

# Professionalism in nursing: A concept analysis

**SD Mottian**  
**12668540**

Dissertation submitted in fulfillment of the requirements for the degree *Magister Curationis* in Health Science Education at the Potchefstroom Campus of the North-West University

Supervisor: Prof SJC van der Walt

May 2014



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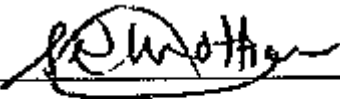
Supervisor: Prof SJC van der Walt

May 2014

# DECLARATION

**I, Sundira Devi Mottian (*née* Govender), student number 12668540, declare that:**

This dissertation, Professionalism in nursing: A concept analysis is my own work and all the sources that I used or quoted are indicated or acknowledged in the bibliography. This study has been exempted from ethical review by the Ethics Committee of the Institutional Office of the North-West University (Potchefstroom Campus) but complies with the research ethical standards of the North-West University (Potchefstroom Campus).



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**Sundira Devi Mottian**

**May 2014**

*“This world is your best teacher. There is a lesson in everything. There is a lesson in each experience. Learn it and become wise. Every failure is a stepping stone to success. Every difficulty or disappointment is a trial of your faith. Every unpleasant incident or temptation is a test of your inner strength. March forward hero!” Swami Sivananda (author of the Bhagavad Gita).*

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*“We must find time to stop and thank the people who make a difference in our lives. As we express our gratitude, we must never forget that the highest appreciation is not to utter words but to live by them”.* John F. Kennedy

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## DEDICATION

I dedicate my dissertation to my loving parents, Radha and Krish Govender and my wonderful husband and daughter, Tony and Vilashni Mottian.

*“No one can ever reach to excellence in any one art or profession without having passed through the slow and painful process of study and preparation” – HORACE (Quintus Horatius Flaccus, Roman Lyric Poet)*

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# SUMMARY

Nurses are the backbone of the health care system in South Africa and spend more time with patients than any other member of the health care team. They are required to behave in a professional manner at all times.

Unfortunately, professionalism within the nursing profession appears to be deteriorating. Nursing students entering the profession are at risk of assimilating unprofessional behaviour from their colleagues and inevitably, unprofessional behaviour negatively affects service delivery and the quality of patient care. Nurse educators play a key role in facilitating professional socialisation in students to enable them to mould into the nursing profession as they integrate the fundamental norms, values and standards governing the nursing profession.

Unfortunately the concept of professionalism is poorly defined and might interfere with this education and assessment of professional socialisation of nursing students.

The aim of this study was to define professionalism within the nursing profession using a qualitative, explorative, descriptive and contextual research design to obtain an in-depth understanding of the concept of professionalism.

The concept of professionalism was analysed in-depth using the concept analysis method of Walker and Avant (2011), based on Wilson's work (1963). A clearer meaning of professionalism was obtained when the ordinary and professional meaning of the concept was examined by using a systematic way to search the literature.

Qualitative content analysis resulted in the key attributes of the concept of professionalism being identified and extracted. Thematic analysis contributed to a further reduction of the data into categories of similar attributes, followed by quantitative content analysis where the data was classified in terms of frequency to identify meanings that are most often associated with the concept. Thereafter a connotative definition was formulated. The clarification of the meaning of professionalism was obtained by using model, contrary and borderline cases.

The findings reveal many definitions on professionalism with overlapping defining characteristics, however when recognised attributes of professionalism were grouped together an exact definition of professionalism was not easy to obtain. The concept of professionalism was defined in the context of the nursing profession and the aim of the study was effectively achieved.

The findings of this study provide the opportunity for further research, education and recommendations for nursing practice.

**[Key words:** profession, professional, professionalism, professionalism in nursing, concept analysis]

# OPSOMMING

Verpleegpersoneel vorm die ruggraat van die gesondheidsorg-stelsel en spandeer meer tyd saam met die pasiënt as enige ander lid van die gesondheidsorgspan. Dit word van verpleegpersoneel verwag om te alle tye op 'n professionele wyse op te tree.

Ongelukkig wil dit voorkom asof professionaliteit binne die verpleegberoep besig is om agteruit te gaan. Verpleegstudente verpleegdosente wat tot die professie toetree loop die risiko om onprofessionele gedrag van hul kollegas na te volg wat onvermydelik 'n negatiewe uitwerking het op dienslewering en gehalte pasiënte-sorg. Verpleegkundiges speel 'n sleutelrol in die fasilitering van professionele sosialisering van studente om hul in staat te stel om deel te word van die verpleegprofessie deur integrasie van die fundamentele norme, waardes en standaarde wat die raamwerk vorm van die verpleegprofessie.

Ongelukkig is die konsep van professionalisme swak gedefinieër en hierdie feit mag die opleiding en die beoordeling van die professionele sosialisering van verpleegstudente beïnvloed.

Die doel van hierdie studie was om professionalisme te definieer binne die verpleegprofessie, deur 'n kwalitatiewe, verkennende, beskrywende en kontekstuele navorsingsontwerp te volg ten einde 'n in-diepte ondersoek van die konsep van professionaliteit daar te stel.

Die konsep van professionaliteit is geanaliseer met behulp van die konsep-analise metode van Walker en Avant (2011), wat gebaseer is op Wilson se werk (1963). 'n Duideliker begrip van professionalisme is verkry deur die gewone en professionele betekenis van die konsep te ondersoek deur die gebruik van 'n sistematiese literatuursoektog.

Kwalitatiewe inhoudanalise het gelei tot die identifisering en isolering van die sleuteleienskappe van die konsep van professionaliteit. Tematiese analise het bygedra tot 'n verdere verwerking van die data in kategorieë met soortgelyke eienskappe, gevolg deur kwantitatiewe inhoudsanalise waar die betekenis van die konsep in terme van frekwensie wat die meeste met die konsep geassosieer word, uitgebeeld is. Daarna is 'n konnotatiewe definisie geformuleer. Insig in die betekenis van professionalisme is verkry deur die gebruik van model-, kontrasterende en grensgevalle.

Die studie het baie definisies van professionaliteit met oorvleuelende eienskappe geïdentifiseer, maar toe erkende eienskappe van professionaliteit saam gegroepeer is, was 'n presiese definisie van professionaliteit nie maklik om te identifiseer nie. Die konsep van professionaliteit is gedefinieër in die konteks van die verpleegprofessie en die doel van die studie is effektief bereik.

Die bevindings van hierdie studie verskaf die geleentheid vir verdere navorsing, onderrig en aanbevelings vir die verpleegpraktyk.

[**Sleuteltermes:** profession, professional, professionalism, professionalism in nursing, concept analysis]

# CHAPTER 1:

## OVERVIEW OF THE RESEARCH STUDY

### 1.1 INTRODUCTION

The concept of professionalism is multifaceted in nature and, in spite of much research done in this field, it is still poorly conceptualised (Grinspun, 2007:22). This study sets out to perform an extensive concept analysis of professionalism in nursing to obtain greater understanding of the defining characteristics thereof.

As a point of departure, the following definition will be used as a working definition to direct the deliberations of this study:

Professionalism is:

*“The following of a profession as an occupation, which is different than amateurism or practicing a hobby. Professionalism refers to the standing, practice and methods of a professional as distinguished from a hobbyist. It means meeting a due date even if one would rather be somewhere else having fun. Professionalism means working with others in spite of having personal problems and having the others never suspect that anything was wrong. It is putting oneself above the fray. Professionalism means having spirit and having a love of the profession. Professionalism is something that is practiced every day. It is something that practitioners live and breathe”. Walter (2011:20).*

The chapter commences with the background and rationale for the study, which provides clarity to the research problem. Hereafter the purpose of the study and a discussion of the paradigmatic perspective of the researcher are given. A proposed methodology and methods section is then provided.

---

## 1.2 BACKGROUND TO AND RATIONALE FOR THE STUDY

Professionalism in nursing is believed to occur largely, but not entirely, during the period students are in basic nursing programmes and continued after graduation when they enter nursing practice (Karaoz, 2005:38). During the process of professionalisation students learn what it means to be a nurse and develop their own professional personae and personal interpretation of the nursing code of ethics. Nursing students depend on the support, guidance, supervision and caring of registered nurses in clinical practice to develop into confident and capable practitioners (Mabuda *et al.*, 2008:25). In addition to this, professional socialisation occurs along a continuum of growth, through exposure to clients, university educators, clinical educators, other professionals and fellow students (McAllister, Lincoln, McLeod & Maloney, 1997:82).

A variety of role models shape the development of the student's professional character, attitude and behaviour (Van Mook *et al.*, 2009:109). Students critically observe registered nurses and make decisions about whether they want to nurse in similar ways (Day *et al.*, 2005:642). However, the challenges in the work environment and other unfavourable circumstances such as staff shortages hamper the registered nurses' demonstration of professionalism, which impact on students who view the registered nurse as a role model. Therefore, registered nurses should demonstrate appropriate professional behaviour at all times and under any circumstances, as they are instrumental in socialising their younger colleagues in either a positive or negative way. Price (2008:18) adds to this and indicates the role of other nurses in practice settings and mentors within the profession on students' professional socialisation. It follows that if students are professionally socialised through appropriate role models early in their educational programme, nursing care in the country could be at a much higher standard.

As students learn what it means to be a nurse amidst the realities of the practice setting, they also start to construct a personal and professional identity of themselves as a nurse (Stockhausen, 2005:11). This process includes the integration of new knowledge, skills, values and attitudes to become a safe and competent nurse. However, preparation to practice a profession is a complex process that requires students to learn the skills and knowledge to take up the norms and traditions of their chosen profession that were needed for functioning within the social context of the group (Parsons & Griffiths, 2007:32).

---

In spite of general agreement on the importance of professional socialisation of nursing students and the urgent need to increase the level of professionalism of nurses in South Africa, professionalism in nursing is poorly conceptualised (Registered Nurses' Association of Ontario, 2007:21). Without a clear conceptual and operational definition, instruments might lack validity.

A better understanding of the concept of professionalism in the context of nursing would also reveal more information about professionalism in nursing that could be used in collaboration with existing instruments to formulate an instrument that would effectively measure a wider range of attributes that the professional should demonstrate leading to professionalism.

Instruments to measure the level of professionalism in nursing are often based on agreement between experts on the characteristics of professionalism. The work of Flexner since the early 1915's is still used to define professionalism (RNAO, 2007:21). However, when one look at the work of Flexner, it is clear that the definition lacked clarity and validity from the start, recognising the important work Flexner has done in the field of Higher Education. The Revised Nurses Professional Values Scale (NPVS-R) developed by Weiss and Schank (2000) was derived from the Code of Ethics of the American Nurses Association and was designed and used to measure professional nursing values and enhance professional socialisation (Weis & Schank, 2000:201). Lastly, the RNAO (Registered Nurses Association of Ontario) Best Practice Guideline for Professionalism identifies eight key attributes and strategies for nurses to achieve these attributes with the aim of providing the best evidence to support the formation of thriving working environments (RNAO, 2007:28-42).

