A security-oriented corporate culture of an organization in a pandemic. A case study of WSB in Wrocław

Robert MAJKUT, Radosław RYBCZYŃSKI

WSB University in Wroclaw, Poland

Abstract:

Aim: The paper aims to illustrate the importance of organizational culture in supporting security in an organization, on the example of a non-public higher education institution in Poland during the first year of the COVID-19 pandemic. Organization.

Design/ Research methods: The case study is presented in the context of theoretical reflections. the authors participated in the process of change during the pandemic, influencing the social norms shaping the culture of the organization for safety purposes in order to ensure the effective functioning of this entity under an epidemic risk.

Findings: This article has cognitive value and contains a description of the implemented procedures determined, on the one hand, by the organizational culture and, on the other hand, causing significant changes in the organization.

Contribution: Until recently, Management Science and Organization and Management Sociology did not deal with developing a security-oriented corporate culture of a particular entity in the context of the threat of an epidemic. The results may provide an example of good practice, and is the basis of future research on post-COVID security management.

organization
Keywords: Organizational culture, Security of the organization, Creating a culture for the security of the organization, Pandemic, COVID-19

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Correspondence address: dr Robert MAJKUT (https://orcid.org/0000-0002-4181-512), Radosław RYBCZYŃSKI (https://orcid.org/0000-0003-3347-0845). WSB University in Wrocław, ul. Fabryczna 29-31, 53-609 Wrocław, Poland. E-mail: Robert.majkut@wsb.wroclaw.pl

Robert MAJKUT, Radosław RYBCZYŃSKI

1. Introduction

The article aims to illustrate the importance of a security-oriented corporate culture organization as well as formation of its principles in the era of the COVID-19 pandemic on the example of a private university (WSB University in Wrocław and its department in Opole). Key theoretical issues related to the role of organizational culture as a management tool, and in particular the security-oriented corporate culture, are presented. A case study approach has been chosen, as this method reflects, above all, the trend of interpretative methodology and inductive character of management sciences supporting the realisation of the postulate of so-called "methodological eclecticism", enriching the research process and contributing to ensuring cognitive and pragmatic effectiveness (Matejun 2011: 203-213). The case study of the university included in the article shows significant transformations made in the times of the coronavirus pandemic in the social norms determining the culture of an organization for the sake of safety meaning that it is able to function effectively in the circumstances of an epidemic threat.

The implemented procedures, on the one hand, are the consequence of the organizational culture, while they on the other hand constitute factors of its change organization. The guidelines and regulations of the organizational culture, which are the subject of the analysis, have ensured the safety of the administrative staff, the lecturers and the students of the examined institution. This may constitute so-called good practice, because in hindsight, the procedures proved to be effective. The solutions described in the article may be suggested as examples for other organizations. What is worth emphasising, at the stage of implementation of security oriented solutions in the organization, but also at the stage of the analysis by the authors of the article of this case, there were no scientific studies related to solutions for such an extraordinary situation. Therefore, in addition to cognitive values, the article also contains practical values, which is an important contribution to the development of knowledge on management of the organization in emergency, crisis conditions, and thus overcomes a visible shortage in this area.

2. Organizational culture from a theoretical perspective

Culture is a well-known concept in social sciences, and has many definitions. The common explanation defines the concept of culture as the entirety of material and immaterial achievements of humanity, piled up, deepened and enhanced, having a hereditary character. It refers to the behaviour of social individuals, adopted patterns of conduct, observance of required rules, which are valid in a given group of behaviour (Ejdys 2010: 5). In social anthropology, the term "culture" defines the way of thinking, experiencing and reacting, covering the whole range of everyday behaviours, such as making contacts, greeting or manifesting feelings. Not gene inheritance or human nature, but influence of the social environment makes culture develop. Throughout their lives, each individual in a society acquires and consolidates certain patterns of thinking, perception and behaviour (Hofstede, Hofstede 2007: 16-17).

Organizational culture is usually characterised in the light of this definition and is often defined as a "well-established way of performing tasks". It can be argues that organizational culture is so important that it constitutes a significant regulator, complementing the procedures implemented in the organization. The level of organizational culture can be assessed in a relatively simple way, for example through insight into the structure of the organization, leadership, care for employees or remuneration strategies (Aniszewska 2007: 14-15).

