
MANAGING PROFESSIONALISM IN EVERYDAY LIFE IN ORGANIZATIONS

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Abstract. This article highlights the importance of professionalism practices in the daily life of organizations with all their human resources. The paradigm of professionalism must influence organizational culture, and consequently and reproducibly reflect it in professional profiles, in individual and collective portfolio of competencies, as well as in professional and organizational practices, or in the production of goods and services. In the course of the discussion, attention was paid to some of the factors constituting professionalism in order to ensure the presence of professionalism as a practice in everyday life in organizations.

Keywords: competence; management; organizations; professionalism; professional environment

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1. Introduction

To ensure the presence of a culture of professionalism in organizational culture, internal and external managerial movements are necessary, in the perspective of acculturation and professionalism as a brand and organizational benchmark. Professionalism impregnates the knowledge and actions of the organizational culture.

It is in the daily life of the organization that the intricacies of organizational culture are woven. Organizational culture is the soul of the organization. The daily life of an organization has been the subject of analysis and research by several authors. Like an iceberg, not everything is easily seen in the dynamics of daily organizational life. Some realities of daily organizational life require scavenge exercises: “diving” into organizational culture in order to effectively ascertain which values, beliefs and paradigms permeate daily life in organizational reality. Paradigms do not always perpetuate themselves, hence the need for an inquisitive look. The question to ask, regardless of the unfolding scenario, about the paradigm of professionalism in the organization’s culture. The idea is to know what is the paradigm of professionalism in the organization today. The question is: What does professionalism mean in your organization?

An attempt has been made to clarify what it means to adopt a professional profile. What can be done and what is being done to develop a professional culture in the daily life of the organization. What other organizations have successfully done to cultivate professionalism in daily practices.

2. Cultural paradoxes in professional environments

Paradoxes usually reflect contradictions inherent in a certain process. Vasconcelos and Vasconcelos (Hamari et al., 2014), in a presentation of their work, explain: “In organizations, polarized; in the case of the latter, paradoxes are polarized and socially constructed representations of discourse and practice, autonomy and conformity, past and future, learning and mechanization of work, freedom and surveillance, etc.” It is worth referring here to an old popular adage: The blacksmith’s house is a stick in the pot, as a cultural paradox in self-proclaimed professional circles becomes a superfluous resource as a metaphor for setting the image of cultural and professional cultural and professional contradiction. Cultural paradoxes emerge as gaps between theory and practice, between discourse and practice, between theory proclaimed and theory in use. In parallel with the degree of reflective awareness and critical consciousness, the degree in concepts, understandings and parameters regarding the meaning and scope of the professionalism paradigm is increasing.

There is a perceived increase in the sensitivity, understanding and demands placed on the social protagonists of professionalism, especially when placed in the role of consumers and/or the role of consumers and/or users of goods and services. A behavioral paradox in professional practices is the hammer syndrome, which becomes a threat as indicated by Maslow (De Marcos et al., 2014): Those who work well with a hammer tend to think that everything is nails. We know that complex reality does not allow us to make obvious generalizations about our competence and universal appropriation of the paradigm of professionalism.

Another paradox in the cultural practices of organizations is the binomial of planning versus improvisation. Planning is a process inherent in professionalism. Improvisation, on the other hand, is usually characterized as a lack of professionalism (Bauhaus, 2001).

In this sense, improvisation can become a valuable instrument for organizational capacity for renewal and adaptation. Walas-Trębacz recognizes that a high performance culture derives from the correct adaptation of a compact and adaptive culture (Walas-Trębacz, 2018). Professionalism requires the habit of fine-tuning instruments - a habit (Zinger, 2014) emphasizes that this translates into the need to incorporate the principle of authoritative sustainable renewal. Professionalism requires persistence and continuity of purpose, at different stages of life, as well as a diverse presence, because challenges and commitments, even in unusual and occasional situations of professional reality.

The paradox of professionalism refers to the gap between customer expectations and corresponding professional practices in providing services and products.