### **1.3 STATEMENT OF THE PROBLEM**

The media reports incidents where nurses are portrayed as uncaring and unprofessional on a daily basis. While ethos and professional practice are an inherent part of the nursing curriculum, the professional and ethical norms demonstrated by many nurses appear in the work environment are questionable. A better understanding of the concept of professionalism and the underlying attributes can inform the nursing curricula and the continuous assessment of professional socialisation of nursing students and professional nurses.

Nursing students are being professionally socialised when exposed to many key individuals who play a vital role as role models in the clinical environment (Price, 2008:18). This exposure facilitates the incorporation of values, attitudes and culture inherent to professional nursing.

Although much has been published in the field of professionalism in nursing and other health professions, the concept remains poorly understood and the operational definition remains unclear. Poor conceptualisation and operationalisation of the concept limits the content and construct validity of measuring instruments. Therefore, understanding the concept of professionalism by means of a concept analysis will enable researchers to develop a valid measuring instrument that can assist educators to measure the growth and development of professionalism or the lack thereof during the years of education.

## **1.4 RESEARCH QUESTION**

Against the background and statement of the problem the following question arises:

How can professionalism within nursing be conceptualised?

## **1.5 AIM AND OBJECTIVE OF THE STUDY**

The overall aim of the study was to define professionalism within the nursing profession. To achieve this aim the following objective was set:

To conduct a concept analysis of professionalism in order to construct a connotative (theoretical) definition in nursing

## **1.6 PARADIGMATIC PERSPECTIVE**

### **1.6.1 META – THEORETICAL PERSPECTIVE**

#### **1.6.1.1 Man**

As a Hindu, I departed from the philosophy that God created man like He did all other creations on Earth. I believe that Man is one of God's glorious and beautiful creations. Therefore man must be respected, treated with the utmost care, kindness, love and dignity and be seen as a unique individual. The great Hindu swami, Swami Sivananda's teachings indicated that, all is God and God is all, therefore, love all, be kind to all because all are God only.

---

As an individual, each man has the potential to contribute to his life, the life of others and the world around him. Man has several encounters in his life and each encounter accounts as a learning experience. This experience may contribute negatively or positively to his existence. Man's individual experiences may be learning tools for fellow men. It is also important to remember that the way in which one individual experiences a situation may be different to the way another experiences that same situation and this is the beauty of uniqueness and originality.

I believe that man has various aspects to his life and in order for him to be a balanced individual; these various aspects need to be fulfilled. Man has a physical, religious, psychological and social aspect to his life. At any given time, irrespective of the context in which he is functioning, it must be remembered that, in order to make man feel whole, all these aspects of his life require attention.

I believe that God is in every man. No man can thus live without God. If people love and show utmost respect for each other as they love and respect God, then I believe there would be eternal peace and joy on earth. If we show love and respect to others, we will receive this same love and respect in return. However, if you are disrespectful then you will receive the same in return. I believe, most importantly in the context of respect, man must respect himself first before expecting others to respect him.

Man must live a righteous life at all times. One of the well known Hindu scriptures, The Mahabharata, tells the story of the Great Lord Krishna and reveals the rules of correct conduct that every human being should follow. Irrespective of the situation we as humans are faced with, I believe that our own or an institution's code of conduct must be followed. These rules help to guide us throughout our life, even in the working environment. These codes of conduct help us to live a more righteous life.

I believe that man's belief in God helps him to fear the negativism that he encounters daily. Man is able to distinguish wrong from right and make proper decisions. Through belief in God, man can appreciate the beauties around him and be grateful for the small wonders he experiences or encounters. Within this framework the meta-theoretical statements of man, health, environment, professionalism and nursing will be defined.

---

For the purpose of this study, man refers to the registered nurse, who is created by God and must be respected, treated with great care, kindness, love and dignity. The registered nurse is a unique individual like any other and is capable of making great contributions to others in the environment and also learning from those in his/her environment. It is therefore important that nursing students should be groomed to become a competent, compassionate, empathetic and contributory individual to all around him/her as God has intended.

### **1.6.1.2 Environment**

The environment refers to the registered nurses' workplace. In this environment the nurse works with many different individuals who have different personalities, values, skills and stresses. The environment is part of man and man is part of the environment. Man depends on the environment for his existence.

The environment and man can have both a negative or positive effect on each other. I believe from a biological perspective, man must respect and take care of the environment to ensure his well-being is maintained and that he is able to sustain his life. The natural environment provides human beings with an abundance of clean air, water and food to live a healthy life. If man robs the environment of the natural resources or does not preserve these resources, it will have disastrous consequences for his survival. As the registered nurse is in constant interaction with the external environment, it will have an impact on his/her performance and professionalism in that environment.

I believe ultimately that every person has a special and vibrant relationship with the environment. This relationship has a great impact on his health status and existence. Man must view the environment as an extension of him and must realise that any harm he inflicts on the environment is a threat directed at him.

One of man's basic needs is to feel loved and to feel that he belongs, that he is part of a society, community, family or group. Similarly, the registered nurse needs to feel that he/she belongs to the professional group and to be recognised as a professional. Man interacts on a social level with his fellow human beings in his social environment. During these interactions, new relationships are formed, knowledge and experiences are shared and new information is discovered.

---

### **1.6.1.3 Nursing**

I believe that nursing means to nurture, to be empathetic, respectful, understanding and compassionate to fellow human beings throughout their existence. It is the art of caring for those in need of health care and advice. Caring and compassion are the core components in nursing. This is accompanied by the specialised skill and procedures which are scientifically based that allow the nurse to function optimally, thereby rendering quality service standards to the person. Nursing plays a vital role in the health care system because the nurse spends a great amount of contact time during the day and night with the client or patient. Nursing is the merging of theoretical and practical components that must work in harmony to offer proper service delivery to all in need. I believe that nursing requires individuals who are dedicated, passionate, hardworking and selfless people that are willing to go the extra mile and endure long working hours.

### **1.6.1.4 Professionalism**

There is a need for a clear definition of the concept of professionalism in nursing and therefore I acknowledge that I entered this study with an understanding of professionalism, based on experience and knowledge. I believe that professionalism requires individuals to firstly belong to a profession that is guided by a set of rules and regulations or a code of conduct. The individual is required to adopt and internalise the norms, values and appropriate behaviours as stipulated by that profession. A profession is the result of a tertiary education, which requires the individual to study a specific body of knowledge and to acquire skills to be recognised as a professional. To maintain the status as a professional, the individual should continue to acquire new knowledge and practice his or her profession according to the code of the profession. Through the socialisation process, the individual is assisted to assimilate the values, norms and culture of the profession.

### **1.6.1.5 Health**

I believe that health is the harmonious functioning of the human body which encompasses the biological, psychological, social and spiritual aspects. The health of the human being must be viewed holistically throughout the life span. In this study the performance of the professional nurse may be hampered if he/she experiences an imbalance in his/her own health. This disharmony may manifest in a decreased level of professional behaviour.

---

To summarise my meta-theoretical perspective, I believe that man reacts individually and uniquely to situations and experiences that occur in his environment. The environment has a great influence on man's existence. The natural environment and the environment created by man, shapes his personality, values, norms and beliefs. Through his experiences, he develops, matures, and becomes confident and responsible. However, these experiences may also impact negatively on his physical, emotional, spiritual and social existence. Through his interactions with the environment and society, man discovers new knowledge daily. I believe similarly, that nurses are exposed daily to new and challenging health care situations. How they react and perceive these experiences contributes to the vast body of knowledge of the profession. In this way they are being socialised into the culture of nursing and health care.

I approached this study based on my philosophy as described above, in particular the choice of research methods.

### **1.6.2 EPISTEMOLOGICAL PERSPECTIVE**

Every research endeavour is based on general underlying assumptions about what constitutes valid and good research and which research methods are appropriate (Gray, 2009:8-9). The researcher views good research as that research that is conducted rigorously. Ethical considerations must be adhered to at all times and in every aspect of the study honesty must be demonstrated. A thorough investigation must be done to ensure that the appropriate evidence is obtained which will best answer the proposed research question, support the study and provide appropriate recommendations for future research.

### **1.6.3 METHODOLOGICAL PERSPECTIVE**

This study is embedded in theory development and because of the poor understanding of the concept of professionalism, concept analysis of professionalism in nursing was chosen.

## **1.7 RESEARCH DESIGN AND METHOD**

A qualitative, explorative, descriptive and contextual research design was used for an in-depth examination of the concept of professionalism. Both the ordinary and the professional meaning of the concept were examined to obtain a clearer meaning of the concept in the context of the nursing profession.

### **1.7.1 THEORY DEVELOPMENT**

One of the basic approaches to theory development is concept-analysis. The aim of analysis is to *clarify and refine a concept that is already present in the literature, "...but the theorist wishes to understand them better by taking them apart, examining the parts, and putting them all back together again"* (Walker & Avant, 2011:155). In this way the strengths and weaknesses of the concept can be determined to further build theory. In this study the aim of the concept analysis was to examine the structure and function of the concept professionalism within the context of nursing.

## **1.8 METHOD: CONCEPT ANALYSIS**

A rigorous process of concept analysis was conducted according to the eight steps recommended by Walker & Avant (2011:159), whose work is based on that of Wilson (1963) work. Table 1.1 on the following page explains these steps.

**Table 1.1: Concept Analysis Procedure**

<b>Steps</b>	<b>Clarification and application for this research study</b>
Step 1: Select a concept	The concept of professionalism is poorly understood although much research has been done in this field. Once this concept is clarified and well understood by researchers, it would be possible to operationalise its defining attributes more effectively in order to develop and construct a valid instrument that can be used to assess and monitor professionalism in nursing students and nurses.
Step 2: Determine the aims and purposes of analysis	The aim of this study was to define the structure and function of the concept of professionalism. The aim of this step in particular was to analyse the concept of professionalism and to determine the identifying characteristics (connotations) of the concept in order to clarify its meaning and develop a theoretical definition, identify the empirical indicators and synthesise a definition.
Step 3: Identify all the uses of the concept	<p>In this step the aim was to obtain an overview of all the possible uses of the concept i.e. both scientific and ordinary.</p> <p>All uses of the concept of professionalism within different professions, including the nursing profession, were considered. An in-depth search for the definition was conducted using various databases and sources, with the aim of obtaining information on the defining attributes of the concept.</p>
Step 4: Determine the defining attributes	<p>The aim of this step was to identify the defining attributes of the concept that appear repeatedly in order to differentiate it from other similar or related ones. Sometimes a large number of possible meanings are obtained but the most useful one in relation to the aims of the analysis must be chosen (Walker &amp; Avant 2011:162; Cronin &amp; Coughlan, 2010:66).</p> <p>The characteristics (connotations) of professionalism must be identified from the ordinary and professional meanings to obtain a clear overview of the possible meanings and the most useful ones must be chosen.</p>

