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Collaborative curriculum development: a transformative process for transformative education –

the case of integrity advisor education in Hungary

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Abstract

In recent years the relation of academic institutions, their research and teaching and the practice of public administration has been widely discussed. The necessary connection between academic work and practice have never been challenged but different concepts have been advanced for their integration. In traditional education faculty members teach their theories and concepts that students have to learn and after the education find ways to apply them in their praxis. The concept is that individual faculty members convey the established knowledge to individual students during the time of the academic program, and within the world of academia that is distinct from the world of praxis. This paper presents model of education that is different from the usual academic education models in three dimensions. The first is, that faculty could not transmit established knowledge about an established profession but had to create a new practice for a new professional field. This condition led to the two other new dimensions: one was a collaborative curriculum development process, and the other that the process happened across the traditional boundary between academia and practice. I present a dialogic and collaborative model for curriculum development and teaching that extended the role of the university to innovation and knowledge creation for praxis.

Keywords: integrity education, transformative learning, system thinking, multidisciplinary work, competency based education, transformative process, integrity experts, dialogic process

Collaborative curriculum development: a transformative process for transformative education – the case of integrity advisor education in Hungary

"...coming together to think together because we know that only then can we act together"

Peter Senge

In recent years the relation of academic institutions, their research and teaching and the practice of public administration has been widely discussed. The necessary connection between academic work and practice have never been challenged but different concepts have been advanced for their integration. In traditional education faculty members teach their theories and concepts that students have to learn and after the education find ways to apply them in their praxis. The concept is that individual faculty members convey the established knowledge to individual students during the time of the academic program, and within the world of academia that is distinct from the world of praxis.

This paper presents an education model that is different in three dimensions. The first is, that faculty could not transmit established knowledge about an established profession but had to create a new practice for a new professional field. This condition led to the two other new dimensions: one was a collaborative curriculum development process, and the other that the process happened across the traditional boundary between academia and practice. I present a dialogic and collaborative model for curriculum development and teaching whose merit is not only that it could create an integrated curriculum but could also extended the role of the university to innovation and knowledge creation for praxis.

The program the case present is a one year long post-graduate professional education for

public integrity advisors. Integrity advisor is a new position in the Hungarian Public administration, and as such, an evolving professional activity and a new field to teach. Public integrity management is a holistic approach to corruption prevention whose aim is to strengthen the resistance of the public organization to corruption. Its main tenet is that the rules and the values of the organization need to be developed by a complex organizational development process that apply rule- and value-based instruments in balance. While some rules may be designed in technical processes as well, the value building component of integrity management can only be a collective process. In order to fulfill the double challenge integrity advisors' technical expertise and leadership competence are equally important. They also have to learn to apply these two very different components in an integrated manner.

The case study presents the collaborative curriculum development process whose faculty was composed of three groups of professionals: academics, anti-corruption practitioners and professionals from the fields of organizational development and dialogic processes. Process experts had a double role: (1) to provide leadership for the curriculum development in order to create synergy among the professional fields, (2) to educate students to deliver similar collective processes in their work.

The paper presents a dialogic approach to curriculum design and teaching. It discusses two transformative processes: one that happened during the curriculum development and the other that is planned for students. In both processes the focus is on: How conversations were initiated to build shared aspirations among faculty members and students? How shared language and a shared understanding of the complexity of the integrity development challenge and the system where it has to be achieved evolved? How could the dialogic processes reconstruct relevant concepts of participants and the assumptions about possible instruments? And, how the dialogue

among faculty contributed to a new method and regulation regarding public integrity development in the Hungarian Public Administration.

Situating the dialogic model among models of post-graduate academic education

In *traditional academic education* the focus is on the transfer of a body of established theoretical knowledge and the enhancements of students' skills to apply this knowledge and to generate new knowledge. Each academic discipline has a specific language, logic and conceptual frames that students have to acquire and learn to analyze and argument within them. This is the scope of most BA and MA level university education that lay the foundations for a professional life. In post graduate academic programs professionals reenter to the world of academia. According to Kassmüller's (2016) conceptualization the aim of mid-career academic education is to train *bilingual professionals,* who are able to use both the language of theory and practice, and who are not only capable to apply the learned conceptual frames, but later in their career, are also capable to access new theoretical concepts and apply them to their practice. This educational model may be adequate for post-graduate education where one theoretical and one practical field are connected but is problematic in mid-career professional education, when the subject is multidisciplinary and involves complex practices. According to this concept, students should become *multilingual professionals* in order to directly access relevant theory for their profession.

During the last decades many *mid-career professional education programs* went beyond this theoretical knowledge focused concept because professionals formulated strong expectations to receive practice relevant training, and education research also indicated that adult professionals need the feeling of relevance for engaged learning. Increasing number of teachers with *hybrid identities,* that integrate multiple frames of reference into their worldview and value

system, joined the faculty of post-graduate programs. (Meyer et al., 2014) Their contribution is that they, mastering the language and logic of one or more theoretical and a practical fields, can select relevant conceptual frames, explain them in, for professionals accessible, language and show how to apply them to practical problems. Thus, they bridge between theory and practice. At the same time, the fact that hybrid professionals entered into faculties did not change two important conditions: the locus of education remained in the world of academia, and between individual teachers and individual students. The academic world remained distinct form the world of practice.

Competency based education programs redirected the focus from theoretical learning to developing students' capacities to execute professional activities. This concept of education is underpinned by the realization that subject matter knowledge is only one part of professional competence. Skills and attitudes also play a role whether students can effectively replicate established professional practices. Personal skill building, like communication, self-awareness, trust building, etc., and practice in executing specific professional practices were included in the competencies based programs. During the education students acquire distinct competencies that belong to the established profession according to individualized learning plans. In many programs students must demonstrate the acquired competencies in practice and have it corroborated by senior professionals. Mid-career competency based programs for specific professional activities establish a more direct relation between education and practice but, similarly to the academic model, they transmit established, hegemonic knowledge and they focus on the individual student.