Organizational culture is becoming an important issue in such disciplines as Management, as well as Sociology, mainly in terms of Sociology of Organization and Management (Hofstede, Hofstede 2007: 23-24). The quality of functioning of an organization is based on a common way of thinking and acting in a similar way by the members of the organization. Organizational culture is characterized by dominant views, provides not necessarily clearly defined rules of conduct in the workplace, indicates a sense of identity among the team and strengthens the social system. The set of developed principles and beliefs established by the members of the organization allows to determine the paths of their conduct and it is in this unconscious way that the organizational culture is reproduced by new individuals joining the organization. Each organization has an specific standard of conduct that

affects its operation. Based on the prevailing principles and customs, individuals enter a given organization and enhance their respect for standards and values (Ejdys 2010: 12).

Organizational culture also constitutes an important factor in development of an organization, while being a determinant of entrepreneurship (Majkut 2014: 137-141). It includes conceptual work indicating a course of action to increase efficiency. Elements of organizational culture may be presented by means of levels and manifestations of culture, pointing to unquestionable and unnoticed fragments and clear and recognizable. We distinguish "assumptions that we do not speak about", they show human interaction and approach to the environment. "Contracts and norms" are permanent principles that define how activities should be carried out and affect human relationships. It is important that the group should treat the activities in question as binding and acceptable. The result of such assumptions is to define the policy of a given organization by working out standards of functioning in order to ensure its success. In other words, it constitutes a set of social norms, patterns of behaviour and rules of conduct leading to specific, desired goals of the organization, and this translates into the values it wants to be characterised by. Additionally, the organizational culture includes "artifacts", both the objects in which the work is performed, the watchwords, posters, graphic symbols as well as public objectives of the organization. Culture most clearly manifests itself in behaviour of its members, the way they cooperate, how much they are involved in their work and what the relations between the members of the organization and their environment look like (Cameron, Quinn 2015: 28). Summarizing, the elements of organizational culture comprise: a system of values, a developed system of social norms to achieve a goal, a properly selected staff, a properly arranged place and cultural context which is influenced by the history building identity and symbols, logos, artifacts, etc.

Culture has an explanatory and control function, influences the attitude and behaviour of the members of the organization, acts as a mechanism that guides them. It can influence it in various ways. On the one hand, it has a positive effect on the functioning of the organization, but on the other hand, it may turn out to be a great obstacle and bring about negative effects. While the creation of a strong and

coherent organizational culture may be an essential corrective force for the organization, it may also turn out to be a barrier to activities that will co-create or worsen its situation (Rakowska 2013: 15).

3. An organizational culture securing security of the organization

When developing an organizational culture, one should also take into account the organizational climate, which can be observed in the form of the prevailing atmosphere or the level of satisfaction with functioning in a given organization (Rakowska 2013: 21). In the functioning of the WSB University in Wroclaw, the elements of the organizational culture developed over 20 years of its operation. The elements concern scientific, didactic, and administrative activities, as well as relations with students and listeners, which are reflected in the internal documents of WSB, general regulations and customary behaviour of the employees.

WSB in Wrocław is part of a holding, headed by the company TETOS S.A. (formerly TEB S.A.), which has been operating on the education, training and consulting market since 1994. TETOS S.A. also conducted investment projects in real estate, space lease and public services for the public. At the same time it is the founder and the main shareholder of TEB Edukacja sp. z o.o.[1] (operating mainly on the secondary education market) and TEB Akademia Sp. z o. o., which plays the role of founder of WSB Universities operating in 10 Polish cities. According to the Central Statistical Office (CSO), the WSB group had an 8.4% share in the market of non-public universities in Poland in 2019 (considering bachelor's, master's and postgraduate studies together).