3. In search of a paradigm of professionalism

Two movements configure this search on the part of organizations to cultivate the paradigm of professionalism (Belbin, 2016):

- internally: organizations mobilize strategically through recruitment and selection and positions and salaries, recruitment and selection, positions and salaries, performance appraisal. The goal is to ensure, in the organizational culture, the paradigm of organizational culture, the paradigm and practices of professionalism in the organizational culture,
- externally: organizations are looking for regional/national/international national/international certifications, able to refer to their degree of professionalism in everyday life, which has repercussions on internal culture, affecting goods and services.

In turn, two movements configure, on the part of individuals and employees, is the search for the cultivation of a paradigm of professionalism (Belbin, 2016):

- self-education: is the constant search, through means and methodologies in the sense of refining and improving the four formative and educational pillars, reflected in the respective pillars of learning to be, learning to live together learning to live together, learning to do and learning to learn,

- didacticism: is the constant search, in its environment, for the improvement of vocational education and training, whether through universities or vocational training institutes, or through training programs in their various formats, such as, training, internships, lectures, workshops, congresses, study group exchanges.

In the dialectic of cause and effect, it is worth asking ourselves and analyzing the possible factors of the professionalism paradigm. Therefore, competence emerges as a sine qua non factor to configure the right matrix for professionalism. In other words, the paradigm of professionalism relates to competence. Therefore, competence is a constitutive factor of professionalism. Competence, in its multiplicity, professional and/or organizational, technical and/or human, conceptual and/or administrative, occurs as a determining, constituent factor, in the process of building a culture of professionalism.

The phantom of competence is called incompetence, which spreads too easily in organizational meanderings, undermining organizational culture and daily practices, with reflection in goods and services. To counter the risks associated with the phantom of incompetence competence as a salutary mechanism for acculturation of organizational practices, and indirectly strengthening the paradigm of professionalism. It is possible to mature a quotient of high competence, taking the path of wisdom, individual and collective, accumulated (Król, 2017).

Emotions, in turn, emerge as an important constitutive factor in the construction of the paradigm of professionalism. It involves adding value, love and passion, to who you are and to what you do. Emotions have the power to permeate and inherently permeate one's actions, giving a charge of healthy emotions, enabling the mutual pleasure and passion of those who practice and practice professionalism, as well as the pleasure and satisfaction of those who enjoy professional practices and pursuits.

The spectrum of emotions is toxic emotions. Goleman (Goleman, 2006) calls them 5 metastatic emotional cancers, detailing and highlighting:

- 1) criticism (especially empty criticism aimed at legitimizing professional inefficiency and ineffectiveness),
- 2) complaint (especially complaint aimed at legitimizing inefficiency and professional ineffectiveness and ineffectiveness),
- 3) comparison (especially, comparison as a mechanism to legitimize professional inefficiency and ineffectiveness),
- 4) competition (especially, competition as a mechanism for legitimizing inefficiency and professional ineffectiveness),
- 5) argument (especially, fighting as a mechanism to legitimize professional inefficiency and ineffectiveness).

No one likes dealing with a professional who constantly criticizes, constantly complains, constantly argues. Toxic emotions, like metastasis, threaten professionalism, their practice and coexistence. Muchinsky (Muchinsky, 2004) reports on emotions in the workplace and admits: "Enthusiasm, gratification and pride are among the most significant positive feelings we extract from our work. But work can also generate feelings of fear and sadness, as well as the 'disgusting' emotions of anger, jealousy and envy." Emotions suggest pleasure in excellence, aesthetic pleasure in quality and perfection. In turn, according to Jung (Jung, 2018), "pride is the peak emotion that accompanies good performance and success."

It is possible to mature the emotional quotient by following the path of emotional intelligence (Bauhaus, 2001) and social intelligence (Goleman, 2006), individually and collectively. Appropriateness, admittedly, is emerging as a constitutive factor of support for the consolidation of the professionalism paradigm. Relevance reaches the temporal and spatial dimensions for professional practices and, when present, qualifies competencies and qualifies emotions, making them consistent with typical and current circumstantial realities. Appropriateness brings competencies and emotions together in consonance with typical and current reality.