<p>Step 6: Identify additional cases such as: borderline, related, contrary, invented and illegitimate cases;</p>	<p>The aim of this step is the construction of a borderline, related, invented and contrary case.</p> <p>These cases were constructed to provide examples of 'not the concept' and to promote further understanding of the concept discussed.</p> <p><i>Borderline</i> cases are examples that contain most of the defining attributes of the concept examined but not all of them. These cases are inconsistent in some way and therefore help clarify our thinking about the defining attributes of the true concept.</p> <p><i>Related cases</i> – instances of the concepts related to the concept studied that does not contain all the defining attributes. They are similar to the concept being studied and in some way connected to the main concept. Related cases help understand how the concept studied fits into the network of concepts surrounding it. Related cases are those cases that demonstrate ideas that are very similar to the main concept but differ from them when examined closely.</p> <p><i>Contrary cases</i> – clear examples of 'not the concept' An example of what the concept is not.</p> <p><i>Invented case</i> – constructed using ideas outside our own experience (like science fiction). Often to get a true picture of the defining attributes the concept must be taken out of its ordinary context and put into an invented one.</p> <p><i>Illegitimate case</i> – these cases give an example of the concept used improperly or out of context.</p> <p>Once model cases were constructed, the defining attributes were compared to ensure that all defining attributes have been covered and there are no overlapping attributes and no contradictions between the defining attributes and the model cases (Walker &amp; Avant, 2011:160-165).</p>
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<p>Step 7: Identify antecedents and consequences</p>	<p>Antecedents are events or incidents that take place prior to occurrence of the concept. Consequences are events or incidents that occur due to the presence of the concept (Walker &amp; Avant, 2011:160,167). The aim of identifying all antecedents and consequences was to identify underlying assumptions about the concept and to help further refine the defining attributes.</p>
<p>Step 8: Define empirical referents</p>	<p>Empirical referents are categories of real phenomena that by their presence demonstrate the occurrence of the concept (Walker &amp; Avant, 2011:168-169).</p> <p>An operational definition for professionalism was developed at this stage.</p>

## 1.9 DATA COLLECTION PLAN

A pre-defined search strategy as used in a systematic review was followed to find comprehensive information on the different uses of the concept of professionalism.

### 1.9.1 SEARCH STRATEGY

A systematic way of searching literature was followed to obtain all possible meanings and attributes of the concept of professionalism in the general (non-scientific) and scientific literature. Dictionaries were used to find the ordinary uses and meanings of the concept, followed by a search in scientific dictionaries, research literature and text books to obtain the professional meaning of the concept more especially its meaning in the context of the nursing profession.

The search strategy included purposively selected databases using specific keywords, narrowing publications to English only. Initially the search focused on electronic dictionaries. Definitions were searched and extracted, by using keywords such as professionalism, professional and profession. To obtain the definitions of a professional nature scientific literature was searched. The database and platforms available on the library website of the North-West University were purposively selected and the following were used: SAE Publications, EbscoHost, and Science Direct. Proquest was used to find dissertations and theses. Electronic and hard copies of books, journals, theses and dissertations were searched

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to ensure that both published and unpublished studies were included in which the words professionalism emerged, especially in respect of the nursing student. The search strategy was further refined with the help of an expert librarian at the North-West University – Potchefstroom Campus.

No time span was set during the searches, which allowed for information from the least to the most current and valuable information are accessed to view so as to ascertain better understanding of professionalism. This also created an opportunity to compare the meanings of professionalism at time of inception, many years ago and currently. Walker and Avant (2011: 157) emphasise the tentativeness of the meaning of a concept within a specific point in time. The researcher therefore tried to gain an understanding of the concept of professionalism in its widest sense.

Firstly, literature was searched and read to understand the ordinary meaning of the concept of professionalism. Then scientific literature on professionalism was searched. Although the decision was initially taken to exclude non-research papers such as letters to the editor, literature reviews and opinion articles in the second search, some of these documents added to the understanding of the concept and were eventually used.

## **1.10 RECORDING DURING SEARCH STRATEGIES**

During the search process a strict record of all the searches conducted in the scientific and non-scientific literature was kept. Definitions that were excluded and reasons for exclusion were documented. The table in Appendix 6 (see page 162) reflects the databases searched, the keywords used during the searches, the number of articles accessed, the number of literature applicable by title and the number of abstracts and articles used in this study.

## **1.11 DATA ANALYSIS**

Data analysis involves reducing, organising and providing meaning to the data collected. Literature, which contributed to answering the research question, was included in this study (Burns & Grove, 2005:50). The analysis of the ordinary and professional meanings of professionalism, including their relation to the nursing profession followed.

Key attributes were extracted from the definitions by means of a qualitative content analysis. To reduce the data further a thematic analysis was performed that assisted with similar attributes being grouped into categories of meaning. A mind-map demonstrates this reduction process (see Figure 3.3, Page 81).

The next step was to perform a quantitative content analysis that assisted in reducing the information into categories of meaning, more specifically to demonstrate the presence and frequency of attributes. This was followed by a connotative (theoretical) definition.

The results were examined, explored for significance to the research study and conclusions were formed together with implications for nursing and recommendations for further studies (Burns & Grove, 2005:50).

## **1.12 RIGOUR**

Concept analysis is a rigorous and precise process and therefore, the planning was also rigorously done to reduce the risk of researcher bias. A careful systematic process was followed that included the location and selection of literature for inclusion, critical evaluation of literature, data extraction and data synthesis (Jones & Evans, 2000:70; Walker & Avant, 2011:157).

During the search process in the study, the search strategy is clearly documented; keywords and inclusion and exclusion criteria are stipulated. This ensures that all literature relevant to professionalism is considered. An independent reviewer also decided on the final inclusion criteria and assisted with critical appraisal of the study, thereby ensuring internal validity. A comprehensive search improves credibility (Centre for evidence-based conservation, 2006:5).

To ensure reliability this study was conducted under close guidance from the supervisor, who is knowledgeable about concept analysis and a systematic approach to this method. According to Kitchenham (2004:10) two or more researchers must assess the paper to ensure reliability or when the study is done by a single researcher, he or she should consider discussing included and excluded papers with an expert panel. The School of Nursing Science Research Committee approved the study proposal, the supervisor overseen the process and an experienced independent researcher was consulted during the data analysis phase.

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## 1.13 ETHICAL CONSIDERATIONS

The researcher accepted the responsibility to conduct research of a high quality and to conduct it in an ethical manner, following the general ethical principles as outlined by Brink, Van der Walt and Van Rensburg (2012:30-43). During the study, these standards were followed throughout in respect of planning, implementation and reporting on the research. The supervisor scrutinized the proposal as well as the study, and the proposal was approved by the Postgraduate Research Committee, a body that focuses on quality assurance.

At the North-West University systematic reviews are exempted from ethical review. However, the researcher was committed to scientific honesty and ensured that it was maintained by highlighting the opposing and supporting viewpoints identified in the data collected. Copyright was respected, authors were contacted and permission obtained for their written materials used during the research study. The researcher acknowledged other individuals' ideas and work and thereby prevented plagiarism.

The resources from the North-West Library and inter-library loans were used when conducting this study and therefore the researcher accepts the plagiarism policy of the North-West University. To facilitate peer review of the entire research process, an extensive audit trail was kept of each step of the research process.

## 1.14 RESEARCH REPORT OUTLINE

**CHAPTER 1:** Overview of the research study

**CHAPTER 2:** Justification of the research design and method

**CHAPTER 3:** Attributes of professionalism

**CHAPTER 4:** Concept clarification and definition of professionalism in nursing

**CHAPTER 5:** Evaluation of the study, recommendations for practice, education and research

## **1.15 SUMMARY**

In this chapter the background and statement of the problem were argued in respect of professionalism in nursing and an overview of the study methodology was given. The meta-theoretical, theoretical and methodological assumptions were explicitly stated and measures to ensure rigour and ethical research were outlined.

# **CHAPTER 2:**

## **JUSTIFICATION OF THE RESEARCH DESIGN AND METHOD**

### **2.1 INTRODUCTION**

Following on the overview of the study design and method in Chapter 1, this chapter discusses the method in depth and provides a justification for each of the actions. The method followed and discussed here should be seen in the light of the research question and aim of the study. The overall aim of the study was to define professionalism within the nursing profession and to conceptually define professionalism in nursing. To achieve this aim the following objective was set.

To conduct a concept analysis of professionalism in order to construct a connotative (theoretical) definition

### **2.2 RESEARCH APPROACH AND STUDY DESIGN**

The meaning of a concept is derived from many sources. A concept is a complex mental formulation of experience. Experience is the perceptions of the world, including objects, other people, visual images, colour, movement, sounds, behaviour and interactions. It is the totality of what is perceived (Chin & Kramer, 2004:61). A concept is also a word or term symbolising aspects of reality that can be thought about and communicated to others. It provides a language link between abstract thought and sensory experience. The concept name is used to denote phenomena (for instance objects, attributes, characteristics or events) that share a combination of similar characteristics that set them apart from other phenomena that do not share the characteristics (Waltz *et al*, 2010:27).

Concept analysis is also a strategy for further development of concepts. Analysis implies breaking down or pulling apart an interesting phenomenon into well-defined components with a

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view to understanding more about what it is and how it works in practice; it reflects building and re-building and presumes the essential components are identified and defined (Walker & Avant, 2011:155). During this process some significant questions are answered while some new pertinent questions are raised (Meleis, 2007:169; Tutton, Seers & Langstaff, 2009:120). Concept analysis helps to identify areas where understanding could be improved by further research. The meaning or our intention when we use the concept refers to the connotative (theoretical) definition of the concept. The denotative (operational) definition refers to the set of phenomena, entities, events, characteristics, behaviour or processes which exist in reality and which are included when we use that concept (Mouton & Marais, 1996:58-59). The context of where the concept is used contributes to the connotative meaning of a concept whereas the denotative meaning refers to the more obvious uses of a concept (Bryman, 2008:531).

Although the researcher in theory development primarily follows an inductive reasoning approach, in this study a deductive approach was first followed to extract the uses and meaning of the concept of professionalism from all the definitions found in the literature. Thereafter, a more inductive reasoning approach was followed to construct the connotative meaning of the concept.

This study was descriptive and exploratory in nature in order to search for a clear theoretical (connotative) definition of the concept of professionalism (Macnee & McCabe, 2008:167). The descriptive and contextual nature of the study focused on understanding the concept of professionalism in the nursing profession. The ordinary and professional meanings of professionalism were explored. However, emphasis was placed on exploring the meaning in the context of the nursing profession to add appropriate meaning to it in this particular context (Munhall, 2010:604; Fitzpatrick & Wallace, 2006:144).

To reach this aim information-rich and in-depth definitions of professionalism, which have the potential to clarify multiple dimensions of the concept, were needed (Polit & Hungler, 1995:14). To that extent, the research approach allowed for the discovery of new insights into the phenomenon, and identifying the concept's strengths and weaknesses (Walker & Avant, 2011: 157). The explorative nature of the study also allowed for the development of new ideas, theory and concepts (Brink & Wood, 1998:309). The researcher approached the study with a curious and open mind with a flexible and keen attitude towards accumulating information, examining new ideas and suggestions (Mouton & Marais, 1996:43; Clow & Stevens, 2009:50-51).

## **2.3 METHOD AND PROCEDURE**

A concept analysis of professionalism was conducted according to the process recommended by Walker and Avant (2011), which is based on Wilson's work in 1963. The steps of concept analysis are:

### **2.3.1 STEP 1: SELECTING A CONCEPT**

The concept that was chosen was of great interest to the researcher and associated with the researcher's line of work (Walker & Avant, 2011:160). The statement of the problem in Chapter 1 describes the researcher's interest in the analysis of the chosen concept of professionalism.

