as a long-term strategic goal that should contribute to creating long-lasting relations built on trust. For the purposes of integration of actions it is necessary to use communication tools, involve and mobilise stakeholders and promote good practices. In order to encourage various stakeholder groups to active participation, it is necessary to introduce certain standards in the field of social communication and consultations with interested parties and promote social responsibility and sustainable development. In order to promote sustainable development it is important to implement mechanisms of effective transfer of information.

Therefore, it is vital to use multiple instruments of social influence. These instruments include every tool, that on one hand shapes the pro-ecological ("eco-development") awareness of units and social groups (such as education), and on the other – is a symptom of this awareness

(instrument allowing to use the right to information on the environment) (Borys, 1998). These are fundamental instruments of this group (Borys, 1998):

- education and ecological promotion,
- negotiations, contracts and agreements,
- social initiatives,
- lobby instruments,
- service tools, such as running information centres or providing free legal services,
- complementary actions tools – understood as a totality of actions complementary to existing procedures or repeating these procedures independently from official organs.

Schools and universities educating managers for public sector have a responsibility to provide future practitioners with training in the basics of ethics, which would ideally act as a catalyst to stimulate socially and ethically managed organisations (Cornelius et al., 2007).

3. Corporate social responsibility

As we mentioned in the previous point that PRME is a tool of developing and implementing CSR in managerial education curricula it would be worth explaining the very notion of corporate social responsibility and its significance for public sector. Until recently, the concept of social responsibility used to be analysed exclusively in the aspect of advantages the enterprises and their stakeholders can obtain (Wiszcun, 2013), where the scope of responsibility of business entities towards various groups of stakeholders is broadly discussed (Laszlo, 2011). Currently, concept of social responsibility is also associated with care for the environment, justice, and social order as well as with ethical practices of not only of business entities but also of public sector institutions and organisations. Nowadays, the notion of social responsibility means broadly understood responsibility of the private, public, and non-governmental bodies. The issue of responsibility refers both to individual persons as well as to various aspects of human activity, including business, social, and ecological activities. This concept, understood as a voluntary process, which takes into account the broad scope of social and ecological matters in all business activities as well as contacts with stakeholders, has become very popular and is an element of sustainable management (Bojar et al., 2012). CSR comprises all voluntary actions taken by an organization to address economic, social and environmental impacts of its business operations and the concerns of its principal stakeholders (Christensen et al., 2007). The environmental innovations, eco-innovations, sustainable innovations implemented in organisations are gaining increasing significance. Introduction of these innovations is connected with economic, environmental, and social results (Klosok-Bazan et al., 2015).

Implementation of the concept of corporate social responsibility and sustainable development has a great impact on the formation of a pro-ecological as well as an ethical approach in the society. The empirical research of a group of authors (e.g. Delaney and Sockell, 1992) concludes that training programs of ethics have a positive influence on organisations because their aim is to stress the importance of ethical conduct which is supported by the management of these organisations. Moreover, as other authors claim (see: Kolb, 2008) it is also important to teach employees how to make good ethical decisions by focusing on their moral reasoning skills, which reportedly results in long-term benefits for an organisation. Other research which analyses the perception of the ethical climate and ethical practices as exemplified by Polish organisations and relations between the ethical climate and practices connected with managerial efficiency show that there is a positive relation between the success of an organisation and its ethical conduct (Simha, and Stachowicz-Stanusch, 2012). Managers should try and promote principled cultures and behaviours, which would yield positive and beneficial outcomes (Stachowicz-Stanusch, and Simha, 2013). It is therefore undoubtable that implementing CSR programmes in the organisation will bring positive effects to its performance results but moreover such programmes may attract, retain, and motivate more effectively better graduates – valuable human capital – who want to contribute to CSR development (Martinez et al., 2015).

To sum up the general CSR practices we have applied the research results of Martinez et al., enumerating the following activities within Corporate Social Responsibility actions (Martinez et al., 2015):

- excellent customer service,
- investment in training and development of employees,
- the production of high quality products and services,
- the efficiency and flexibility of operations,
- operating according to an ethical code,
- the attraction and retention of excellent employees,
- competitive remuneration,
- stability in employment,
- faithfulness to the mission of the company,
- adherence to environmental policies,
- the creation of products and services that benefit society,
- offering high dividends to shareholders,
- management transparency,
- commitment to employee diversity.