A shift from the exclusive focus on the individual towards group processes can be observed

in the field of some *leadership education programs*[1] and in some shorter *professional training activities.* In ste-of-the-art leadership training the learning happens in a facilitated dialogic space where students experience group dynamics, themselves in the group, their roles and contributions. This leads to reflection about leadership options and capacities. Learning is a transformative experience that comes in large part from the reflected experience of self and the group and the evolution of ideas and relations within the group. The teacher leading the group adds conceptual framing and structuring to the learning process but, instead of "down-loading"[2] hegemonic knowledge, rather facilitating the evolving learning process. This formative experience is meant to teach students to lead collective processes themselves. The underpinning concept is that through the process students experience a leadership model and its impact on group members and group process, and the reflection imbedded in the process help them find their own leadership approach.

Professional training activities that apply dialogic and experiential methods also build the learning process on group processes. The underpinning concept is that the collective experience is the strongest imprint possible in a learning environment. It produces far more lasting impact than the one way transmission (down-loading) of any kind of hegemonic knowledge. When engaged participants are led through a facilitated process of exploration, discussion and are involved in the creation of the knowledge of the group, both personal relations and common conclusions evolve that are experienced as valid. (Fischer & Mandell, 2012) Although the key experience of participants is the group process, the trainer structures the process and shares

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[1] e.g. the Adaptive Leadership Program led by Ronald Heifitz at Harvard University (Parks, 2005)

[2] A term often used in the conflict management and presencing literature for the communication approach in competitive debate when a speaker focus on expressing his/her own idea and defending them against the others. The term is generally used as the opposition to openness and active listening to others that underpin substantive, constructive dialogue.

conceptual inputs in order to secure an effective learning environment. (Pallai, 2014a)

Although the four education models are different, it is common in them that the learning process is planned and implemented by individual faculty members who master the field they teach and have confident expertise in the learning process they facilitate. My situation when I initiated the process that I describe in this case study was different: I had to design a post-graduate education program for a new and very complex profession, public integrity advising. I had two challenges. The first challenge was that the professional field was new and the practice was just starting to take shape. There were no established theory nor practice. Neither me, nor any other professional mastered the whole field and was no consensus on what should be the exact shape of that field. I had a hypothesis on how could the new professionals be effective in their organizations but the expertise I had to integrate in the education had to come from fundamentally different professional fields based on different languages, logics and concepts, and accustomed to different teaching models. I recruited faculty from three professional orientations: academics, professionals form various technical practices and different kinds of *deliberative process practitioners*. (Forester 1999) My aim was to work together with this *multilingual faculty* in order to *develop a professional language, define a set of relevant conceptual frames* and to *develop appropriate new practices* for the new field. (Pallai 2016)

The second challenge was that, according to my hypothesis about the new profession, we had to transmit technical type professional competencies, and leadership competencies at the same time. According to the discussion above this meant two different educational models. Splitting contact hours to competency based technical training and leadership education was not an option because the length of the post graduate program was limited. The solution I saw was to integrate the technical and the leadership education process. It was an additional challenge

that I had to do this at a university with a traditional educational culture and with most faculty members accustomed to hold frontal lecturing on distinct theoretical and technical fields.

The case study describes how I handled these two challenges. Through the case I present an alternative model for education compared to the above mentioned ones: a *dialogic model of education*. This model is a combination of a collective process of curriculum design and group-based, dialogic approach to teaching. The model is built on two discursive spaces that are, to some extent, interconnected. One is the educators' lab[3] where the faculty formation and curriculum design evolves, and the other is the classroom where students and faculty work together. The result of this approach was that the border between academic work and innovation of practice has been blurred, and as a consequence, the role of university has been extended: beside the education of theory and professional competencies the university could play a key role in professional innovation as well.

In the paper I first give a short insight into the professional field of integrity advising, in the minimal depth necessary to understand the educational challenge, then, I describe the process of curriculum development and teaching, and in the conclusions I summarize the concept, argue for its strengths and discuss its further applicability.

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[3] I use the term faculty lab instead of the meetings of faculty because I want to clearly differentiate the dialogue in my process from the typical communication models in meetings.

The professional field: public integrity management and advising

In this part of the paper I give a short introduction into the professional filed that is the content of the education. I do this because I find important to have an idea about the professional challenge of the field. At the same time, I do not need to go in depth, because my focus in the paper is not on integrity management but on the educational concept: the dialogic model of curriculum development and teaching. In order to keep this part short, instead of supporting my claims with arguments, I add reference to literature where supporting argumentation can be accessed.

### The integrity approach to corruption prevention

Integrity has long been part of the concept of good governance but public integrity has evolved to a new professional field in public administration as an approach to corruption prevention. The integrity approach was born from the realization that traditional anticorruption instruments that were mostly based on investigation of corrupt practices and punishment of perpetrators have limited effectiveness in curbing corruption. Interest has shifted to preventive measures: to strengthening public ethics and designing better regulatory systems. Integrity management is a holistic approach to corruption prevention whose main tenet is that an organization's resistance to corruption can be best enhanced by an integrated process that creates not only new rules, procedures and sanctions but also creates shared values that support the implementation of the regulation. "Integrity management can be seen as a complex and never-ending balancing exercise between the rules-based and the values-based approaches" (OECD 2009, p. 14)

The potential complexity of the corruption phenomenon

The most common conceptualization of corruption in the public domain is the selfish individual or a group of perpetrators who find weak points in public institutions that they can exploit for gaining private benefits. In Hungary, the country of the case, corruption is a much more complex phenomenon. On the one hand, a large part of abuses are deeply rooted in a corruption tolerant culture where, since the communist era, the selective acceptance of formal rules and the avoidance of the not accepted ones has become a collective practice, widely perceived as normal functioning. On the other hand, often structural arrangements and material and moral incentives also support corrupt practices. (Jancsics, 2015) A metaphor I created for this kind of corruption phenomenon is a stretched tangle. A tangle of iron cables. (see Figure 1) The tangle symbolizes the complex interdependence of factors and the resilience of corrupt practices. Objective realities (e.g. rules, structures, connections and interactions) and personal and collective perceptions, assumptions, interpretations and relations are entangled in this knob that is extremely difficult to untangle. Moreover, as the picture on Figure 1 shows, corruption is anchored to personal networks, power structures, interpretative frames of stakeholders and stabilized by material and shared moral incentives. (Pallai, 2016, p. 6)