### **2.3.2 STEP 2: DETERMINE THE AIMS OR PURPOSE OF ANALYSIS**

Concept analysis should be underpinned by a sound rationale. The justification could simply be to obtain greater clarity about a concept, gain a more in-depth understanding of the concept from a theory, add to existing theory or develop an operational or theoretical definition (Walker & Avant, 2011:160; Cutcliffe & Mckenna, 2005:6).

As outlined in Chapter 1, the reason for this concept analysis was that the concept is currently poorly conceptualised and this meant that assessing the level of professionalism or any endeavour to develop interventions to facilitate professionalism in nurses might lack conceptual clarity.

Therefore, the aim of the concept analysis in this study was to critically analyse the concept of professionalism and thereby determine its identifying characteristics (connotation) and develop a theoretical definition. Based on these characteristics and definition, empirical indicators can be identified and finally, a denotative definition may be formulated, based on the method of concept analysis developed by Walker and Avant (2011:160). However, the development of empirical indicators did not fall in the scope of this study and should be addressed in further research.

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### **2.3.3 STEP 3: IDENTIFY ALL USES OF THE CONCEPT**

The unit of analysis was the definition of professionalism as it appears in the general and professional literature. A search strategy based on the way it is done in systematic reviews was followed to locate as many definitions of professionalism as possible.

#### **2.3.3.1 Search strategy**

To ensure that adequate definitions of professionalism were collected to analyse the concept, a search strategy was constructed to purposively search for definitions of professionalism as outlined below.

- Search words: professionalism, professional and profession, which assisted with obtaining more data on the concept.
- Types of data sources: textbooks, dissertations, encyclopaedias, dictionaries, journal articles and the World Wide Web.
- Databases accessible from the North-West University library: SAePublications, EbscoHost and Science Direct (international journal database), text books, journals, theses and dissertations, as well as literature obtained with inter-library loans, the World Wide Web, thesauri, dictionaries, Nexus and Scopus databases.
- Language: English.
- Year of publication: Although no time limit was set, the researcher acknowledges that the concept is prone to continuous change and may acquire new meaning over time (King & Fawcett, 1997:38). It was, however, not the aim of the study to show the influence of variables, such as socio-political structures, perceptions of clients/patients, and the wider community of health professions on the meaning of professionalism.

- Inclusion criteria for both general and professional definitions of professionalism :
  - Type of literature: Online and hardcopies of English dictionaries, textbooks, encyclopaedias, letters to the editor, handbooks, workbooks and newspapers that provided the ordinary meaning of professionalism were included.
  - Scientific journals, theses and dissertations, online and hardcopies of text books, encyclopaedias, subject specific dictionaries, periodicals, newspapers, abstracts, handbooks, workbooks, reports and letters to the editor that provided the professional meaning of professionalism were also included.
- No timeline was stipulated during the searches. This ensured access to and examination of a variety and wider range of literature sources that provided extensive information on the defining attributes of the concept of professionalism.

Documenting saturation was one way to improve trustworthiness of a study (Houser, 2008:225), and therefore the search for definitions of professionalism was continued until data saturation was achieved. Saturation in this study was accomplished at a point that definitions became repetitive and no new information on the phenomenon had been generated. Further, the search strategy provided a detailed audit trail, which was another strategy to ensure rigour in this study.

A multiple staged search strategy of electronic databases and hardcopies of books and dictionaries were followed during which the literatures were systematically searched for definitions of professionalism.

## **2.3.4 REALISATION OF THE SEARCH**

### **2.3.4.1 Stage 1: Ordinary meaning of the concept**

The initial search for the ordinary meaning of the concept involved a broad search of the North-West University e-Reference Works, especially online English dictionaries. Following this, Google Books, the World Wide Web and other online dictionaries, literature, encyclopaedias, thesauruses and hardcopies of textbooks and English dictionaries were accessed to obtain the ordinary meaning of the concept professionalism. Appendix 7 provides details of the number of English dictionaries accessed. However, a total of 50 English dictionaries (40 online dictionaries and 10 hardcopies) were used to obtain the ordinary meaning of the concept of professionalism.

### **2.3.4.2 Stage 2: Professional meaning of the concept**

Scientific literature that described the concept of 'professionalism', key words and similar terminology were clarified with the supervisor and databases were purposively selected (specific to the health care sciences). A broad search was conducted in the North-West University database (Appendix 3), including EbscoHost, Scopus, SAePublications, Google Scholar, JStor, Proquest (Dissertations and Thesis), Science Direct, Nexus-SpringerLink and Emerald, online subject-specific dictionaries, thesaurus, encyclopaedias, Google books and hardcopies of text books.

The following key words were used in stage 2 of the search:

- *Professionalism*
- *Professionalism\**
- *Professional*
- *Professional\**

During stage two, there were still large search results with most of the databases used, however the results in some databases proved to be rewarding in finding new uses of the concept of professionalism.

### **2.3.4.3 Stage 3: Further searches**

Since stage 2 still provided large search results with some databases, the researcher now focused on narrowing the search further during stage 3 using the same databases as in stage 2. Additional specific title searches were done including the combination of keywords in AND / OR options:

- Professionalism IN professions
- Professionalism AND nursing
- Professionalism AND all professions

The professional meaning of the concept became more focused during this stage. This process of searching for relevant literature enhanced the specificity and sensitivity of the search in

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scientific literature. Appendix 4 (Page 159) outlines the results of the third stage of the search strategy.

#### **2.3.4.4 Final Search**

The professional meaning of the concept required to be narrowed further, which was achieved in this final stage in which title searches and options were used as follows:

- Define professionalism in nursing
- Professionalism in nursing
- Professionalism and health professions
- Professionalism in health sciences
- Define professionalism
- Professionalism\*and nur\* and/health.

These title searches and options resulted in availability of more scientific literature to be viewed that provided more details about the concept of professionalism. Appendix 5 (Page 160) shows the results of the final stage of the search. Appendix 6 (Page 162) provides information on the literature sources used for this study once the suitable literature was thoroughly examined by titles first, then the abstracts and the articles. The results of the search strategies eventually lead to the researcher using 55 sources to add to the ordinary meaning of the concept, and 107 sources for the professional meaning of the concept professionalism. A total of 162 sources were eventually used for the study, from which 162 definitions of the concept of professionalism were extracted as annotated in the presentation below (3.4).

## **2.4 STEP 4: DETERMINE THE DEFINING CHARACTERISTICS**

The process of analysis started during this step of concept analysis and involved an iterative process of deductive and inductive reasoning. Walker and Avant (2011:161-162) describe this type of reasoning as activities of dissecting or breaking down and reduction of a complex whole into parts in order to clarify the meaning of a concept. Inductive and deductive reasoning

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strategies were iteratively used as a means to theoretically define the concept of professionalism in nursing. It was used as a means to describe the characteristics of the concept.

The process method, known as the IDLE™ (inductive and deductive logic evidence), was coined by Klopper (Klopper, 2010:300) and is a process where logic reasoning is iteratively used with deductive and/or inductive reasoning generating concluding statements or conclusions from the empirical data or literature. During the process of analysis the researcher used thematic analysis that is qualitative in nature. The aim of this method of analysis was to identify the various uses of the concept and extract attributes of the concepts as it appear in the definitions (Walker & Avant, 2011:162-163; Lewis-Beck *et al.*, 2004:186) (see Chapter 3). By selecting relevant definitions of professionalism the researcher identified all the possible uses of the concept in ordinary and professional literature. Attributes of professionalism that appear time and again in the definitions, were identified. These attributes are described as the defining attributes of professionalism. Walker and Avant (2011:161-162) describe the identification of key attributes as the ‘heart of concept analysis’.

Secondly, attributes that appeared most frequently in the literature, was identified by means of a quantitative content analysis that involved the systematic and objective reduction of the data into a set of categories of attributes that represented the presence and frequency of the attributes. This is expressed numerically in Chapter 3 (Table 3.4). This part of the process was primarily deductive in nature and more structured (Waltz *et al.*, 2010:279). Figure 2.1 illustrates the process of logic followed by outlining the iterative process of deduction and induction until a point is reached that concluding statements can be formulated. The concluding statements are the result of both deductive and inductive logic and contribute to the final definitions and model case of professionalism as it applies to nursing. Content analysis helped in refining the key attributes of professionalism.

The researcher synthesised a connotative definition of professionalism based on concluding statements that were developed from the quantitative and qualitative data (definitions and attributes of professionalism). This ‘new’ definition and the characteristics of professionalism provided the opportunity to distinguish it from another similar or related definition of professionalism (Walker & Avant, 2011:162).

## Deductive Reasoning

- Ordinary and professional use of the concept of professionalism
- Key characteristics of professionalism
- Antecedents and consequences
- Concluding statements

## Inductive Reasoning

- Illustrative cases of professionalism (model case and alternative cases)
- Refined definition with key characteristics

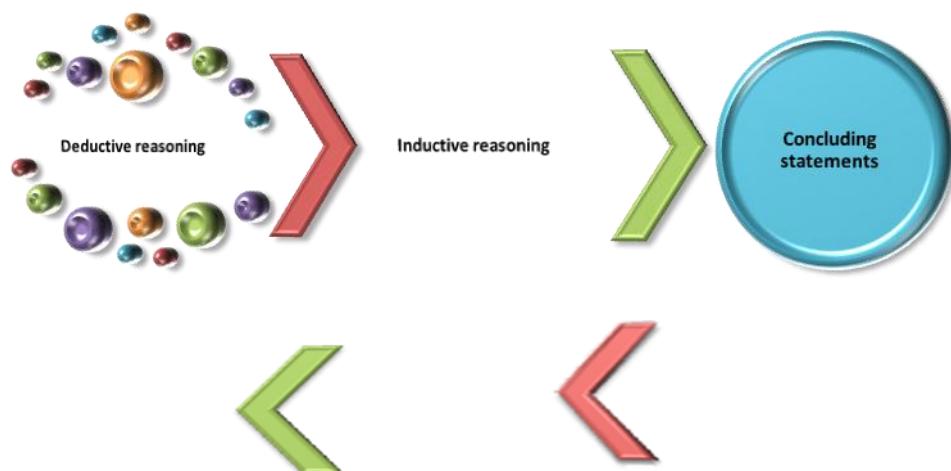


Figure 2.1 Application of IDLE

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## **2.5 STEP 5: IDENTIFY A MODEL CASE**

The synthesis of the new definition of professionalism and its key characteristics formed the basis for the next three steps of concept analysis. A model case is an example in reality of the use of the concept and includes all the critical characteristics of a concept. A model case can be viewed as a pure case or example of the concept (Walker & Avant, 2011:163-165) and used primarily inductive reasoning. Once the defining attributes of professionalism had been identified, a model case was developed to truly illustrate professionalism (see Chapter 4).