The main role of public administration units is to promote the CSR concept broadly: to build the awareness of the CSR and its implications, to provide information on the overall drivers of the CSR, build capacity to shape the CSR agenda, to build a stable and transparent environment

for pro-CSR investment, to facilitate and set clear overall policy frameworks and positions to guide business investment in CSR, to show public political support for particular kinds of CSR practice in the market place or for individual companies and to engage the private sector in public policy progress (Dalsou, 2016).

4. Managers of the future

To facilitate the group productivity, effective performance of a team, attaining desirable results and serving the society and stakeholders in a good manner, a manager should hold both hard as well as soft skills. Hard skills stand for the professional knowledge and abilities related to their occupation while soft skills are those related to empathy, trust, effective communication, ability to lead people, positive relations establishing and sustaining as well as facilitating the climate and culture enabling people to share their knowledge and work together for the common purpose with simultaneous satisfactions of their own ambitions and goals. However as multiple research results show there is a significant negative correlation between the group leaders' technical competence and their managerial role adoption while there is a positive correlation between managerial role adoption and group productivity. Therefore, it is suggested that those holding high technical competences tend to reject the role of the manager (Slusher et al., 1972). Effective managers should be primarily people oriented, respecting and listening to their subordinates' voices, open and responsive to the ideas and suggestions of individuals and encouraging bottom-up changes initiatives (Fast et al., 2014). Today's managers must successfully adapt to changing demands and situations, manage multiple lateral relationships, set and implement agendas, and cope with stress and uncertainty (Dragoni et al., 2009). According to Carlos Ghosn, CEO of Renault-Nissan Alliance, the leader of the future should know how to motivate people who speak different languages, who have a different cultural context, who have different sensitiveness and habits. They should be able to deal with multicultural teams and to work with people who think differently and they should strive for getting to know things, to learn, be open, and possess the ability to manage diversity (Stahl, and Brannen, 2013).

The fact that there is a necessity for business schools to teach management, leadership and other interpersonal skills is undoubted and highlighted by many scholars (Bennis, and O'Toole, 2005; Ghoshal, 2005; Mintzberg, 2004; Rubin, and Dierdorff, 2009). However, it is also claimed that 70-90% capabilities are typically acquired through informal work experiences, on-the-job experiences and informal training and mentoring (Pfeffer, and Sutton, 2006; Tannenbaum, 1997; Rakowska, 2011). Nevertheless, then they require systematising and ordering via formal training, courses, and certificates which seem to be more effective and less time consuming than the years of gaining the experiential learning and trial and error based

knowledge (Rubin, and Dierdorff, 2009). Ethics and ethical behaviours are rarely mentioned within managerial soft competences, although as the previous literature evidence shows, they are desirable from the point of view of bringing a positive impact of the organisation's performance on the greater public. From that perspective, teaching ethics gain even higher importance as on the one hand managers acquire appropriate knowledge, their awareness of the necessity of ethical activity rises and on the other hand the probability of their ethical behaviour increases, so they can act as good examples to their subordinates.

5. Case study – good practice of implementing ethical issues in higher education for the public sector

In the Polish public sector, one may identify a set of unethical behaviours like misconducts, malfunctions, abuses of power and authority, nepotism, favouritism, and corruption. To support this thesis one may find below selected real examples:

- Employing at the position of Deputy-CEO of a national bank one of the Members of Parliament (belonging to the governing party) who does not have experience in the banking sector at all (has never worked for any banking institution).
- Employing a 25-year old son of a prominent political activist who died in the “Smolensk catastrophe” at the position of the Head of the Supervisory Board of the Military Property Agency.
- Group layoffs of experienced reporters of national TV, radio, and national paper journalists. Some of them have worked for the national media for more than 20 or even 30 years.
- Multiple meetings of public administration and government representatives during which they misused and manipulated confidential information. The meetings were held mainly in restaurants and the talks were recorded; the so-called “tape scandals”.
- Misuse of public money by government representatives for private meetings in restaurants – also revealed thanks to the “tape scandals”.
- Purchase of malfunctioning software for national police stations.
- Purchase of software and IT solutions for ministries, which was malfunctioning or much more expensive than it should be.