At the level of the TEB Akademia Group (consisting of the founder of TEB Akademia sp. z o. o., the TEB Akademia Centre for Higher Education and other universities founded by TEB Akademia), such documents as the TEB Akademia Group Statute, the TEB Akademia Group's Corporate Principles, the Brand Book or the statutes and strategies of individual schools have been established. These documents regulate the operation principles within the TEB Akademia Group and

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[1] Sp. z o.o. = limited liability company.

concern all aspects of the functioning of the WSB, including its financial, legal, organizational and know-how exchange, benchmarking, implementation of projects common to the entire group (synergy of activities), strategic partnerships, employee training and many others. Another aspect of the organizational culture involves brand attributes developed during the strategic workshops, which the university wants to be distinguished by (so-called quality features of the services of WSB University in Wroclaw: practicality of teaching, friendliness to stakeholders and innovation in the implementation of services, as well as in the educational offer) whose implementation is annually observed and analysed on the basis of research on brand attributes (BAM) conducted at the universities. The surveys, which are distributed electronically and on paper as part of this research (some are also carried out by telephone), are answered by the teaching and administrative staff of the university, WSB students, students of other universities, employers who cooperate with WSB as well as those who do not cooperate with WSB.

In 2020, due to the pandemic, the research was of a different nature, as it was carried out only in the form of an online survey and only among students of the TEB Akademia group (between 29th May and 29th June 2020). Due to the pandemic and the change in the nature of studying, the surveys additionally included elements such as problems related to remote studying, challenges related to remote learning, evaluation of the tools used for remote learning (Moodle, MS Teams, Zoom, ClikMeeting, Google Meet, VDI) and evaluation of information activities, such as the creation of a dedicated email address: koronawirus@wsb.wroclaw.pl, where questions about any issues related to studies and remote service in connection with the coronavirus pandemic can be send. More than 12,500 surveys were collected across the TEB Akademia group (unfortunately, at the stage of writing the article, the results were not yet known), which were distributed electronically.

Another element of the organization's culture comprise the implemented Quality Management System (QMS) which consists of: QMS Policy, QMS Book, QMS procedures and QMS instructions/manuals. The Quality Book is a document describing responsibilities and rights within the quality management system at WSB University in Wrocław. The responsibility for the practical implementation of QMS lies with the university authorities. The Book is a document increasing pro-quality

awareness. It is made available to all employees in the internal communication system Intranet.

Bearing in mind the above issues concerning organizational culture in general, it is worth asking what a security culture, or an organizational culture that serves its security means. Literature analysis allows us to state that there is no common explanation of the definition of security culture, so we can refer to the main idea that "there is nothing more indefinite than the word culture".

Security as one of the most basic needs of an individual is defined in the hierarchy of needs according to Abraham Maslow. In practice, all needs, including physiological needs, seem to be less important than safety needs (Maslow 2009: 66).

Security can be understood as an internal (mental) and legal state when an individual is convinced that he or she has a sense of support in another person or in a properly functioning legal system. It is distinguished by an acceptable risk with no adverse effects that could prove unacceptable to the subject. Commonly known, valuable values, the loss of which could cause a reduced sense of security include the loss of life, health, material and non-material goods and work (Oleszak 2012: 183).

A good learning perspective on the safety culture is provided by the International Nuclear Safety Advisory Group's report on the Chernobyl nuclear accident, which refers to inappropriate and unreliable operating safety conditions in the nuclear power plant. Since then, the term safety culture has become an issue of in-depth analyses. In 1987, the British Health and Safety Executive (HSE) presented a definition determining safety culture as a set of individual and group values and attitudes, the importance of competences, perceptions, behavioural patterns, skills that influence the quality of safety management in the company (Pagieła 2016: 382-383).

In 1996 Geller (1996) referred to the definition of this term as an element of development through entrusting all employees with functions, participating in the creation of the organization, teamwork and acquiring new skills (Lis 2013: 8). He indicates a fundamental importance that manifests itself in the responsibility and daily attitudes of all members of the organization.

The following elements are worthwhile distinguishing as they make it easier to determine the safety culture in the organization:

- physical work environment which includes, among others, machines and equipment, workstation equipment, noise, vibrations,
- employee behaviour including: compliance with health and safety rules, internal procedures, communication and networking, cooperation, ensuring special security within the company beyond the basic responsibilities,
- the characteristics of the employees, such as experience, skills and motivation (Lis 2013: 8).