## **2.6 STEP 6: IDENTIFY ADDITIONAL CASES**

Additional cases comprise borderline, related, invented, illegitimate and contrary cases. These cases are not precisely the same as the concept of interest but similar to it or contrary to it in a certain way or approach. Identification of these cases will facilitate making better decisions about which defining attributes or characteristics mostly correspond to the concept being studied (Walker & Avant, 2011:163-165). An additional case is presented in Chapter 4.

## **2.7 STEP 7: IDENTIFY ANTECEDENTS AND CONSEQUENCES**

Neither antecedents nor consequences can be defined as attributes. However, antecedents and consequences allow for the defining attributes to be additionally refined and to gain further understanding of the social context in which the concept is generally used. Antecedents are events or incidents that must happen before the occurrence of the concept and consequences are events or incidents that transpire following the occurrence of the concept (Walker & Avant, 2011:160,167). The definition of professionalism was further defined following these three steps.

## **2.8 STEP 8: DEFINE EMPIRICAL REFERENTS**

Empirical referents will illustrate how the concept demonstrated, noticed or measured in practice. The empirical referents identified will permit the nursing student or the nurse educator to recognize the defining characteristics of professionalism in him/her and other nursing

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colleagues. The professional nurse may also demonstrate assimilation of the defining characteristics that are revealed once it has been adopted. The defining attributes of the concept may be used as foundations for development of an instrument that will allow the nurse practitioner to ascertain his/her level of professionalism. Professionals may then be able to reflect and make improvements in respect of behaviour modification. Thus, they can help to improve their level of professionalism and eventually contribute to improving standards in nursing and strengthening the image of the nursing profession. However, for the aim of this study, this last step of concept analysis was not included and remains to be addressed by further research.

## **2.9 RIGOUR**

Gerrish and Lacey (2010:24) refer to rigour as the strength of the research design in terms of making certain that all procedures have been thoroughly followed and that every possible confusing factor has been removed. Using clear argumentation supported by evidence the researcher strived to formulate conclusions that are trustworthy or dependable.

Trustworthiness is therefore the manner in which the researcher can convince him/herself and the reader that the research findings are valuable enough to consider and issues of accuracy and quality must be noted when planning and conducting the research to ensure readers take the work seriously (Lincoln & Guba: 1985:290; Pitney & Parker, 2009:62). Trustworthiness of this study should be judged by how competently it was performed, according to the norms and standards of a discipline and by how ethically it was conducted (Rallis *et al.*, 2007:405). The search was comprehensively done using the strategy usually used in systematic reviews.

The researcher used Lincoln and Guba's approach of truth value, applicability, consistency and neutrality in this study (Lincoln & Guba, 1985: 290).

### **2.9.1 TRUTH VALUE**

Truth value is defined as the truth or falsity of a proposition or a statement (Macnee & McCabe, 2008:172; Klopper, 2008:69) and refers to the confidence the researcher and the users of the research have in the truth of the findings of the study. Truth value is obtained by using the

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strategy of credibility and the principles of prolonged engagement, triangulation, peer examination/group discussion, negative case analysis and member checking (Klopper, 2008:69). More specifically, credibility in this study was ensured by searching various resources related to the concept of professionalism, for example books, journals, encyclopaedias, dictionaries and the World Wide Web. Scholarly and academically approved literature was consulted including the North-West University database which provides authenticated material both nationally and internationally.

To reach this aim the researcher used keywords related to the concept to search for definitions, namely: *professionalism*, *profession* and *professional*. Searches were directed at professionalism as used in general terms as well as it is used in the nursing profession. However, to first get a better understanding of the meaning of the concept as used by other professions the search for its meaning in professional context, were also sourced. Other professions included in the search were Law, Medicine, Social Work, Police, Engineering, Business and Commerce. When new definitions (data) rendered no new insights to the concept of professionalism the point of data saturation has been reached (Grady, 1998:26). Data saturation was achieved earlier but the researcher kept on reading definitions in depth to convince her that further reading produced a redundancy of data.

The use of a variety of data sources in the study enabled the researcher to develop a full and rich interpretation of the data (Ridenour *et al.*, 2008:58) and consequently a better understanding of the concept of professionalism. Triangulation of the data sources also contributes to a higher level of rigour (Patton, 2002:247).

The researcher also used two techniques in the data analysis. Using both a qualitative content analysis and a quantitative analysis is known as triangulation of data analysis methods and again strengthened the trustworthiness of the study.

As an effort to further increase the credibility of the concept analysis, the researcher tried to avoid the common pitfalls of concept analysis as outlined in Walker and Avant (2011:171-172) and described by Wilson (1963):

1. The tendency to moralise the concept: the researcher discussed the analysis with the supervisor and peers when she was unsure as professionalism also had a personal meaning to her.

2. I continuously had to fight the feeling of being overwhelmed with the complexity of the analysis and the amount of time it took to come to an in-depth understanding of the concept.
3. The feeling that concept analysis is too easy: I underestimated the time it took to get into the depth of understanding the meaning of professionalism and to do the writing up of my findings.
4. The compulsion to keep on adding new meanings and not knowing when to stop: the supervisor had an important role to play in guiding the researcher as to stopping prematurely with the analysis, but also not going on forever.
5. The need to protect oneself from the criticism of others: the review process followed by the School of Nursing Science and its Research Committee; and the supervisory process created a scholarly environment in which my work could be discussed and refined without fear.
6. The feeling that verbal facility equals thinking: as a non-English writer the danger was that one focuses too much on using language and words correctly that one lose sight of the true meaning of the concept. A language expert was essential during the process of writing.
7. An attempt to add superfluous defining attributes: this problem could have caused confounding results and was avoided by deciding when no additional meaning could be added by adding new attributes and to know when to stop. The supervisor was crucial in guiding this process.

Walker and Avant (2011:172) mention a bit tongue in the cheek: "Although any or all of these pitfalls may potentially hinder analysis, a little risk taking, a sense of humour, and a low anxiety level are all helpful in the process of analysis".

### **2.9.2 APPLICABILITY**

The extent to which the findings of a particular inquiry have applicability or transferability to other contexts or subjects contributes to trustworthiness of a study (Lincoln & Guba, 1985:290). A purposive sampling method was used to obtain deeper understanding of the concept of professionalism. The researcher conducted an extensive literature search using various data sources to obtain broader information on the concept as it is used in general and professional literature. The concept analysis process used, assisted in exploring and clarifying the defining characteristics of professionalism and to sharpen the definition used.

When information on the concept of professionalism was repeated and no new information surfaced, the researcher acknowledged that saturation was achieved. The deeper understanding of professionalism in the context of nursing provides the foundation for transferability or applicability to other settings or situations. As Lincoln and Guba (1985:316) argue, it is not the researcher's task to provide an index of transferability but it is the researcher's obligation to provide a deep insight and understanding of the subject under study that allows the potential users or readers to make transferability possible.

### **2.9.3 CONSISTENCY**

For a study to be judged dependable (alternative term to reliable) it must be consistent and accurate (Holloway, 2005:161). According to Lincoln and Guba (1985:290) consistency of a study is acquired if research findings are replicable with the same or similar subjects in the same or a similar context. The researcher used the systematic review approach during literature searches and a detailed record of the search strategy and findings were documented. This provided an audit trail of each step of the research process. This strategy enables other researchers to understand the logic followed and to enhance the change of others to arrive at similar conclusions by following this decision trail and the emerging definition could become more visible (Hays & Singh, 2011:214).

### **2.9.4 NEUTRALITY**

The researcher was committed to understand the world as it unfolds, and to be true to complexities and multiple perspectives as they emerge and be balanced in reporting both confirmatory and refuting evidence in respect of any conclusions offered (Patton, 2002:51). The role of the supervisor was to ensure that the researcher stay focused on the meaning of the definition according to the data and not be influenced by personal opinion.

## **2.10 SUMMARY**

This chapter concludes after discussing and providing justification for all the decisions taken in the research design and method used in this study, including a description of the research process, the steps of the concept analysis and rigour. This chapter is followed by Chapter 3 that

describes the concept analysis process in more detail by focusing on obtaining a theoretical (connotative) definition of professionalism.

## CHAPTER 3:

# ATTRIBUTES OF PROFESSIONALISM

### 3.1 INTRODUCTION

In Chapters 1 and 2 the motivation for selecting professionalism as focus of this concept analysis were discussed. This chapter outlines the findings of the third and fourth steps of the process and shows all the possible meanings and uses of the concept followed by its defining attributes. These two steps were essential to move towards a point where a model case, a contrary and borderline cases could be constructed, and the antecedents and consequences been described. Table 3.1 shows the focus of this chapter in relation to the concept analysis process.

**Table 3.1 Steps of concept analysis: focus of Chapter 3**

STEPS	PROCESS	FIND IN PARAGRAPH/CHAPTERS
Step 1	Select a concept	Chapters 1 & 2
Step 2	Aim and objectives of concept analysis	
Step 3	Identify all available uses of the concept	Chapter 3
Step 4	Determine defining attributes (connotations)	
Step 5	Construct a model case	Chapter 4
Step 6	Identify a borderline and contrary case	
Step 7	Identify antecedents and consequences	4.4
Step 8	Define empirical indicators (denotations)	4.6

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## **3.2 STEP 3: ALL POSSIBLE USES OF THE CONCEPT OF PROFESSIONALISM**

### **3.2.1 RESULTS OF THE SEARCH**

Appendix 5 (page 160) shows the results of the final stage of the search. Appendix 6 (page 162) provides information on the literature sources used for this study once the suitable literature was thoroughly examined by titles first, then the abstracts and the articles. The results of the search strategies eventually lead to the researcher using 55 sources to add to the ordinary meaning of the concept, and 107 sources for the professional meaning of the concept professionalism.

### **3.2.2 DATA EXTRACTION**

A total of 162 sources were eventually used for the study, from which 162 definitions of the concept of professionalism were extracted as annotated in the presentation below (3.4). The definitions that appear in these tables were then analysed.

## **3.3 DATA ANALYSIS**

As explained in Chapter 2, two methods of data analysis were used as triangulation. Firstly, a qualitative concept and thematic analysis was performed to develop an in-depth understanding of all the uses of the concept and to extract the defining attributes of professionalism. Deductive reasoning was used to identify the attributes that describe the concept of professionalism where after the attributes were grouped together in themes according to similarity. During the qualitative analysis all the definitions identified were systematically read, and replications and valid inferences or deductions from the definitions to the contexts of their uses possible were searched for (Krippendorff, 2004:3, 18). Firstly, the uses of professionalism in ordinary literature were extracted and then the uses in professional literature. The reason for this was to understand the meaning of the concept in both contexts. Walker and Avant (2011:160) recommend that all the uses of the concept are eventually used to obtain the richest meaning of the concept and to come to a 'cleaner' definition of the concept. Extensive reading was required to support or validate the attributes eventually listed as key attributes of professionalism.

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The identification of defining attributes of the concept forms the core of concept analysis. Based on the first deductive analysis (qualitative content analysis) the attributes of professionalism were ordered in terms of frequency, which also was deductive in nature. The defining attributes are those that are most frequently associated with the concept and allow the analyst the broadest insight into the concept (Walker and Avant 2011:162). These defining attributes are not absolute as they may change with better understanding of the concept.