The study carried out by Earnst & Young has confirmed that public administration in Poland is the most prone to different pathologies like corruption and misconducts – 68% of respondents pointed out just this sector (Gazeta Podatnika, 2016). Although the survey was conducted in 2016 it only proves and gives evidences of a long history of corruption and general public misconduct in Poland. It is commonly known (but rarely implemented in reality) that the best solution for fighting unethical behaviours is to prevent them from emerging at all than

counteracting against their results. Therefore, the Silesian University of Technology has for many years been running activities related to issues of corporate social responsibility, sustainable development, and issues of corruption and anti-corruption practices – according to the principles of PRME. The Faculty of Organisation and Management of the Silesian University of Technology, at which future administration managers are educated, was one of the twelve faculties in the world, participating in the pilot project for implementation of the principles of PRME in higher education, under the 4-year project "Sensitizing Future Business Leaders: Developing Anti-Corruption Guidelines for Curriculum Change" carried out by the foundation of the Global Compact acting within the framework of the United Nations.

Within a set of directions the Faculty of Organization and Management runs the Administration direction. A graduate of the study should have the ability to use knowledge of interpretation of law (mainly public law) and general knowledge in the social sciences as well as basic economic knowledge. The graduate should demonstrate knowledge of the constitutional basis for the Polish political system, rules of functioning of government administration and local administration as well as the sphere of activity of other legal entities regulated by the public law. These students are to be prepared to hold various managerial positions in the public sector.

To prepare students for their future professions, the faculty has introduced in their curricula a variety of activities (according to PRME) raising the moral and ethical consciousness of future graduates. The activities are described below:

I. Classes at the Faculty – Administration direction – related to ethics and anti-corruption

To develop the moral abilities of students, the Faculty has included in the curricula issues concerning CSR, sustainable development, ethics, and anti-corruption (relating to Rule 1, 2 and 3 of PRME). The classes are organised for both full and part-time students of the field of Administration. Particular lectures that are delivered are as follows:

- Philosophy and Ethics in Public Sector and
- The Significance of Preventing Activities of Corruptive Behaviours in Organisations.

The classes run by the faculty in the field of ethics and corporate social responsibility issues are discussed in both theoretical and practical terms. Their purpose is to familiarise students with the idea, concepts, assumptions, and development of standards and norms both in Poland and around the world. The barriers, difficulties, and motivations to implement CSR in companies and public sector organisations are analysed. In addition, the good practices of different units in these areas are presented and the declarations and actual activities of various organisations that implement the principles of corporate social responsibility, ethics, anti-corruption actions against various stakeholders (see: Appendix No. 1) are analysed. Students learn about and discuss case studies prepared by the lecturer and themselves. Moreover, reports

and documentary programs showing the cases of frauds, serious malfeasances, and misappropriations, with their effects for individuals and the greater public are presented. These negative examples give students a lot to think about and make them realise how serious the consequences can be by making unethical decisions and taking part in all the inappropriate ventures.

II. Research conducted on CSR, sustainable development, ethics, and anti-corruption

In accordance with the 4th principle of PRME, the University engages and conducts research related to sustainable development, CSR, ethics, and anti-corruption. Moreover, a an EU-funded project was implemented in 2011-2012 "Education for sustainable development" under the Operational Programme Human Capital, Measure 9.4 – highly qualified staff for education (number: FSD-84; 2011-2012). The research and analysis in this area are also conducted in the framework of students' final theses. Research teams which investigated the issues in many studies were also organised. The results were presented during international conferences and within international institutions (like UN Global Compact or Higher Education Teaching and Learning) and published in a set of monographs and publications of an international reach.