The social protagonist demonstrates competence and expresses emotions at the right time and in the right place. It is characterized in a sense by what Total Quality calls just in time and just on place. The spirit of appropriateness is impertinence. Impertinence is an antidote to professionalism to the extent that the professional begins

to adopt practices and express emotions that do not fit the time and place dimensions, that is, they do not fit the typicality and actuality of reality. This is known as the convergence of place and time. It is possible to mature the appropriateness quotient, refining the sense of reality, following the path of reading circumstantial reality in its typicality and actuality. Big ideas and professional decisions must be surrounded by a high degree of relevance.

Commitment is another component factor of great importance in the construction of the paradigm of professionalism. Commitment refers to involvement, a factor that determines professional practices. Americans use the term commitment, giving significant weight to the fact of being accountable, in an adult way, with accepted commitments to third parties and/or to the client. The phantom of commitment is called uncommitment, revealing a complete lack of responsibility to the commitments made, whether in terms of deadlines, quality or quality logistics, or in scope.

It is possible to mature the commitment quotient, following the path of individual and collective social responsibility. Excellence has become a benchmark for professional practices acting as a constitutive factor in the construction of a paradigm of professionalism. The level of excellence begins to relate to the commitment itself. The phantom of excellence is present through mediocrity. A mediocre professional and/or mediocre work conspire against decanted excellence. Professionalism is also guided by standards of excellence and high performance.

Bielińska & Jakubczyńska affirms that everything that exists strives for this excellence, which in Greek is called *entelequia*: The notion of better is the natural result of evolution itself. And life naturally strives to perfect itself. Aristotle taught that activity is the movement of being toward its own *entelechy*: its state of perfection. state of perfection (Bielińska, Jakubczyńska, 2016).

The maturation of the perfection quotient is possible by taking the path and external references already proven in the theories and practices of everyday life. In this context, the professional begins to adopt practices and express emotions that do not have temporal-spatial dimensions, that is, do not correspond to the typicality and actuality of reality. This is the so-called convergence of place and time. It is possible to mature the appropriateness quotient, refining the sense of reality, following the path of reading circumstantial reality in its typicality and actuality.

Big ideas and professional decisions must be surrounded by a high degree of relevance. Commitment is another component factor of great importance in the construction of the paradigm of building a paradigm of professionalism. Excellence has become a benchmark for professional practice acting as a constitutive factor in the construction of the professionalism paradigm. The level of excellence begins to relate to the commitment itself. The phantom of excellence is present through mediocrity. A mediocre professional and/or mediocre work conspire against decanted excellence. Professionalism, therefore is also guided by standards of excellence and high performance.

Zinger creates a professional profile that can serve as a reference in this process of constructing a paradigm of professionalism and acculturation in an organization, individually or at the collective level (Zinger, 2014). He characterizes the professional as one who knows how to manage a complex situation. To this end, he delves into the topic and points to a list of tips:

- 1) know how to act and react pertinently:
 - knowing what to do,
 - knowing how to go
 - know how to go beyond what is mandated,
 - know how to choose in emergencies,
 - knowing how to arbitrate,
 - know how to arbitrate, negotiate, decide,
 - know how to sequence actions according to the objective;

- 2) know how to combine resources and mobilize them in context:
 - know how the ability to construct competencies from resources,
 - know how to use not only from built-in resources (knowledge, know-how, qualities), but
 - know how to use not only from built-in resources (knowledge, know-how, qualities), but also from resources in your environment;
- 3) know how to transpose:
 - be able to remember many situations and standard solutions,
 - to be able to distance yourself, to work in a “double direction”,
 - be able to use your meta knowledge for modeling,
 - be able to identify and interpret contextual indicators,
 - know how to create conditions for transposability with transferable schemas;
- 4) know how to learn and how to learn:
 - know how to learn from experience,
 - know how to turn your action into experience,
 - be able to describe how one learns,
 - know how to operate in a dual learning cycle;
- 5) know how to engage,
 - know how to engage your subjectivity,
 - know how to take risks.
 - act with professional ethics.