Secondly, a quantitative content analysis ensured that the data was systematically and objectively reduced into categories to show the presence and frequency of the selected characteristics (Pope *et al.*, 2007:48), thus focussing on the meaning and uses of the concept, reflecting a more structured and deductive reasoning process (Waltz *et al.*, 2010:279).

The researcher calculated the number of times the key attributes appeared in the total number of definitions of both the ordinary and professional meanings of the concept of professionalism. The key attributes were then listed in order of appearing most often to appearing least often in the definitions, that is, 55 definitions of the ordinary meaning of professionalism and 107 definitions of the professional meaning of professionalism.

The researcher then used numerical data to group the key attributes, thereby providing an overview of the prominent and less prominent key attributes that appeared in the definitions. The key attributes were listed in descending order according to the number of times they appeared in the definitions of professionalism and were annotated by a numerical value within brackets as seen in Table 3.4.

The frequencies of the words describing the attributes of professionalism were grouped together as follows: (see Table 3.4)

- Less frequent (key words that appeared between 1 and 10 times in the definitions)
- Frequent (key words that appeared between 11 and 20 times in the definitions)
- Most frequent (key words that appeared 21 or more times in the definitions)

The final part of the analysis was the construction of concluding statements based on the evidence generated during the qualitative and quantitative analyses using inductive reasoning. Klopper (2010) describes this process of logical reasoning as IDLE™, which refers to the

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inductive-reductive logic followed to develop evidence. The evidence for this concept analysis thus followed a deductive logic at first whereby qualitative content analysis was used to discern characteristics, patterns, categories and or themes in the definitions (Waltz *et al.*, 2010:279).

## **3.4 FINDINGS OF THE QUALITATIVE ANALYSIS**

The ordinary meanings of professionalism are summarised in Table 3.2 and the professional meanings in Table 3.3. In both tables the key attributes of each definition of professionalism were extracted and appear in the right-hand column.

### **3.4.1 USES OF THE CONCEPT**

In Table 3.2 and 3.3 all the uses of the concept professionalism in both the general and professional context are highlighted.

Table 3.2 Ordinary uses of the word professionalism

No.	Definitions	Attributes
<b>G1</b>	N – The expertness characteristic of a professional person. The following of for instance a profession, sport, as an occupation; --- opposed to {amateurism) <a href="http://www.hyperdictionary.com/search.aspx?define=professionalism">http://www.hyperdictionary.com/search.aspx?define=professionalism</a> Date of access: 29:01:2012	Expertness
<b>G2</b>	Professional character, spirit, or methods; the standing, practice, or methods of a professional, as distinguished from an amateur. ORIGIN: 1855-1860; professional + -ism Dictionary.com Unabridged Based on the Random House Dictionary, © Random House, Inc.2011 <a href="http://dictionary.reference.com/browse/professionalism">http://dictionary.reference.com/browse/professionalism</a> . Date of access: 29:01:2012	Professional character, spirit, or methods of a professional
<b>G3</b>	the methods, character, status, etc, of a professional; the pursuit of an activity for gain or livelihood Dictionary.com Collins English Dictionary. Complete & Unabridged 10th Edition 2009 © William Collins Sons & Co. Ltd. 1979, 1986 © HarperCollins Publishers 1998, 2000, 2003, 2005, 2006, 2007, 2009 <a href="http://dictionary.reference.com/browse/professionalism">http://dictionary.reference.com/browse/professionalism</a> : Date of access: 29:01:2012	Character, status Pursuit of an activity for gain/livelihood
<b>G4</b>	Word Origin & History professionalism 1856, from <u>professional</u> + <u>-ism</u> .  <u>professional</u> character, spirit, or methods; the standing, practice, or methods of a <u>professional</u> , as distinguished from an amateur; following an occupation as a means of livelihood or for gain: <i>a professional builder</i> ; of, pertaining to, or connected with a <u>profession</u> : <i>professional studies</i> ; appropriate to a <u>profession</u> : <i>professional objectivity</i> ; engaged in one of the learned <u>professions</u> : <i>A lawyer is a professional person</i> ; following as a business and occupation ordinarily engaged in as a pastime: <i>a professional golfer</i> .  Dictionary.com. Online Etymology Dictionary, © 2010 Douglas Harper. <a href="http://dictionary.reference.com/browse/professionalism">http://dictionary.reference.com/browse/professionalism</a> . Date of access: 29:01:2012	

No.	Definitions	Attributes
G5	<p>Professionalism describes skill or behaviour that goes beyond what an ordinary person would have or behaving in a more formal or business-like manner. (noun)</p> <p>1. An example of professionalism is a lawyer who shows the skill customary for an attorney.</p> <p>2. An example of professionalism is a business person who is dressed in a suit and tie, has good manners and shows good business sense.</p> <p>Yourdictionary.com <a href="http://www.yourdictionary.com/professionalism">http://www.yourdictionary.com/professionalism</a>: Date of access: 29:01:2012</p>	Skill / behaviour beyond ordinary – behave formal/ business-like
G6	<p>Professional quality, status and others. The use of professional players in organized sports.</p> <p>Yourdictionary.com</p> <p><u>Webster's New World College Dictionary</u> Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley &amp; Sons, Inc. Date of access: 29:01:2012</p>	Professional quality, status
G7	<p>Noun – the competence or skill expected of a professional.</p> <p>The practising of an activity by professionals rather than amateurs.</p> <p>WordReference.com-<a href="http://www.wordreference.com/definition/professionalism">http://www.wordreference.com/definition/professionalism</a> – accessed 29:01:2012</p>	Competence Skill
G8	<p>[Mass noun] the competence or skill expected of a professional: the key to quality and efficiency is professionalism.</p> <p><u>Oxford Dictionary of English</u> in <u>English Dictionaries</u> and <u>New Oxford American Dictionary</u> in <u>English Dictionaries &amp; Thesauruses</u>) – accessed 29:01:2012</p>	Competence/ Skill expected Key to quality and efficiency
G9	<p>(Of person, organization, work) professionalità f; Sport professionalism.</p> <p>The Pocket Oxford Italian Dictionary. 2006. Oxford Reference Online. Oxford University Press. University of North West Library.</p> <p><a href="http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t66b.e20331">http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t66b.e20331</a> accessed 29 January 2012</p>	
G10	<p>n – the competence or skill expected of a professional</p> <p><u>The Concise Oxford English Dictionary</u> in <u>English Dictionaries &amp; Thesauruses</u></p> <p><a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=14&amp;q=professionalism&amp;category=t23&amp;x=26&amp;ssid=999316778&amp;scope=book&amp;time=0.560469740859361">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=14&amp;q=professionalism&amp;category=t23&amp;x=26&amp;ssid=999316778&amp;scope=book&amp;time=0.560469740859361</a></p>	Competence / skill

No.	Definitions	Attributes
G11	<p>The qualities or typical features of a profession or of professionals, esp. competence, skill.</p> <p><u>The Oxford American Dictionary of Current English in English Dictionaries &amp; Thesauruses)</u></p> <p><a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=9&amp;q=professionalism&amp;category=t21&amp;x=25&amp;ssid=846805583&amp;scope=book&amp;time=0.84708793435863">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=9&amp;q=professionalism&amp;category=t21&amp;x=25&amp;ssid=846805583&amp;scope=book&amp;time=0.84708793435863</a></p> <p>and</p> <p><u>The Australian Oxford Dictionary in English Dictionaries &amp; Thesauruses)</u></p> <p><a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=10&amp;q=professionalism&amp;category=t157&amp;x=12&amp;ssid=638238031&amp;scope=book&amp;time=0.361042466337921">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=10&amp;q=professionalism&amp;category=t157&amp;x=12&amp;ssid=638238031&amp;scope=book&amp;time=0.361042466337921</a></p>	Competence / skill
G12	<p>the skill or qualities required or expected of members of a profession</p> <p><u>The Canadian Oxford Dictionary in English Dictionaries &amp; Thesauruses</u></p> <p><a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=8&amp;q=professionalism&amp;category=t150&amp;x=7&amp;ssid=809701223&amp;scope=book&amp;time=0.266637350769269">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=8&amp;q=professionalism&amp;category=t150&amp;x=7&amp;ssid=809701223&amp;scope=book&amp;time=0.266637350769269</a></p>	Skills / qualities
G13	<p>Professionalism - Professional quality, character, or conduct; a professional system or method. In early use freq.: the characteristics of a particular profession; (now usually) the competence or skill expected of a professional.</p> <p>1856 J. Grote in <u>Cambr. Ess.</u> 88 The question of professionalism, or specialism, in education is closely connected with that of the suitable ages for different parts of education.</p> <p>1863 <u>Sat. Rev.</u> 440 Professionalism stamps its mark more deeply upon the ecclesiastical mind than upon the followers of the non-clerical, but liberal, occupations</p> <p>Oxford English Dictionary</p> <p><a href="http://www.oed.com.nwulib.nwu.ac.za/view/Entry/152054?redirectedFrom=professionalism#eid">http://www.oed.com.nwulib.nwu.ac.za/view/Entry/152054?redirectedFrom=professionalism#eid</a></p>	<p>Quality, character, conduct</p> <p>Professional system, method</p> <p>Competence / skill</p> <p>Specialism in education</p> <p>Impacts on ecclesiastical mind</p>
G14	<p>n – the expertness characteristic of a professional person</p> <p><a href="http://definitions.dictionary.net/professionalism">http://definitions.dictionary.net/professionalism</a></p>	Expertness

No.	Definitions	Attributes
<b>G15</b>	<p>the conduct, aims, or qualities that characterize or mark a profession or a professional person  the following of a profession (as athletics) for gain or livelihood  First Known Use of <b>PROFESSIONALISM</b> 1856  Merriam-Webster – Online Collegiate Dictionary – <a href="http://www.merriam-webster.com/">http://www.merriam-webster.com/</a>  Merriam-Webster Online Thesaurus – <a href="http://www.merriam-webster.com/dictionary/professionalism">http://www.merriam-webster.com/dictionary/professionalism</a></p>	<p>Conduct  Aims or qualities  Following profession  for gain/livelihood</p>
<b>G16</b>	<p>Professionalism – n. The following of a profession, sport, etc., as an occupation; -- opposed to amateurism.  Roget's Thesaurus, 1911 edition. <a href="http://machaut.uchicago.edu/?resource=Webster%27s">http://machaut.uchicago.edu/?resource=Webster%27s</a>.</p>	<p>Opposed to  amateurism</p>
<b>G17</b>	<p>pro-fes-sion-al-ism – n – the attitude, methods, or standards of a professional, esp. as opposed to those of an amateur.  Wordsmyth Educational <a href="http://www.wordsmyth.net/">Integrated Dictionary-Thesaurus</a>: online American English dictionary with an integrated <a href="http://www.wordsmyth.net/">http://www.wordsmyth.net/</a></p>	<p>Attitudes / methods/  standards  Opposed to an  amateur</p>
<b>G18</b>	<p>The status, methods, character or standards of a professional or of a professional organization.  The use of professionals rather than amateurs in any sport etc.  AllWordsDictionary  <a href="http://www.allwords.com/query.php?SearchType=0&amp;Keyword=professionalism&amp;goquery=Find+it%21&amp;Language=ENG&amp;v_PageSize=25">http://www.allwords.com/query.php?SearchType=0&amp;Keyword=professionalism&amp;goquery=Find+it%21&amp;Language=ENG&amp;v_PageSize=25</a></p>	<p>Status / methods /  character /  standards  Rather than  amateurs</p>
<b>G19</b>	<p>Professionalism – Professional quality, character, or conduct; a professional system or method. In early use freq.: the characteristics of a particular profession; (now usually) the competence or skill expected of a professional.  The practice or status of a professional, as distinguished from an amateur.  Oxford English Dictionary  <a href="http://www.oed.com/view/Entry/152052?redirectedFrom=profession#eid">http://www.oed.com/view/Entry/152052?redirectedFrom=profession#eid</a></p>	<p>Professional quality /  character, conduct  Professional system/  method  Competence / skill  Practice / status  distinguished from  amateur</p>