Figure 1

The stretched tangle of corruption in a corruption tolerant context

For the visualization the art work of Roza el Hassan: Stretched tangle, 1995. was used
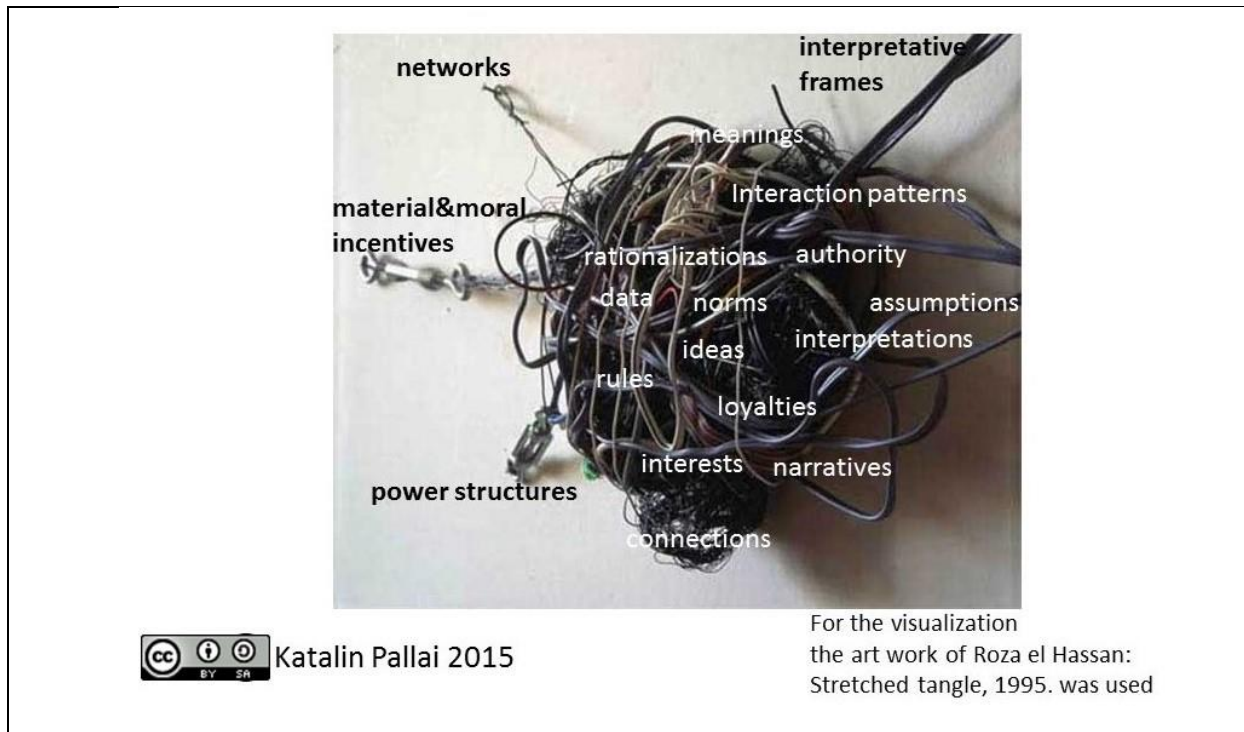
The challenge of curbing corruption and strengthening organizational integrity

Corruption symbolized by the stretched tangle is not the result of the extractive practice of one people or a small group of selfish actors but the system also produces it. It is the result of the structures and incentives the system produces and how we think, understand, see our roles and operate in this system. The systemic nature makes corruption resilient.[4] In order to curb corruption an integrated and collectively trusted process is necessary that transforms both the structural arrangements and the prevailing social and organizational culture. This is a leadership

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[4] "Endemic corruption is not some flaw that can be corrected with a technical fix or a political push. It is the way that the system works, and it is deeply embedded in the norms and expectations." (Diamond, 2007, p. 119)

challenge: a process needs to be initiated that integrates the necessary technical fixes in a collective action strategy. (Storey, 2016; Pallai 2016))

The potential role and necessary competencies of integrity advisors

The position of the integrity advisor was legislated in 2013 as an attempt to create a new and effective anticorruption agent within each Hungarian public organization. Integrity advisors on the one hand have a list of tasks, like risk analysis, intervention planning, whistle blower protection, disciplinary processes, ethical advice and education of staff, data protection, etc. On the other hand they have to advise the head of the organization in integrity development. According to the description of the corruption problem and the integrity approach above, the only option for curbing corruption, is a collective process of exploration and action that can gradually deconstruct the corrupt practices and build up the new system with integrity. This process hinges both on interventions that change the rules and incentives within the organization and on processes that change awareness and behaviors of stakeholders (i.e. the earlier mentioned rule- and the value-based components of integrity management). Consequently, integrity advisors need to be prepared both for the technical tasks necessary for designing and implementing the formal regulatory framework and for advising the leadership in generating the collective processes of exploration and problem solving that result in a shared culture supporting the rules.

The context of public administration

The Hungarian public administration is strongly hierarchic and legalistic. Leadership practices are underpinned by strong beliefs in positional power over staff and in the power of regulatory control, and the disproportionate exercise of these powers. Although some new public management instruments have been introduced, the prevailing culture is one of top down

command and control that allows very weak horizontal and bottom-up communication. The prevalent self-image of most public organizations and civil servants is the disciplined implementer. Most civil servants reflect only within the limits of their own desks (scope of task and authority) and are proud of their technical expertise in delivering results in the tasks assigned to them. Obviously, this context operates on the basis of a leadership concept and culture that is diagonally opposite to the one initiating collective action that was discussed above. For curbing corruption the collective process needs to operate across hierarchical and departmental boundaries. The position of the integrity advisor was designed to support the head of the organization to introduce instruments and cycles of analysis, learning and intervention and processes of organizational change – a rather open process of a *learning organization*. (Senge, 2006) The integrity advisor need to support a change in leadership style and organizational operation.