4. The role of organizational educators in acculturating the paradigm of professionalism

Organizational educators face constant pedagogical work in the process of constructing and acculturating the paradigm of professionalism (Goldratt, 2007). The process of construction and acculturation can proceed from outside to inside the organization, because of the goal to be achieved. For example: to obtain ISO certification, or to obtain an award from the National Quality Program (PNQ) (Belbin, 2016).

The paradigm of professionalism can arise within the organization itself, as a result of repeated self-assessments, or a high degree of criticality, or the political will of social protagonists, or a high degree of synergy, or even a single strategic planning.

The customer and/or user of a good and/or service are the primary interpreters of cues and indicators of the presence or absence of professionalism in organizational culture. Professionalism is interpreted through the language of proficiency. Proficiency interprets the degree of professionalism referenced in science. Everything we do, and we do it with a high degree of professionalism, has all the science to it - either coming from academic theorists or accumulated in the practice of everyday life in organizations (Kandefer-Winer, Nadskakuła, 2016).

Lincoln used the charade to explain that simply appointing someone to a position or function in an organization does not necessarily mean that they are what they were appointed to do, nor does it ensure that they will do their job with a high degree of professionalism. Lincoln asked: How many legs does a mule have, if you count the tail as a leg? To which he himself would answer: four! Even if you count the tail as a leg, it's still a tail. Professionalism is interpreted through the language of proficiency.

The art of seeing the forest and the trees is recommended by Ashlag (Ashlag, 2015). We're all familiar with the metaphor about moving far enough away from the details so that we can “see the forest and the trees.” But unfortunately, when most of us move away, we only see “a handful of trees.” We choose the one or two we like best, and focus our attention on them. It is therefore worth noting that our customers and/or users interpret the language of the organization's actions and those of its collaborators. They adopt sensors capable of noticing the smallest details of lack of professionalism or lack of proficiency, that is, they help us see the forest and the trees.

5. Self in the organization: methodology of individual acculturation in the paradigm of professionalism

Self in the organization – project (Goleman, 2006), is a tool capable of using the level of professional profile, as well as the stage of individual professionalism in a specific organization, using the methodology of SWOT analysis. SWOT analysis methodology (strengths, aspects to improve, risks/threats, and threats and opportunities). Therefore, through self-assessment, tracing, on a timeline, alternatives to follow, in the perspective of personal and professional personal and professional changes, striving to achieve a higher level of professionalism.

HR, as the subsystem responsible for managing people in the organization, can use the Self tool in the organization, as a tool capable of using the paradigm of capable of exploiting the paradigm of professionalism, instigating and grinding its associates to change, for the better, their portfolio of competencies.

Model-suggestion of the Self project in the organization, as a tool for self-assessment and planning of alternatives to improve their own stage of professionalism is presented below:

1. Identification DATA

Project title: *self in the organization*

Target group: employee from sector Y of company X

Implementation period: (suggested timeline is 3 years)

Project management coordination: Human Resources (HR) area

Support team: To be determined

Advisory body: Training, development and education sector

Place of registration and institutional memory: HR

2. JUSTIFICATION of the project *Self in the organization*

Considering:

- the need for Company X to build strategic planning for human resource management promotes a change in this area, for professional and personal improvement and development, directing at this point mainly to the construction of a paradigm of professionalism in organizational culture,
- the fact that Company X presents, in the administrative process, as well as in the set of policies explained, the need to expand the opportunities for self-development opportunities for self-development and self-management, striving for professionalism in organizational culture,
- the need to change the size of Company X, which at this point in the personnel training program, appreciating its associates, seeking personal associates, in search of personal and professional development,
- the fact that Company X is adopting professionalism as one of its management paradigms, seek to program activities that allow to know, integrate and subsidize the management of professionalism in the organizational culture organizational culture,
- the need to develop in the organization, in a more accentuated way, an accentuated culture, a culture of professionalism, permeating the various sectors and, by universal extension, covering the universe of associates,
- the fact that Company X needs, increasingly, from the current scenario and results, performance and competence, to practice the mechanisms of change and self-designed improvements, in the face of the paradigm of professionalism, to be widely integrated into the organizational culture, aiming at the process of development and growth of the organization's human resources,
- timeline of company X, which projects, for the short future, to obtain certification and recognition in its management paradigms,
- the fact that Company X is increasing the involvement and commitment of associates in the stakeholder condition.