No.	Definitions	Attributes
<b>G20</b>	<p>20. <u>Professionalism</u> Exercise of a high <u>standard</u> of trained judgment in meeting the needs of the clients or users of a service. In most countries, professional <u>qualifications</u> are awarded by the leading professional <u>association</u>, on the expectation that competencies will be maintained through continuing <u>development</u> of <u>knowledge</u> and skills. In most professions, standards are reinforced by government licensing and by a professional <u>code of ethics</u>. The <u>American Library Association</u> (ALA) established its <u>Code of Ethics</u> in 1939. Adherence has brought some <u>librarians</u> into conflict with members of the local community and with persons of power and influence, particularly over issues of <u> censorship</u> and <u>privacy</u></p> <p>ODLIS  <a href="http://www.abc-clio.com/ODLIS/odlis_A.aspx">http://www.abc-clio.com/ODLIS/odlis_A.aspx</a></p>	<p>Exercise high standard of trained judgment to meet needs of clients or users of a service  Professional qualifications  Continued development of knowledge and skills  Codes of ethics / standards</p>
<b>G21</b>	<p>Professional character, spirit, or methods.  the standing, practice, or methods of a professional, as distinguished from an amateur  Infoplease Dictionary  Random House Unabridged Dictionary, Copyright © 1997, by Random House, Inc., on Infoplease  <a href="http://dictionary.infoplease.com/professionalis">http://dictionary.infoplease.com/professionalis</a></p>	<p>Professional character, spirit, methods  Distinguished from amateur</p>
<b>G22</b>	<p>The expertness characteristic of a professional person  UltraLingua English Dictionary  <a href="http://www.ultralingua.com/onlinedictionary/index.html?service=ee&amp;text=">http://www.ultralingua.com/onlinedictionary/index.html?service=ee&amp;text=</a></p>	<p>Expertness</p>

No.	Definitions	Attributes
<b>G23</b>	<p>n – The expertness characteristic of a professional person. Type of: expertise, expertness skillfulness by virtue of possessing special knowledge</p> <p>When you talk about the methods, characteristics, and attitudes of a person holding a job that requires higher education or advanced training, you're talking about their professionalism.</p> <p>The noun professionalism is usually used to describe the type of behaviour you would expect from a professional person. For example, showing up to work on time, and focusing on the task at hand. And not fighting with your co-workers (unless you're a professional wrestler)</p> <p>Vocabulary.com  <a href="http://www.vocabulary.com/definition/professionalism">http://www.vocabulary.com/definition/professionalism</a></p>	<p>Expertise, expertness skillfulness by virtue of possessing special knowledge</p> <p>Methods / characteristics/ attitudes</p> <p>Higher education or advanced training behaviour you would expect from a professional person, example, showing up to work on time, and focusing on the task at hand</p>
<b>G24</b>	<p>the qualities and skills that someone with a professional job is expected to have - I admired her professionalism in dealing with the task</p> <p>Synonyms or related words for this sense of professionalism* Skill, talent and ability: experience, ability, skill, power, style, equipment, technique.</p> <p><u>experience</u> - noun -knowledge and skill that is gained through time spent doing a job or activity</p> <p><u>ability</u> - noun- the fact of being able to do something; the level of skill that someone has in a particular job or activity</p> <p><u>skill</u> - noun - the ability to do something well, usually as a result of experience and training; particular ability that involves special training and experience</p> <p><u>power</u> - noun- the ability to achieve something or to make something happen ; a natural or unusual ability for doing something</p> <p><u>style</u> - noun- an attractive or impressive way of behaving or doing something</p> <p><u>equipment</u> - noun- the personal qualities that you need in order to be able to do something</p> <p><u>technique</u> - noun- the skills needed to do a particular activity, especially in sport or art</p> <p>Macmillan Dictionary</p> <p>Thesaurus entry :  <a href="http://www.macmillandictionary.com/thesaurus/british/professionalism#professionalism_5-">http://www.macmillandictionary.com/thesaurus/british/professionalism#professionalism_5-</a></p>	<p>Qualities and skills (technique)</p> <p>Talent / skill / ability (power)</p> <p>Experience / style (behaviour) / Personal qualities</p>

No.	Definitions	Attributes
<b>G25</b>	Professionalism – n – Professional status, methods, character, or standards. The use of professional performers, as in athletics or in the arts  American Heritage Dictionary of the English Language, Fourth Edition  <a href="http://education.yahoo.com/reference/dictionary/entry/professionalism">http://education.yahoo.com/reference/dictionary/entry/professionalism</a>	Status, methods, character, standards
<b>G26</b>	<u>the use of professional players in a sport</u> Macmillan Dictionary <a href="http://www.macmillandictionary.com/dictionary/american/professionalism">http://www.macmillandictionary.com/dictionary/american/professionalism</a>	Professional players in sport
<b>G27</b>	The combination of all the qualities that are connected with trained and skilled people. He praised her professionalism and dynamism. Cambridge Advanced Learner's Dictionary & Thesaurus © Cambridge University Press)  <a href="http://dictionary.cambridge.org/dictionary/british/professionalism">http://dictionary.cambridge.org/dictionary/british/professionalism</a>	Combination of all the qualities that are connected with trained and skilled people
<b>G28</b>	the <u>status, methods, character</u> or <u>standards</u> expected of a <u>professional</u> or of a <u>professional organization</u> , such as <u>reliability, discretion, even-handedness</u> , and <u>fair play</u> . The use of professionals rather than <u>amateurs</u> in any sport etc. Wiktionary  <a href="http://en.wiktionary.org/wiki/professionalism">http://en.wiktionary.org/wiki/professionalism</a>	Methods/ character/ status Character Discretion / reliability Even-handedness / Fair play Rather than amateurs
<b>G29</b>	The characteristics, ideas, or methods of professional persons; that which savours of a professional, especially when so marked as to become objectionable or offensive: specifically used of athletic sports, etc., opposed to the methods or work of amateurs. The following of a profession, sport, etc., as an occupation; -- opposed to amateurism Wordnik Century Dictionary and Cyclopedia <a href="http://www.wordnik.com/words/professionalism">http://www.wordnik.com/words/professionalism</a>	The characteristics, ideas, or methods of professional persons Opposed to methods/work of amateurs

No.	Definitions	Attributes
<b>G30</b>	<p>[mass noun] the competence or skill expected of a professional: <b>the key to quality and efficiency is professionalism</b></p> <p>the practicing of an activity, especially a sport, by professional rather than amateur players: <b>the trend towards professionalism</b></p> <p>Compact Oxford English Dictionary  <a href="http://oxforddictionaries.com/definition/professionalism?view=uk">http://oxforddictionaries.com/definition/professionalism?view=uk</a></p>	Competence, skill Quality / efficiency Rather than amateur
<b>G31</b>	<p>The qualities connected with trained and skilled people: We were impressed with the professionalism of the staff.</p> <p>Cambridge Dictionary of American English <a href="http://dictionary.cambridge.org/dictionary/american-english/professionalism">http://dictionary.cambridge.org/dictionary/american-english/professionalism</a></p>	Trained / skilled
<b>G32</b>	<p>Professionalism – n. The following of a profession, sport, etc., as an occupation; -- opposed to amateurism.</p> <p>Webster Revised Unabridged(Page: 1144 Webster's Revised Unabridged, 1913 Edition)  <a href="http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=professionalism">http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=professionalism</a></p>	Opposed to amateurism
<b>G33</b>	<p>the expertness characteristic of a professional person</p> <p>Rhymezone  <a href="http://www.rhymezone.com/r/rhyme.cgi?Word=professionalism">http://www.rhymezone.com/r/rhyme.cgi?Word=professionalism</a></p>	Expertness
<b>G34</b>	<p>The status, methods, character or standards of a professional or of a professional organization. The use of professionals rather than amateurs in any sport.</p> <p>AllWords.com Multi-Lingual Dictionary  <a href="http://www.allwords.com/query.php?SearchType=3&amp;Keyword=Professionalism&amp;qoquery=Find+it%21&amp;Language=ENG">http://www.allwords.com/query.php?SearchType=3&amp;Keyword=Professionalism&amp;qoquery=Find+it%21&amp;Language=ENG</a></p>	Status, methods, character Standards Rather than amateurs
<b>G35</b>	<p>n – the expertness characteristic of a professional person</p> <p>Mnemonic Dictionary  <a href="http://www.mnemonicdictionary.com/word/professionalism">http://www.mnemonicdictionary.com/word/professionalism</a> - WordNet® 3.0, © 2006 by Princeton University.</p>	Expertness

No.	Definitions	Attributes
<b>G36</b>	<p>– n – expertness characteristic of a professional person synonyms ( expertness, expertise)  expertness, expertise -- (skillfulness by virtue of possessing special knowledge)  professionalism -- (the expertness characteristic of a professional person)  sophistication -- (being expert or having knowledge of some technical subject; <b>“understanding affine transformations requires considerable mathematical sophistication”</b> )  LookWAY up translating Dictionary/Thesaurus  <a href="http://lookwayup.com/lwu.exe/lwu/d?s=f&amp;w=professionalism#n/4362940">http://lookwayup.com/lwu.exe/lwu/d?s=f&amp;w=professionalism#n/4362940</a></p>	Expertness, expertise Skilful / special knowledge
<b>G37</b>	<p>Professional status, methods, character, or standards  The use of professional performers, as in athletics or in the arts  The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2009. Published by <u>Houghton Mifflin Company</u></p>	Status, methods, character, standards
<b>G38</b>	<p>The term professionalism originated from a business setting referring to the way a professional should conduct themselves. Behaviour should be appropriate for the situation, usually mature and proper, attire should be business or business casual, and the person in general should be well kempt  Slang - Dictionary <a href="http://www.urbandictionary.com/define.php?term=professionalism">http://www.urbandictionary.com/define.php?term=professionalism</a></p>	Behaviour
<b>G39</b>	<p>noun – the methods, character, status, etc, of a professional  the pursuit of an activity for gain or livelihood  Collins English Dictionary  <a href="http://www.collinsdictionary.com/dictionary/english/professionalism">http://www.collinsdictionary.com/dictionary/english/professionalism</a></p>	Methods, character, status Pursuit of activity for gain/livelihood
<b>G40</b>	<p>Noun – professional quality, status, etc.  the use of professional players in organized sports  Webster’s New College Dictionary <u>Webster’s New World College Dictionary</u> Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley &amp; Sons, Inc.  <a href="http://www.yourdictionary.com/professionalism">http://www.yourdictionary.com/professionalism</a></p>	Professional quality / status
<b>G41</b>	<p>n – state of having professional qualities; state of being a professional (as opposed to an amateur)  Online Talking Dictionary  <a href="http://www.dictionarist.com/professionalism">http://www.dictionarist.com/professionalism</a></p>	Professional quality Opposed to an amateur