The concept of "safety culture" can be defined by distinguishing the following approaches. The first approach is called behavioural, in which culture identifies itself with exhibiting certain safety behaviour (Obolewicz 2014: 12). An example of this approach is the concept created by B. Kaplan based on the assumption that organizational activities, attitudes, policies and procedures in the company have an impact on the level of safety culture (Pagieła 2016: 383). Another approach called "indigenous culture" is aimed at research on the values, attitudes and beliefs shared by employees in the context of security (Obolewicz 2014: 12). This approach is represented by A. Richter and C. Koch (2004), for whom the concept of safety culture defines collectively learned and recognised meanings, behaviours, experiences and perceptions related to occupational safety that guide risk and prevention. Z. Pawłowska (2004) exhaustively defines the term safety culture emphasizing that it is an element of organizational culture, which is a set of individual and collective attitudes, values and patterns of behaviour that have a significant impact on the management of work safety. These factors, the behaviour of individuals in the organization and their individual characteristics determine their involvement in the management of the occupational safety and health system (Pagieła 2016: 383). The third approach, called comprehensive, combines elements of behavioural safety (values, attitudes, standards), systemic safety (procedures, health and safety instructions, occupational risk assessments and occupational health and safety management systems) and technical safety (e.g. workplaces, machinery and equipment safety) (Szczygielska 2016: 5).

A comprehensive approach has been created by R. Studenski (2000: 1) who refers to activities protecting life and health both in the workplace and in personal life. These activities are grounded in a combination of psychological, organizational and social factors. Active participation in respecting the principles of safety should be given both in relation to work carried out on professional and nonprofessional grounds (Ejdys 2010: 17).

Summarizing, it can be noticed that the approaches which focus on exploring the concept of safety culture, devote their attention to norms and values or focus on the safety climate, behaviour or elements of the working environment. Very often all these elements are relevant. As a result, a variety of approaches can be encountered which are created by the objectives and the definition of safety culture adopted by the researcher (Rakowska 2013: 26-27).

The most common method for research on organizational culture involves using a comprehensive approach focusing mainly on tangible benefits for the organization. The comprehensive approach combines safety culture with other elements of the management system, e.g., a work safety system and a quality management system (Rakowska 2013: 27). The comprehensive approach also takes into account the broadly understood security elements in the organization already at the stage of creating its annual and long-term strategy plans.

The perception of security culture is based on communication supported by mutual trust, perceiving the importance and meaning of the concept of security, demonstrating the validity of preventive measures. It is also defined as a set of social, psychological and organizational factors influencing life and health in the working environment and also outside it (Najmiec, Łyczak 2010: 13).

A more specialised concept is the company's safety culture, referring to standards of behaviour (formal and informal) in the event of an emergency, concerning the state of awareness of the risks in the organization, taking safety into account when organising workstations, supervising, and in activities concerning technical and organizational improvements. It also includes analysing the causes of accidents and applying countermeasures. The last level of safety culture consists in the individual safety culture which is the individual's approach to life and health. It

includes personal beliefs, the individual's attitude to risk and indicates acceptable standards of behaviour in a hazardous situation (Ejdys 2010: 17).

A review of the various theories allows for formulating a general definition of the concept of safety culture, according to which it is a set of unwritten rules of conduct of each individual, taking into account the workplace – we mean all employees both at the lower and higher level, including the management. Its formation engages a long-term process, and its scope covers the entire structure of the company (Ejdys 2010: 19). The group of the company's employees who should be incorporated in the rules of conduct developed by the company should also include those who are not employed by this unit on the basis of an employment contract or other civil law contract, but perform official activities on its territory, namely, outsourcing companies, e.g. security, cleaning and others.

The work safety climate is considered an important element of the organization's safety culture and consequently it becomes a point of reference in identification of problems in the field of health and safety at work observed by members of the organization. At the same time, the safety climate is defined as a subsystem of the organization's climate, treated on an equal footing with the atmosphere in a given entity. Activities related to the proper management of the organizational climate are based on motivation, development and satisfaction of employees from their work (Lis 2013: 11-12).

The concept of a security climate can be defined as organization members' perception of the company's characteristics, the formulation of their own convictions on security issues and the expression of initiative in actions to improve security (Lis 2013: 11-12). However, such a model is possible primarily in companies that are open to the ideas of all employees, and many new solutions or changes are introduced in them through participation, where employees have an influence on what is happening in the organization.