The context where the education program was implemented

In Hungary the National University for Public Service (NUSP) is the key institution responsible both for degree programs in public administration and professional training of civil servants. The university offers traditional academic education focused on the theoretical underpinnings of public administration. The actual focus of the curriculum is on the legal aspects with additional subjects in management. The teaching is mostly delivered through frontal presentations that keep learners in a passive receptive position. In recent years some personal skill trainings have been added to the curriculum but only very few teachers apply experiential methodologies.

When the curriculum development started, I felt it would be irresponsible to offer only academic knowledge and general personal skills for those professionals who will have to face

the extremely complex challenge I described above. I intended to design a competency based curriculum the cover each of the technical competency tasks and implement it with a transformative method that empower integrity advisers to go beyond the self-limiting practice and socialization and support complex change processes in their organizations.

The case: Integrity curriculum and faculty development process

The target group

The students who come to our program have at least 5 years of experience in public administration and have professional expertise in different fields. Most of them are socialized in organizations with strong hierarchy, and work focused on desks, tasks and formal authority. Some are in leadership position with experience in the use and feel of prescriptive and proscriptive power but most do not have experience of the power of transformative collective processes. They work in organizations where strategies for adjusting personal integrity of staff and organizational operation, and the rules and culture of the organization are weak or absent.

In their daily work many see or are involved in practices that contradict to the principles of democratic integrity. Some of them use a language and narratives that mirrors their social and institutional realities, blurs the boundaries between right and wrong in relation to corrupt practices and offer ample room for rationalization of practices that clash with the norms of democratic integrity. This language is a symptom of the *bounded ethicality* that allow positive self-concept maintenance. (Bazerman, 2012)

The program

The students take part in a one year long post-graduate program that consists of more than 200 hours in classes and have many tasks and consultations beyond the classes. The curriculum

design process that is the subject of this paper started in 2014, one year after the legislation of the position, and at a time when it had been already obvious that if the activities of integrity advisors were restricted to the formal fulfillment of the obligatory tasks, they would have little impact. I was commissioned to develop the new curriculum and direct the program. In 2014 and 2015, during the curriculum design process the discussion on the potential roles integrity advisors should play and on the methods they should apply were deeply intertwined with the reflections on content and method of their education.

The concept of the curriculum

In the new curriculum concept I identified three objectives for the content design: one was to offer conceptual underpinnings and strengthen independent thinking and commitment of the students for integrity building, the second was to build personal competence to system thinking, advising and to initiating and facilitating transformative change processes, and the third was to develop technical competencies in each legislated task domain. (Pallai, 2014b) This third component being built on the first two. (See figure 2)

Figure 2

*The curriculum concept and sequence of learning components*
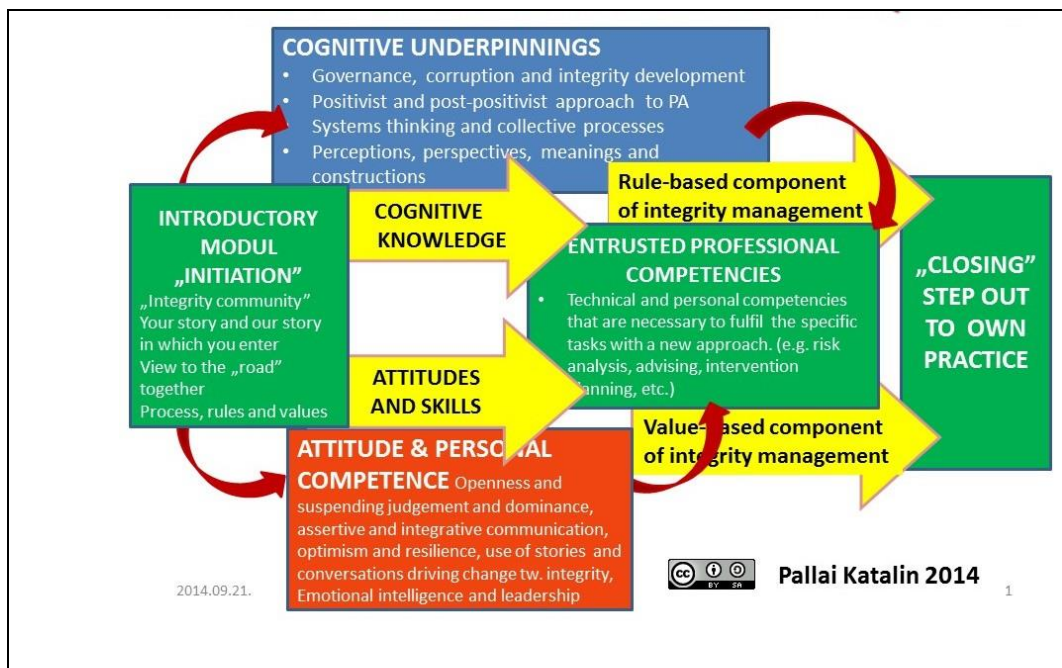
It was obvious that these three objectives could not be achieved by the usual academic exercise of frontal presentation of administrative theory and traditional legal and public administration instruments. For securing performance in the specific legislated tasks a competency based education component was planned and for preparing students for the leadership type challenges of initiating complex change processes transformative education was aimed that impact students on cognitive, attitude and behavioral level. Both had implications for the selection of faculty. Additionally to positivist academics and professionals with field experience in the relevant technical practices two other kinds of professionals were also necessary: faculty members who had experience in leading transformative change and education processes, and personal competence and skill trainers.

