THE POWER OF DIALOGUE IN PUBLIC INTEGRITY AND CURRICULUM DEVELOPMENT –
LESSONS LEARNED FROM THE HUNGARIAN PUBLIC ADMINISTRATION AND PROPOSAL FOR IMPLEMENTATION FOR LAW ENFORCEMENT AGENCIES

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ISSUES TO BE DISCUSSED

• Police corruption and organizational answers

• New position in order to build integrity and trust in law enforcement

• 'Best-practice' vs. 'best-fit' approach to knowledge transfer
  – In policy and organizational development design
  – Curriculum and training design

• Suggestions for implementation
POLICE CORRUPTION

• Law enforcement has high vulnerability towards corruption:
  – Large discrentional powers
  – Direct contact with criminals
  – Organized crime
  – Organizational culture

• Need for more accountability
ORGANIZATIONAL ANSWERS

• Fighting corruption cases – Type 1 positions
  – Using traditional tools in order to detect and investigate corruption cases
  – Enforcing the criminal code
  – Focus on the activity of citizens

• Internal affairs – Type 2 positions
  – Using classified information and tools (wiretaping, integrity testing etc.)
  – Enforcing the criminal code and service regulations
  – Focus on the activity of law enforcement agents

Σ: reactive approach vs. proactive approach
ORGANIZATIONAL ANSWERS

• Proactive approach – Integrity officers (Type 3 positions)
  – Using soft tools to enhance integrity and support cultural change
  – Implementing values, code of ethics and integrity standards
  – Focus on the activity of leaders & staff members

• Examples:
  – New York Police Department: Integrity Control Officer (recommendation for commanding officers on integrity issues, liaison between commanding officers, members of service and civilians, informing on corruption hazards)
  – Hong Kong: Force Integrity Officer/Formation Integrity Officer (recruitment of staff members, training, promoting values and leadership)
WE PROPOSE

• Based on the examples, we propose a new organizational answer: creating a new position ("integrity officer") in order to promote an organizational culture based on values, ethics and integrity and enhance public trust towards law enforcement.

• Challenge: how to create
  – a new position,
  – a new method and
  – a new curriculum in the same time?
THE MODEL

• Case study – creating the new position of integrity advisor in Hungarian public organizations

• Context in Hungarian Public Administration:
  – complex patterns of corruption
  – legalistic, regulatory tradition of public administration

• Integrity approach and integrity advisor was a new response → paradigm shift in approach

➢ Need for
  ➢ finding a contextualized role for integrity advisor
  ➢ finding a method for operation
  ➢ designing curriculum to educate
  ➢ prepare ground for his/her work and support

In order to implement the „paradigm shift”
THE STRETCHED TANGLE, Roza el Hassan, 1995
The stretched tangle is a metaphor for corruption.

For the visualization, the art work of Roza el Hassan „Stretched tangle“ 1995. was used.

Pallai, Katalin 2016

Pallai, Katalin 2015
The stretched tangle is A METAPHOR FOR CORRUPTION

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HOMO OECONOMICUS
the „selfish-man” rational calculation

HOMO PSYCHOLOGICUS
the „bounded-man” self, ego, cognition, ethics and narratives

HOMO SOCIOLOGICUS
the „social –man” social and organizational imbeddedness

MATERIAL & MORAL INCENTIVES WITHIN ORG.

INTERPRETATIVE FRAMES OF INDIVIDUALS

POWER STRUCTURES

NETWORKS & ALLIANCES

Norms & Rules

interests

self-concept

rationalizations

fears

perceptions

connections

interdependence

information

loyalties

authorities

narratives

HOMO OECONOMICUS
HOMO PSYCHOLOGICUS
HOMO SOCIOLOGICUS

Pallai, Katalin 2016
FOR UNTANGLING

- collective aspiration → involvement
  - **PROCESS** of
- exploration from multiple perspectives that leads to
  - seeing the whole/the system
  - complex strategies
  - mutual trust and mutually trusted solutions
  - coordinated action
INTEGRATION
Not in student’s brain and organization BUT in faculty -lab
THE FACULTY-LAB PROCESS

- Common ground: aspirations and questions shared to some degree
- Lack of complex thinking and effective solution
- Different paradigms, insights and views & mutual „professional distrust”
- Mutual understanding and experiencing → „presence”: collective wisdom → integrated approach
- Effective method shared by the group
- → integrated curriculum
- Power of the professional community → community of practice
PROCESS PROPOSAL FOR LAW ENFORCEMENT

- EXTERNAL KNOWLEDGE: Approach & practices that worked elsewhere
- LOCAL KNOWLEDGE: Intricate knowledge of the local context
- FACILITATED COLLABORATIVE DIALOGUE
- APPROACH & METHOD: 'Best-fit' for the local context

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PROPOSED MODEL FOR LAW ENFORCEMENT

- FACILITATED COLLABORATIVE DIALOGUE
  - PROFILE OF INTEGRITY OFFICER
  - APPROACH & INSTRUMENTS
  - CURRICULUM FOR INTEGRITY OFFICERS
  - TRAINING CURRICULUM FOR OTHER OFFICERS

- ACADEMIA Concepts & international knowledge
- INTEGRITY PROFESSIONALS Approach & potential practices
- NEUTRAL PROCESS FACILITATION
- LAW ENFORCEMENT OFFICERS Contextual knowledge
- COMPETENCE TRAINERS Personal & group competence building

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KEY POINTS/PROPOSITIONS I.

For the position:

– Facilitating collaborative dialogue involving external & local knowledge on integrity challenges
– Defining the profile of integrity officers
– Curriculum development
– Selection future integrity officers (attitude, engagement, skills, experience)
– Training integrity officers (knowledge & skills)
– Integrity training for other officers
KEY POINTS/PROPOSITIONS II.

For the organization:

– Leadership support, trusted person
– Centralization of the structure
– Networking possibilities for integrity officers
– Breaking hierarchy (empowering)
– Discretion & innovative spirit
– Professional autonomy & responsibility
– Internal & external visibility
THANK YOU FOR YOUR ATTENTION!

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