4. Organizational culture for the sake of organizational security –a case study

The events initiated in the first half of 2020, i.e. the coronavirus pandemic, have made us look at the culture of organizational security from a slightly different, broader perspective than before. There are no reliable, representative studies on this subject, but it can be hypothesized that the majority of organizations were not properly prepared in terms of the culture handling security of the organization in the situation of an emerging pandemic. Therefore, the actions taken by WSB University are worthwhile studying. This case study can serve as an example of good practices for other organizations not only in the time of a pandemic, but also in the case of other sudden events that may adversely affect safety of people forming the organization.

Organizational culture, including the safety culture of the organization, as presented earlier, denotes implemented and internalized norms and values respected by the members of the entity. It is not an unchangeable area, as it is usually subject to evolutionary transformations. However, there may be circumstances that make radical and rapid changes to existing cultural norms and values necessary. Such circumstances undoubtedly include the occurrence of an epidemic threat which must cause such changes in the system of the observed norms of organizational security culture. In such a situation specific procedures must be introduced immediately, which assume the nature of leading standards of conduct limiting the threat. With time, as a consequence, they become leading principles influencing the organization's duration and even factors of the organization's development in difficult environmental conditions caused by crisis situations.

Characterising the situational context that created the need to adapt the organizational culture for safety, it should be noted that the first SARS-CoV-2 disease in the world was diagnosed in November 2019, in the Chinese town of Wuhan, located in the central-eastern part of China, according to press reports. The first case of coronavirus in Poland occurred on 4th March 2020 in Zielona Góra. It was a 66-year-old man who came from Germany by bus (gov.pl 2020).

In the period from November 2019 to January 2020 the disease appeared mainly in Wuhan, but already in mid-January the virus spread throughout China. On 24th

January the first case of the infection was confirmed in Europe (in Paris). In the second half of February large outbreaks appeared in South Korea, Italy and Iran (PISM 2020). On 11th March 2020, the coronavirus-related situation in the world was identified by the World Health Organization (WHO) as a pandemic (WHO 2020). On 14thMarch, in the light of the Act of 5 December 2008 on Prevention and Control of Infections and Infectious Diseases in People, an epidemic emergency was introduced in Poland (valid until 20 March) – a legal situation introduced in a given area in connection with the risk of an epidemic in order to take the preventive measures specified in the Act (Ustawa 2008. The next step involved introducing the state of epidemic threat (from 20 March) in accordance with the regulation of the Minister of Health.

In view of the worsening health situation around the world, measures have been initiated to limit the spread of the coronavirus. For these purposes, inter alia, travel has been significantly reduced, quarantines and curfews have been introduced, in some countries a number of sports, cultural and other events have been postponed or completely cancelled. Some countries have closed their borders (including Poland) or introduced significant restrictions on international traffic. Due to the outbreak of the pandemic in over 150 countries schools and universities were closed, affecting nearly 1.19 billion pupils and students globally. At present, 68% of the student population has been affected by the closure of schools and universities (UNESCO 2020).

Due to the prevailing situation at WSB University in Wroclaw, specific procedures have been proposed and implemented in the organization's daily practice, being new elements of the security-oriented organizational culture. Two stages of activities can be distinguished here. The first one concerns all relevant activities and organized internally by the employees of WSB University in Wroclaw. The second stage comprises activities implemented and coordinated at the level of the whole holding. In the first stage, these were activities organized and coordinated by the Chancellery authorities and WSB employees (mainly the Organization and Investment Department, including employees of the Administration Department, the IT Department and the Didactics Technology Department). At this stage:

- workers were secured with appropriate protective measures (reusable face masks were purchased, each employee room was equipped with a hand disinfectant and liquid for disinfecting office areas),
- dispensers with hand disinfectant were installed in the corridors (including the entrances to the building),
- information about proper hand washing was displayed in the toilets, successively supplemented with other announcements related to the fight against the coronavirus which were made public throughout the university, including at the entrance door. Similar content systematically started to appear in the internal communicators of the university addressed to employees and students (extranet and intranet) on the website and in social networking sites,
- additionally, disinfection of sensitive surfaces such as door handles, handrails, table tops and computer keyboards started. The next step was to suspend teaching classes in accordance with the relevant order of the rector of the university,
- teaching activities were suspended from 11th March 2020,
- remote working for university employees was introduced as of 16th June 2020.