The idea was that the first semester starts with two parallel tracks. One track on the cognitive underpinnings that enlarge students' horizon to concepts that are necessary for reflecting on the complexity of corruption and on complex change processes that can curb corruption and build integrity. The other track, a very strong component of personal competence building workshop. In consequence of the big difference between the actual culture of many organizations and the culture of integrity, and between the typical role perception of civil servants and the role an integrity advisor need to take, these workshops had a three roles: change attitude, build advising and leadership capacity of students and give a reflected experience of a transformative process through the transformative education method implemented. The skill building components imbedded in the process aimed to enhance students communication, collaboration and process skills and the process experience was aimed to give a deep understanding of how transformative process happens and what can it bring. The intention was to prepare students for initiating similar constructive dialogue in their organizations, and be able to enter in such dialogue with faculty members during the professional competency workshops of the second semester, and to some degree become co-producers of the content and possibly also a new practice for organizational public integrity development. (see Figure 3)

Figure 3

Concept for the learning process
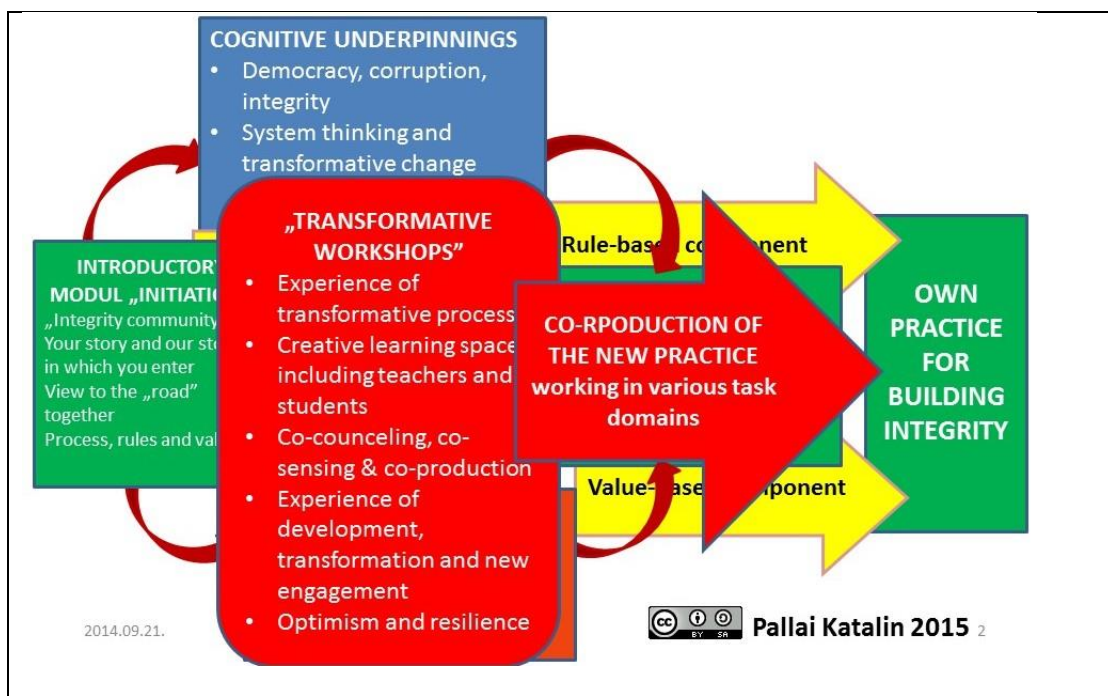
It was also part of my concept that I wanted to define only the main scheme of the curriculum (depicted on Figures 2 and 3), and leave for the faculty members to decide which conceptual frames and content they would include in their subjects and to design the detailed content of subjects in a collaborative process.

Selection and preparation of the faculty

Faculty was recruited through an open tender procedure aimed at finding the professionals who had the relevant ideas and experience to offer and were willing to take part in the long and demanding process of discussions about the new profession of integrity advising and in a long collaborative curriculum design process aimed to envision the education of this new profession.[5]

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[5] Details about the tender in Pallai, 2015a.

The tender document did include a definite concept about the new professional field, it only presented the challenge that an education program needs to be designed that prepares integrity advisors for both the rule and value-building challenge and gave preliminary list of the future subjects. Candidates had to compete with proposals on how they would fill up the subjects.

After the tender a collaborative work process was initiated among the selected faculty members. The aim of the process was to reflect together and build shared understanding among faculty members on the public integrity building challenge in the actual condition of the Hungarian public administration, the potential constructive role and approach of integrity advisors, and the content and method of their education. The hypothesis was that through the process not only a consistent approach and an integrated curriculum could evolve, but the substantive cooperation of the different professionals involved in the curriculum development process could possible also engender innovations for the public integrity practice. Innovations that could contribute to narrowing the above discussed gap between the complex challenge of curbing corruption in a corruption tolerant environment and the prevalent regulatory control and coercive power based leadership approach and fragmented technical tools.

In sync with my expectation the tender recruited a very diverse group of professionals: a huge asset for innovative work if substantive collaboration can be established among the group members. The work proceeded through a faculty lad process that consisted of 1 and 2 days long faculty workshops (later FWS) organized with 3-4 months distance. The first two FWS were organized before the education started. At the start most faculty members were not familiar either with the principles of dialogic processes or with transformative education methods. WE could only start discussing the adjustment of the cognitive content of the subjects according to the scheme given in the curriculum concept. A polite but controversial dialogue started between the

positivist academics and the technical professionals and the "trainers" and dialogic process experts. This was the start of an, in the region, unusual deep and constructive dialogue among the members of this very diverse group of professionals consisting of academics who could bring consistent conceptual underpinnings and the knowledge of international practices, integrity professionals who lived and worked in the actual organizational realities and deliberative professionals (Forester, 1999) experienced with argumentative methods and collaborative process management.

Already during the first two FWSs a process emerged where beside the yet competitive intellectual exchange, at least on an emotional level some shared aspirations, belonging and relations also started to evolve within the faculty group. (for details Pallai, 2015a) Although the transformative education method was not explicitly discussed during the preparatory work, even the positivist faculty members could gain some experiences of constructive multidisciplinary dialogue through their own FWS experiences. This was enough for producing a high start for the students in the frame of an opening session[6] where a committed group of faculty could welcome students "entering in a community of integrity developers": into an evolving community of practice.