III. The activity of the University to interact with managers of public sector and business in order to expand awareness of the problems in the implementation of social and environmental commitments

The Silesian University of Technology conducts activities for partnership and dialogue (Principle 5 and 6 of PRME) with stakeholders, namely students, businesses, local authorities, the media, and NGOs. They organise conferences related to the area of sustainable development, ethics, CSR as well as regular meetings within the framework of the so-called "Forum of Governance" organised jointly with the municipalities, to which decision-makers and representatives of major companies and institutions in the country are invited. These meetings provide an excellent foundation for the discussions in the classes with students, in particular with part-time students who are often decision-makers in companies and public sector institutions, representatives of the management boards as well as for the discussions held during various conferences, meetings, involving employees, university students, and representatives of the business and public sector.

6. Conclusions

Education in the field of ethics, corporate social responsibility, and sustainable development in both the private and public sector in Poland is on a much lower level than in more developed countries such as the Scandinavian countries, the United Kingdom, Germany, New Zealand, the Netherlands, or Canada. This may be the reason why the level of corruption in the public sector is still so high. However, also in Polish universities educating future managers one can identify specific instruments, which are a set of actions in the framework of the educational process, which is consistent with the Principles for Responsible Management Education.

A good practice implemented at the Faculty of Organization and Management at the Silesian University of Technology can certainly serve as a benchmark for other universities in the country and around the world (especially in these regions where the level of corruption and public sector misconduct is high). It is therefore to be hoped that representatives of the future in business and the public sector will be people manifesting high moral standards, and the decisions they will make will lead to changes and reforms that will serve exclusively the well-being of all citizens rather than selected groups or individuals.

In further research the authoresses plan to develop the proposed topic by conducting research on shaping high standards of moral and ethical managers in the broad context of diversity. How higher education curricula affects managers with diversified backgrounds, how they develop and form their managerial competences and what systems of value they comply with. It is also planned to conduct research on the styles of leadership supporting and facilitating ethical behaviours in the public sector, on the effects of introducing a code of conduct and governance policies in practical activities of managers in the public sector, as well as a survey of the willingness of introducing an ethical approach, CSR actions, and sustainable development practices of the current public administration managers. The findings of this research will fill the research gap in the field of the effects of higher education programmes on future leaders, diverse in many ways, in the public sector as well as in business.

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Appendix No. 1

Table 1.*Framework for integrity standards for civil servants*

Standards	Regulations
Pursuit of an integrity policy	Civil Servants Act, Basic Standards
Annual report on integrity policies (to the elected body)	Civil Servants Act
Relevant information in centralised internal registers (including the total number of breaches of integrity, reported conflicts of interest, etc)	Basic Standards
Code of conduct	Civil Servants Act, Basic Standards
Taking an oath or making a pledge	Civil Servants Act, Basic Standards
Integrity as part of human resource management	Civil Servants Act, Basic Standards
Attention to integrity in recruitment and selection	Basic Standards
Security and antecedent investigations and Certificates of Good Conduct (VOG)	Civil Servants Act, Basic Standards
Overview of vulnerable positions and measures to prevent breaches of integrity	Basic Standards
Regular analysis of integrity risks relating to vulnerable actions, positions and processes	Basic Standards
Regular analysis of integrity risks relating to vulnerable actions, positions, and processes	Basic Standards
Reporting, registration and disclosure (for high risk officials) of side-activities	Civil Servants Act, Basic Standards
Reporting and registration of financial interests (for high risk officials)	Civil Servants Act, Basic Standards
Regulation and reporting obligation for gifts	Civil Servants Act, Basic Standards
Taking measures aimed at protection of confidential information	Civil Servants Act, Basic Standards
Procurement and contracting procedures	Basic Standards
Procedure for reporting suspected misconduct	Civil Servants Act, Basic Standards
Confidence officer for integrity	Basic Standards
Procedure for investigating and sanctioning (alleged) violations of integrity	Basic Standards

Note: Adapted from “Policy review on Integrity (Policy)” by Ministry of the Interior and Kingdom Relations, May 2014. Appeared in L. Huberts and A. Hoekstra (2016). *Integrity management in the public sector: The Dutch approach* (p. 39). Den Haag: BIOS.