At the same time, the teaching staff was being prepared for on-line classes with the use of tools such as:

- Teams (one of the services of the Office 365 package based on the cloud containing a set of tools and services for teamwork which combines functionality with other Microsoft products).
- VDI – Virtual Desktop Infrastructure (a service that supports the user desktop environment on a remote server. Students are given access to their desktops on the network, so that they can connect to the classes assigned to them); thanks to this platform, all kinds of IT classes are mainly conducted.
- Moodle platform which supports the teaching process. It is a tool for sharing and managing materials used during classes.

In order to efficiently teach classes on-line, the university authorities decided to conduct a number of training courses on the use of these tools, and relevant instructions on paper and instructional videos were prepared for this purpose. Every person holding classes was able to use these materials. Online courses on the use of Teams for teaching purposes were the most popular. Basic and extended courses were conducted. The training sessions were held for several days, and then repeated. Training materials (films) are still available for WSB employees in Wrocław. The first didactic classes with the use of the above tools took place already in the second half of March, several days after the date of suspension of the didactic classes which officially took place on 12.03.2020.

The second stage involved work coordinated from the level of the holding company (TETOS SA). On 3rd April, the Safety and Health & Safety/Back to Work project team was established, including representatives from all entities of the TETOS Holding (TEB Akademia, TEB Edukacja and Trescor). The aim of the team was to:

1. define the procedures for the return of office and administrative staff, lecturers and finally students to the TETOS Holding's buildings,

2. define technical requirements in buildings in the area of building infrastructure, rules for day-to-day work and health and safety in offices and staff contacts,

3. determine emergency procedures in the event of the return of virus risk,

4. define guidelines for HR and managerial staff in the area of employee cooperation, operation of teams in office space,

5. implement the guidelines and legal provisions laid down by the State,

6. identify areas of responsibility and division of competences in the implementation of procedures.

At this stage, also the authorities of TEB Akademia together with the Chancellors of higher education institutions during the meeting of the Strategic Council (a group body making key decisions of strategic importance, composed of members of the Management Board of TEB Akademia and Chancellors of higher education institutions) on 22nd April 2020 appointed a "Back to work" team consisting of representatives of all higher education institutions. The work was coordinated and organized by TEB Akademia sp. z o.o. in Poznań. The team met on-

line twice a week. It also worked on the basis of shared files, which were a source of knowledge and experience exchange (know-how of coronavirus-related activities).

The administrative staff came back to offices on 1st June. The return was arranged in accordance with the guidelines prepared by TETOS SA in the document "Health and safety rules applicable in the TETOS holding company in connection with Covid-19" approved on 14th May 2020. The employees of individual WSB departments in Wrocław were divided into two teams, the first group worked on Monday and Tuesday and the other group on Thursday and Friday. Wednesday was a remote working day for everyone. The work was organized in such a way that the members of the two groups had no physical contact with each other. The employees of the local department in Opole worked shifts on the weekly basis. In the event of illness (or contact with an infected person) of any of the employees, this would not lead to a disturbance of standstill of the university's functioning. The university authorities made exceptions to this solution, namely they allowed 100% remote work for people 60+, people with chronic illnesses and those who could do their job online with no detriment to the work. The teaching staff who provided undergraduate and graduate degree programmes mostly had their contact with students online, with the exception of those few who attended the viva voce for undergraduate and master's thesis and in the case described below.

The first classes in direct contact with the student took place on 30th May. It was one group of MBA students. The classes were moved from a small practice room to the lecture hall. The students sat at a distance of no less than 2 meters from each other, the room was previously disinfected, there was also a disinfectant available at the entrance to the room, and the students went in through one entrance and out through another. Over the following weeks similar classes were prepared for MBA and postgraduate students. Classes that could not be organized on-line were held in direct contact. Pursuant to the Rector's Ordinance, the University did not anticipate traditional classes for undergraduate and graduate students by the end of the academic year 2019/2020. All of them would take place on-line.