The education of the first group of students

The program for the first student group started with an unusual opening session.[7] As among the faculty members many of those were represented who were involved in the introduction of the integrity approach to Hungary from the beginnings, the program started by sharing both the official history of the introduction of the integrity approach to Hungary and the

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[6] Opening sessions of such programs are in Hungarian universities usually short formal events.
[7] Personal stories could also be shared as many of the key persons were among the faculty members who took part in the introduction of the integrity approach to Hungary.

personal stories of faculty about it. Not only information but ethos and commitment was also communicated. They were important because they need to underpin engaged work. It was also communicated that during the program students will be encouraged to intensively reflect and find their own voice, commitment and role in the public integrity development process. The unusual opening session could touch the more sensitive part of the students and strengthened the faculty bonding as well. It produced both cognitive and attitude impact for both students and faculty.[8]

During the first semester students were involved in the discussion of organizational integrity development through two parallel series of activities. Their time was divided between cognitive work on the conceptual underpinnings and critical review of thought on corruption and integrity, and workshops with transformative education methods where personal competence development was built around the discussion of the integrity practice. During these workshops we initiated a creative learning space where the open exchange of ideas, perceptions and views became the norm and personal reflection and transformation was supported. Content was always connected to personal and organizational integrity building, thus till the end of the semester a more or less shared concept and relation evolved to the topic within the group. At the same time, we continuously reflected on the process as well. The process related discussions gave a reflected experience for students on how argumentative processes work: how engagement, development, transformation can happen in group processes, how coproduction of results can change sense making, relations and attitudes of group members. It also encouraged reflection of students on their own behavior and role in the group process. This experience was the foundation for the conceptual clarification of the methods belonging to a deliberative praxis. Thus these

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[8] . One faculty member remarked during our opening: „This start was not only the first opening that made any sense beyond formalities during my 30 years in the university. It initiated and promised a process I want to be part of."

"transformative workshops" gave students not only insights to transformative process tools but a reflected experience of the process as well. They played three more roles: they had a strong impact on the commitment and attitude of many students, introduced a horizontal, democratic relationship between the students and faculty and gave a taste to the students of being co-producers of knowledge and community: a group culture very different from the organizational culture they had come from.

Students entered the second semester with this group culture. They became, to some degree, prepared not to be only passive learners during the professional practice subjects of the second semester but take an active part in the coproduction of the new practices for their profession by reflecting on the content brought in by the faculty and contributing their part to it. As we will see later, this group culture could help not only content development but could also help faculty members accustomed to traditional teaching methods to shift towards new interactive approaches.

The content of the second semester was the education of the professional competency subjects (EPCs[9]). Students had to learn the rules and techniques related to each of the competencies, apply concepts they learned during the first semester and use the insights they gained in group processes. Thus, understand the more technical, professional practice subjects through the new attitude and the insights in group processes. I must admit that at this point we did not yet have a fully integrated curriculum but had active students who help the integration. After the experience of the first semester, students could confidently get involved in a dialogue about the actual and a possible new praxis. Some have also started to experiment with some of

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[9] EPCs are the Entrusted Professional Competence subjects (see on figure 2) that prepare integrity advisors for the specific tasks listed in their job description. Here belong subjects like Corruption and integrity risk analysis, Integrity report and development action planning, Whistle blower protection, Information management, Ethical training, Disciplinary processes, Organizational development praxis, etc.

the new dialogic methods in his/her organization and could report back results. This is how co-production of learning started in the classrooms and contributed to the further development of our methodology. The gain for the students was that co-produced learning is solid and has stronger impact on work practices. The learning process could probably also create some bounding to a community of committed integrity developers and strengthen members' confidence in the possibility of change. Even when the contexts where students work are very different the shared memories gained in the classrooms will sometimes come back and help to sustain efforts.

The hope is that after the end of the program the graduates will remain in touch and use the professional support of their fellows and the experts involved in the education. This community of integrity professionals can become a community for a new practice that support those professionals who initiate integrity development processes in various institutions, often swimming against the stream.

Developing the faculty and emergence of a new integrity development approach

The next question that needs to be discussed is how the faculty, initially consisting mostly of rationalist technical professionals, and academics accustomed to formal lecturing, could be prepared for involving students in a creative dialogue and for contributing to the transformative education process sketched above.

During the first semester only a part of the faculty worked with the students: some taught cognitive underpinnings and others held personal competence trainings. The professionals involved in the personal competence building had a crucial role: they introduced the transformative education method. Another part of the faculty presented the professional competence (EPC) subjects in the frame of pilots to already active integrity advisors. (Figure 4)

Most of these teachers involved in the EPC subjects are technical people with traditional schooling and experience in frontal lecturing. However, two conditions already started to change their approach. One was that they had already been taking part in the dialogue process of the FWSs and so had some experiences of the power of dialogue and received some models for the facilitation of dialogue processes. The other was that during the pilots, they had to work with experienced integrity advisors, i.e. colleagues with practical experience. The key role of this interaction was to peer review the new EPCs helping faculty to adjust the content to the actual practice and discussing many of the yet unanswered questions about the possible practice of integrity advisors. This combination of pilot teaching and peer review gave one more experience of constructive dialogue and collaborative teaching and content development for the faculty.

Before the second semester started teachers had two more formative experiences. When the first semester ended the faculty gathered for the FWS 3 to reflect on where they are in the content development process and, based on the teaching and pilots, to discuss again how they see the integrity development challenge and the possible connections among the subjects. During this workshop, besides the technical information and knowledge, more complex views and commitments could also be communicated. On the basis of the experiences collected during the first semester not only factual reports could be discussed but such a dialogic space could be created where experiences could connect and sparks of new professional ideas appeared. This gave a glimpse of collective wisdom even to those faculty members who had been accustomed only to traditional, competitive, "down-loading-type" academic debate and the intellectual comfort zone guaranteed by the restriction of the scope of discussion.

The turning point was when the faculty created a life-web[10] for the curriculum. This experience of collaborative system thinking helped even the ones who were still on an individualist track to connect to others and capture the complexity of the challenge, feel their role within, see the gaps in their own knowledge and approach, and sense the power of a creative dialogue. After this exercise all felt the need for deeper, collaborative work both on a possible new approach for public integrity building and on its education.