This project focuses on Company X's associates. It is the integration of the paradigm of professionalism into organizational culture and professional practices at the individual level, and consequently at the institutional level.

3. GOALS of the project *Self in the organization*.

Overall objective

To set in motion the process of integrating the paradigm of professionalism into the culture of the organization, using the *Self in the Organization* project as a tool to enable employees at the individual level, to resize their portfolio of competencies to increase their level of professionalism.

Specific objectives:

- to create a basic self-learning matrix for each employee in the first half of Year X,
- trigger a basic self-learning matrix for each employee in the second half of year Y,
- triggering the differential self-learning matrix for each employee in the first and second half of year Z.

4. DEVELOPMENT of the *Self in the organization* project

The development of the project will be carried out in three sub-projects:

- Subproject 1: Basic self-empowerment matrix,
- Subproject 2: Basic self-empowerment matrix,
- Subproject 3: Differentiated self-education matrix.

5. METHODOLOGY of the *Self in the Organization* project.

The methodology provides for development in four stages:

Stage 1: Study of the needs for change, from a personal SWOT analysis

Stage 2: Study of the costs associated with the alternatives proposed for the three sub-projects alternatives proposed for the three sub-projects

Stage 3: Feasibility of the three sub-projects according to the HR sector and the training, development and education sector

Stage 4: Evaluation of the project results.

6. RESOURCES of the project I in the organization.

Identification of resource options: from the organization and from self-resources.

7. ACTION PLAN of the *Self in the Organization* project.

Identify the timeline and activities corresponding to the four stages.

8. BUDGET of the Self in organization project.

Define the budget sheet.

9. EVALUATION of the *Self in the organization* project.

- evaluate the process of the four steps,
- evaluation of the content of the four steps.

10. REPORTS and feedback from the PROCESS of the implementation of the *Self in the organization* project.

Report as a memory of the experience to be kept in the organization's staff for record keeping and archiving.

Feedback on the experience to be given to coordinators and the organization. The importance of the process, as well as the benefits to the organization the profit the organization can have, through the implementation of the project.

11. SUMMARY: The project of *Self in the organization*.

Identify bibliographic references that can relate to the project.

Checklist for a culture of professionalism

The checklist is also an interesting tool for determining organizational performance indicators.

6. Summary and conclusions

Professionalism as a paradigm/matrix/process, is a culture to be practiced in organizations in its minimal unfolding of daily life. It is evidenced by various gestures and signs of coexistence, by actors who practice the knowledge and actions required in the organization and translated into proficient procedures of high solutions and high resolutions, as well as quality standards of users of any of the products and/or services to be offered.

Professionalism is practiced and materialized through daily organizational practices. Where and when is it practiced? Professionalism is practiced in professional spaces and environments, especially when professional services and/or products are required, and consequently when professional competence, proficiency and professional expertise are required.

In turn, professionalism, in its practice, must be coupled with the realization of citizenship. Two processes that must be coupled in an organization:

- practice of professionalism,
- exercise of citizenship.

Technical, emotional, social and spiritual maturity interact and contribute to the emergence of the paradigm of professionalism as a cultural heritage that increasingly demands passage in daily practices and that must be present in professional knowledge and actions.

It is suggested, given the possibilities, a broad spectrum of research and in-depth analysis, when studying, defining and matrixing professionalism to be built in the daily life of the organization, and to be translated into the knowledge and actions of all social actors and protagonists of the organization.

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