On 15th June, the first viva voce examination in undergraduate studies (defence of bachelor's thesis) began. WSB created an opportunity for its students to choose the form of taking an exam. On the internal portal used to contact students (intranet),

each student could choose the form of taking an exam (on-line or in real life). The vast majority chose the real life option. The viva voce exams were prepared in the following way: they took place in a separate building, where no other administrative staff was present, the student was scheduled for a specific time of the viva voce exam and should appear not earlier than 10 minutes before the start of the exam. Then the viva voce began, the results were announced and the student was obliged to leave the facility. During the exam, the student sat at a separate table behind a plastic shield and the committee at its table at safe distances (min. 2 meters) from each other. Every hour the room was ventilated and after each student examined disinfection (table, handles, etc.) took place. It should be mentioned that the building where the viva voce took place was opened by employees of the Administration Department 30 minutes before the viva voce exam. There were two security staff members in the building all the time – one at one entrance (controls the entrances to the building (has a list of entrances) and the other one at the exit (directs the exit and blocks unwanted entrances). The exit and the entrance and the building inside were marked accordingly. All the time there were two people on the premises of the building to deal with disinfection and airing. According to the guidelines of the WSB authorities, no one else apart from students and members of the commission, employees of the dean's office and persons responsible for disinfection should be on the premises of the building during the defence. The adoption of these procedures constituting the standards of conduct has contributed to the achievement of the value of safe execution of the diploma exams.

Another challenge in creating an organizational security-oriented culture was to elaborate a system of rules of conduct to prepare the University for the beginning of the new academic year. The conceptual work on the preparation of this element of organizational culture took place under conditions of uncertainty (Work on this aspect began before the Ministry of Science and Higher Education announced the teaching guidelines for the next academic year). Regardless of the ministry's decision concerning the way the classes are conducted, the dean's authorities decided to introduce exercises into the curriculum, teaching students how to use remote working tools (Moodle, Teams, VDI) as of the new academic year onwards. This is one of the elements of the so-called ABC for the Student, i.e. a set of

necessary information which is provided to students starting their studies in WSB in Wrocław. This way of transferring knowledge has been functioning at the university for many years. Whereas, a specially appointed team has been updating the records constituting the principles of occupational health and safety in connection with Covid-19.

5. Conclusions

The basis for the functioning of an organization is provided by its culture. As indicated above, the components of the organizational culture can be presented by means of levels comprising interpersonal interactions and attitudes to the environment, and above all, permanent and fundamental principles usually occurring in the form of formal rules which affect the activity of the members of the organization in order to achieve the intended results which are of value to the organization. Improvement of security may be considered such a value. The quoted characteristics of procedures increasing security implemented at WSB University in Wrocław is a model example of such an organizational culture system. As Peter Drucker (1995) put it, when acting in turbulent times it is necessary to establish cultural standards in the organization enabling quick and significant improvement in safety of its members in case of sudden events. The coronavirus pandemic has turned out to be such a sudden, unexpected event which required organizations to implement various security procedures. It should be emphasized that the rapid development and implementation of all solutions and procedures for the functioning of the university in times of a pandemic, while maintaining the greatest possible sense of security for staff and students, was possible primarily due to the quick response to the situation. This was facilitated by an efficient flow of information, constructive exchange of opinions and ideas (e.g., in the form of consultations, workshops, brainstorming sessions) within the described organization, but also between WSB and the university's founder. This would not have been possible without the appropriate organizational culture in TETOS SA group, which serves such solutions, having the awareness that people are the most valuable resource of

the organization. This awareness goes together with values such as respect for the employee, support in combining work and private life, social responsibility, development activities for employees and their families (tetos.pl). It is worth emphasizing that this awareness not only can be observed among the top management of both organizations, but also among rank and file employees. This allows for a similar exchange of information, openness in generating ideas and ease, associated with a high level of understanding, in implementing them. The openness component, which is an elementary component of WSB group's organizational culture, has not only supported the work of preventing Covid-19, but also supported the creation of other internal regulations governing various areas of WSB's operation also including the strategy.

This article characterized the implemented procedures as, on one hand, consequences of the organizational culture and, on the other, as change factors in the example organization. This is an example of so-called good practice, because in retrospect, these procedures have proved to be very effective. Solutions described above may be provide ideas for developing such measures in other organizations, as pandemics and other threats may appear at any unexpected moment.

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