Figure 4

The life-web of connections among subjects and faculty members during the 3. faculty workshop
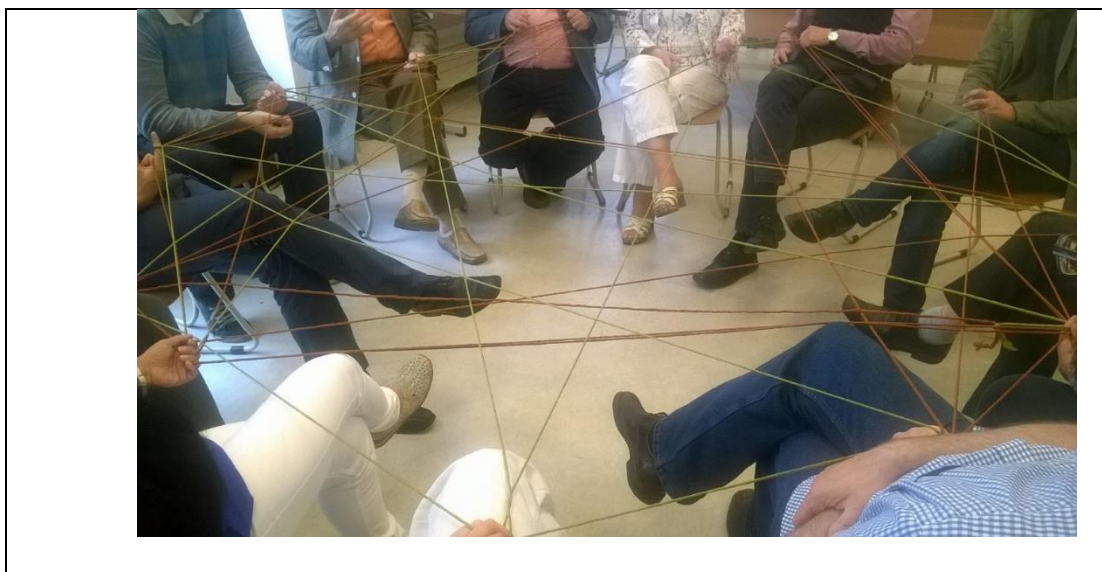
During the summer break between the two semesters faculty gathered again for a two days long workshop (FWS 4) to finally attempt to develop a shared concept for integrity development in Hungarian public organizations, i.e. the sketches for the new profession of the integrity advisors. The plan was that the more integrated approach will help all teachers to adjust their

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[10] The life-web method from The Systems Thinking Playbook (Booth Sweeney & Meadows, 2010);

subjects before starting their journey during the second semester. Most technical professionals and traditional teachers came to the workshop with the intention to adjust the conceptual frames and methods applied, and the rest of the cognitive content of the subjects. The deliberative professionals were eager to finally share their approach with fellow faculty members. The result was an unusually deep and substantive dialogue on public integrity and the possible new approach to integrity development built on the unity of technical and leadership approaches. Faculty members finally began to understand each other's language. The evolution of the saherd language was the entry to a shared understanding of the integrity building challenge but the harmonization of details could not yet be tackled. At the same time the power of the experience of the creative dialogue that connected very diverse professional universes, was strong enough to build commitment to continue.

After two months gestation time, when faculty gathered for FWS 5, the proposals for the key concepts and the subjects began to click together. The walls among concepts and their owners collapsed, divisive emotions and positions disappeared and moments of collective flow and wisdom emerged.[11] We realized that not only the language, the conceptual base and the outline of a consistent curriculum was emerging, but at the same time a new method for public integrity development as well: a dialogic method based on structured, complex and collaborative risk analysis in organizations that can become the foundation for engaged, connected and coordinated action to curb corruption.[12] (Pallai 2015b.) This method was clearly built on a bridge between the two most diverse segments of practice within the faculty group. All participants realized that "such connections established among the components that create sound foundation

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[11] A creative state like „presence". (Senge, 2014)
[12] more about the innovation in Pallai 2015b

for a unified method"[13], a method "that renders integrity development in our context accomplishable"[14].

Two months later during FWS 6 faculty could not only turn towards each other with real and active openness and leaving the comfort zone of the own profession but could also design the details of the new method: a complex, collaborative integrity development process. The professional who proposed a first version for the new method remarked: "now that I see the other professional sides that I did not like before, I see approaches that I lacked before for envisioning an effective integrity process"[15]. When the proposal for the first draft for the method was presented all faculty members could contribute to its development. It was obvious for all that the final method could only be the result of collective wisdom as it is a complex process that integrates diverse professional fields and activities.

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[13] participating faculty contribution to the closing circle of FWS 5
[14] participating faculty contribution to the closing circle of FWS 5
[15] faculty contribution to the opening circle of FWS 6

Figure 4

The curriculum and faculty development process
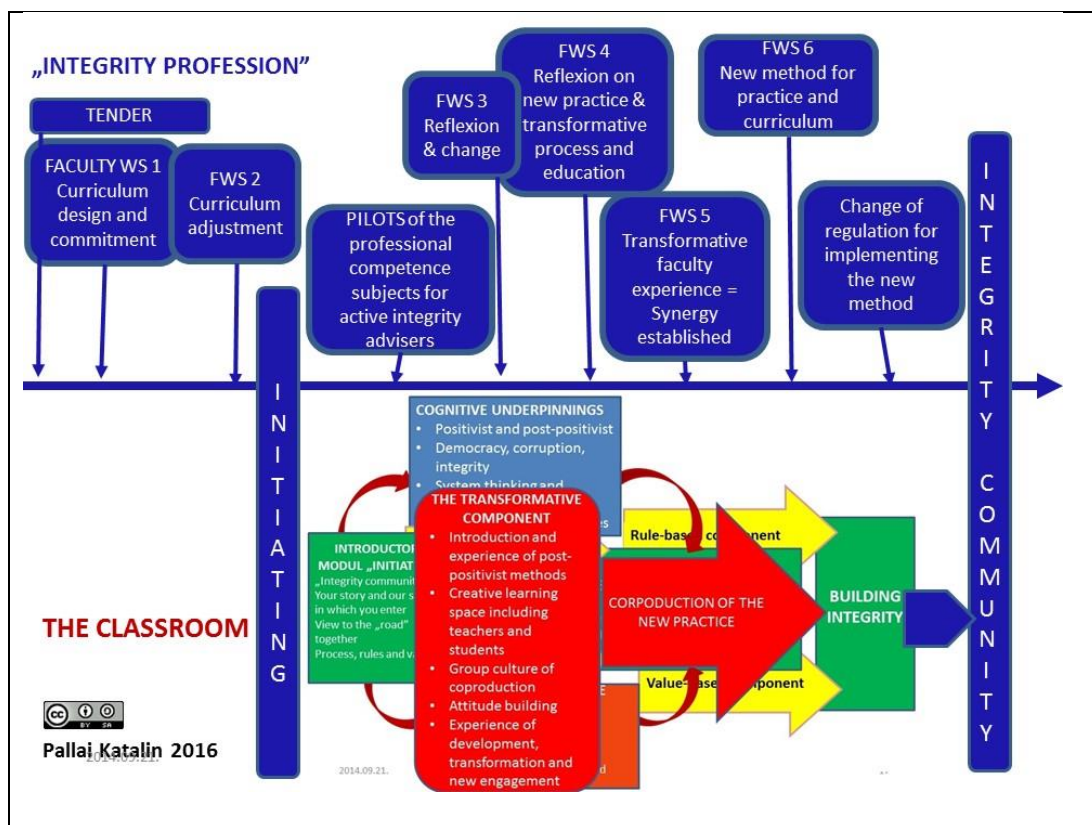
Reflecting on the one-and-half yearlong dialogic work process faculty members told that it had not only given them "connections among knowledge components that will long guide their professional development"[16], it had also "reloaded their batteries of professional commitment and enthusiasm"[17].

Two months after FWS 6, on the basis of the results, the group could advise the ministries responsible for the regulatory framework for integrity development and contribute to the change of the national rules in order to accommodate the new integrity development process.

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[16] contribution to the opening circle of FWS 5
[17] contribution to the opening circle of FWS 5

Conclusions

My starting point was that in the case of professions of complex practices the theory focused academic approach is not adequate for post-graduate professional programs. Instead of the goal to train bilingual professionals who master the language of theory and praxis, or multilingual ones who, beside the language of their praxis, also master the language of multiple theories, professionals need to access a language and competencies that are applicable in their praxis. I mentioned competency based professional trainings and group-experience based leadership processes that moved from the theory focus towards a focus on supporting professional performance. In both approaches faculty, instead of conveying the general status of theory of their field, teachers select the content from their knowledge that is relevant for the students' praxis. It is the decision of the individual teachers what they teach but the aim is to teach language, concepts and practices that are applicable in students' practice.

In the paper I presented a peculiar case when a curriculum was designed for a very complex and new profession. A dialogic model for curriculum development and teaching was applied, in which a collaborative faculty process created the language, identified the relevant conceptual frames, and designed the suggested practices for the praxis. The case described the process faculty members went through. How conversation on cognitive elements could initiate connections between members and gradually build shared aspirations; how could the dialogue build a collective exploration of the complexity of the corruption problem and how it allowed all faculty members to see the whole field together with internal connections an contradictions; how this collective exploration could lead to a shared understanding of the system that works and that we attempt to change; and led also to a collective action strategy. The process also gave the opportunity for all faculty members to see the role their own field can play in this whole and

select from their expertise the content and practices that are most important to share.

The dialogic model for curriculum development and teaching shows how dialogue assembles the fragments of insights and knowledges into complex understanding of the subject matter and how can a shared language and concept emerge and engender a method that exploits the collective wisdom of the group. This is a process that Otto Schrammer and Kathrine Kaufer in their U-theory call co-sensing and co-presencing: a collective process that can lead to collective action. (Schrammer & Kaufer, 2013)

The new element in my dialogic concept of curriculum development and teaching is that not the students are expected to learn the language and ideas of each individual faculty members and then attempt to select what is useable for their practice. Instead, faculty members composed from many different angles and experiences work together to develop a shared idea about what the program will teach, create a shared vocabulary and language that is appropriate to share the that are relevant ideas in professional environments, select the key concepts and agree on the practice they teach. I consider this difference to general academic practice is extremely important because for effective communication a shared language and concepts are necessary. Multiple languages and diverse, conflicting concepts of different theories and technical fields create confusion in communication. In our case, creating the language and conceptual underpinning that can be learned by students and used in their work with other stakeholders was essential for helping integrity advisors to involve diverse stakeholders in the process of building integrity. With the detailed presentation of the case I also wanted to demonstrate that we should not underestimate the challenge of creating this clarity and communicative power for our aspirations and ideas. This argumentative construction is key to effective communication with our potential partners. (Fischer & Mandell, 2012) This is the reason why I propose that this argumentative

work cannot be left for individual practitioners as the academic model does. It needs to be accomplished by the faculty in the faculty lab and corroborated by the students and other practitioners as it happened in our case.

I call this method dialogic model of curriculum development and teaching because the most important element of it is the dialogue in the faculty lab and in the classroom. Shared aspirations, shared language and understanding and the consequent shared ideas about effective action and their teaching evolves from the dialogic process. A dialogic process that is demanding: time and energy consuming, expects participants to move out form their professional and personal comfort zone and is tremendous work. At the same time the reward is not only the better curriculum and better praxis but a forming experience for all participants that "reloads their batteries for a long time"[18] and open new ways for cooperation in the future.

The methodological beauty of the process was that during the faculty lab process (the FWSs) a dialogic space evolved where limiting professional identities were suspended a creative collective process could evolve. The transformative experience of the curriculum design empowered faculty to contribute to a transformative experience for students and to the design of an integrity method that is now being adopted as a formally regulated process and has transformative potential for public organizations.

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[18] faculty member's statement at the end of the process

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