No.	Definitions	Attributes
<b>G42</b>	professionalism -- (the expertness characteristic of a professional person) expertness, expertise -- (skillfulness by virtue of possessing special knowledge) professionalism -- (the expertness characteristic of a professional person) sophistication -- (being expert or having knowledge of some technical subject; ``understanding affine transformations requires considerable mathematical sophistication" ) WordNet 1.7 Vocabulary Helper <a href="http://poets.notredame.ac.jp/cgi-bin/wn?cmd=wn&amp;word=professionalism">http://poets.notredame.ac.jp/cgi-bin/wn?cmd=wn&amp;word=professionalism</a>	Expertness / expertise Skilful / special knowledge Sophistication
<b>G43</b>	n – the expertness characteristic of a professional person; The following of a profession, sport, etc., as an occupation; -- Opposed to amateurism. [1913 Webster] Free Dictionary <a href="http://www.freedictionary.org/?Query=professionalism">http://www.freedictionary.org/?Query=professionalism</a>	Expertness Opposed to amateurism
<b>G44</b>	The standards, views, and behaviour of one who engages in an activity, especially sports or the arts, to make his livelihood Ologies & -isms. Copyright 2008 The Gale Group, Inc. Dictionary/thesaurus	Standards, views, and behaviour of one who engages in an activity to make a livelihood
<b>G45</b>	Having interest and desire to do a job well as holding positive attitude towards the profession are important elements in attaining a high level of professionalism <a href="http://en.wikipedia.org/wiki/Professional">http://en.wikipedia.org/wiki/Professional</a>	Interest and desire to do a job well positive attitude
<b>G46</b>	Professionalism – n – the skill, competence, or character expected of a member of a highly trained profession Encarta Dictionary: English (North America)	Skill and competence Character Highly trained
<b>G47</b>	Professional status, methods, character, or standards. The use of professional performers, as in athletics or in the arts Answers.com <a href="http://www.answers.com/topic/professionalism">http://www.answers.com/topic/professionalism</a>	Professional status, character, standards

No.	Definitions	Attributes
<b>G48</b>	Pro-fes-sion-al-ism / n. the competence or skill expected of a professional: <b>the key to quality and efficiency is professionalism;</b> the practicing of an activity, esp. a sport, by professional rather than amateur players: <b>the trend toward professionalism.</b> The Oxford Pocket Dictionary of Current English   2009   367 words   Copyright <a href="http://www.encyclopedia.com/doc/1O999-professionalism.html">http://www.encyclopedia.com/doc/1O999-professionalism.html</a>	Competence Skill Quality / efficiency
<b>G49</b>	n – the competence or skill expected of a professional Synonyms – n – expert, master, specialist. Antonyms – amateur (Trumble, 2003:771-772)	Competence Skill
<b>G50</b>	n – The conduct, aims or qualities usually of a high and consistent standard that characterize a profession or a professional person; engagement in something that is usually regarded as an amateur activity for payment or as a livelihood. (Allen, 2004:1112)	Conduct – high & consistent standard
<b>G51</b>	Professionalism – n – the skill and high standards of behaviour expected of a professional person: the dedication and professionalism of our staff (Summers, 2003:1307-1308)	Skill High standard of behaviour Dedication
<b>G52</b>	Professionalism – n – The competence or skill expected of a professional; the practicing of an activity by professionals rather than amateur (Soanes & Stevenson, 2004:1146).	Competence Skill Rather than amateur
<b>G53</b>	Professionalism – n – the skill and high standards of behaviour expected of a professional person: the dedication and professionalism of our staff. The practice of using professional players in sports. Professionalism has raised the standard of rugby immensely (Longman Exam Dictionary, 2006: 1216)	Skill High standards of behaviour Dedication
<b>G54</b>	The skill and high standards of behaviour expected of a professional person: the success of the orchestra is due to the professionalism of its members. The practice of using professional players in sports (Summers, 1995:1126)	Skill High standards of behaviour
<b>G55</b>	Professional quality, character, method, or conduct, the stamp of a particular profession. Accessed UNISA library – 19 November 2010 Little, W, Fowler, H.W & Coulson, J. 1990. The Shorter Oxford English Dictionary. 3 <sup>rd</sup> edition. Volume 2. Oxford University Press. 1680p.	Professional quality Conduct / character / method Stamp of a profession

**Table 3.3 Professional definitions of professionalism and key attributes**

No.	Definitions	Attributes
<b>P1</b>	'Professionalism is an ideology subscribed to by individuals aspiring to professional status within either an occupation or a recognized profession' (Wakefield & Fleming, 2009:248)	Ideology subscribed
<b>P2</b>	'Working definition of professionalism in social work includes, sophisticated knowledge, competence, self-efficacy and expertise in the provision of social work services, respect for and adherence to the values of the social work profession and its code of ethics, personal and professional integrity, self-understanding and self-control and social support, critical thinking, scientific inquiry and career-long learning, engagement in diversity and respect for differences, advancement of human rights and social justice and promotion of social well-being' (Cournoyer & Cole, 2010:22-23)	Sophisticated , knowledge, competence, self-efficacy and expertise respect / adherence to values and code of ethics personal/professional integrity self control / critical thinking career-long learning respect for differences social justice / social well-being engagement in diversity
<b>P3</b>	'The Institute of Health Service Management (IHSM) which represents the majority of practice managers defines a professional as someone who justifiably claims to provide an expert service that is of value to society, by maintaining high standards of education, training and practice judgment and honouring the special trust placed in them by clients, employers, colleagues and the general public. Professionalism in this context also involves the acceptance and habitual exercise of ethical values such as trustfulness, integrity, conscience, openness, transparency, honesty, loyalty and fairness' (Phillips, 2003:169)	Expert service high standards of education and training ethical values / trustfulness Integrity / Conscience Openness / Transparency Honesty/ loyalty / fairness

No.	Definitions	Attributes
<b>P4</b>	<p>'In its everyday sense, professionalism is used broadly to convey notions of technical competence, a concern to meet high standards of quality in the product or service and high ethical standards of behaviour. It also has a more specialized meaning to refer to the behaviour of occupational groups with the status or aspirations of the established profession' (Arora, 2000:348)</p>	<p>Technical competence High standards of quality service High ethical standards of behaviour</p>
<b>P5</b>	<p>A level of behaviour and performance expected of teachers as professionals. This encompasses not only the standard of their teaching, but also the application of an appropriate set of values, and conformity to an accepted code of practice Oxford Reference.com <u>A Dictionary of Education in Politics &amp; Social Sciences</u>  <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t267.e800&amp;srn=1&amp;ssid=71472704#FIRSTHIT">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t267.e800&amp;srn=1&amp;ssid=71472704#FIRSTHIT</a></p>	<p>Expected behavioural performance/level of behaviour Application of appropriate set of values Conformity to accepted code of practice</p>
<b>P6</b>	<p>The combination of qualities and conduct regarded as essential for professional practice. These include knowledge, skills, relevant competence, behavioural qualities, and values of honesty, integrity, ethical probity and capability of working well with patients or clients, colleagues, and representatives of the public.  <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t235.e3662&amp;srn=2&amp;ssid=71472704#FIRSTHIT">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t235.e3662&amp;srn=2&amp;ssid=71472704#FIRSTHIT</a>  AND Medical professionalism – The form of professionalism that is, or ought to be, a distinguishing characteristic of the medical profession. Its qualities include knowledge of basic and applied medical sciences, technical skill, and the virtues of integrity, compassion, altruism, and the quality that the great Canadian physician William Osler (1849 – 1919) described as equanimity. The same qualities are required to a considerable extent by all public health professionals.  'Medical professionalism' A Dictionary of Public Health. Ed. John M. Last, Oxford University Press, 2007. Oxford Reference Online. Oxford University Press. University of North West Library. 29 January 2012 <a href="http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t235.e2774">http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t235.e2774</a></p>	<p>Combination of qualities and conduct: knowledge, skills, relevant competence, behavioural qualities, and values of honesty, integrity, ethical probity  Knowledge of basic/applied medical sciences, technical skill / virtues of integrity / compassion / altruism</p>

No.	Definitions	Attributes
P7	<p>The <i>level</i> of excellence or <i>competence</i> that is expected of a <i>professional</i>            Business Dictionary.com  <a href="http://www.businessdictionary.com/definition/professionalism.html">http://www.businessdictionary.com/definition/professionalism.html</a></p>	<p>Level of excellence or competence</p>
P8	<p>Professionalism – exercise of a high standard of trained judgement in meeting the needs of the clients or users of a service. In most countries, professional qualifications are awarded by the leading professional association on the expectation that competencies will be maintained through continuing development of knowledge and skills. In most professions, standards are reinforced by government licensing and by a professional code of ethics            Art – Online Dictionary for Library and Information Science (2004) <a href="http://www.abc-clio.com/ODLIS/searchODLIS.aspx">http://www.abc-clio.com/ODLIS/searchODLIS.aspx</a></p>	<p>High standards of trained judgement            Meeting clients' needs            Continued development of knowledge/skills            Professional ethical codes</p>
P9	<p>Adherence to a set of values comprising both a formally agreed-upon code of conduct and the informal expectations of colleagues, clients and society. The key values include acting in a patient's interest, responsiveness to the health needs of society, maintaining the highest standards of excellence in the practice of medicine and in the generation and dissemination of knowledge. In addition to medical knowledge and skills, medical professionals should present psychosocial and humanistic qualities such as caring, empathy, humility and compassion, as well as social responsibility and sensitivity to people's culture and beliefs. All these qualities are expected of members of highly trained professions.</p> <p><u><i>The American Board of Internal Medicine's Project Professionalism</i></u> indicates the most important elements of professionalism to be: altruism, accountability, duty, excellence, honour and integrity, and respect for others.</p> <p>Professional Altruism: constitutes the essence of professionalism and is based on the rule that the best interest of patients and not self-interest is the professional obligation.</p> <p>Professional Accountability is an important element of professionalism which is required of physicians at several levels: to their patients for fulfilling the implied contract governing the patient/physician relationship, to society for addressing the health needs of the public, and</p>	<p>Adherence to a set of values – advocacy, standards of excellence, knowledge/skills, caring, empathy, humility, compassion, social responsibility and sensitivity to cultures/beliefs.            Altruism            Accountability            Duty            Excellence            honour            integrity            respect for others</p>

	<p>to their profession for adhering to medicine's time-honoured ethical precepts.</p> <p>Professional Duty can be expressed by the free acceptance of a commitment to service, availability and responsiveness when 'on call,' accepting inconvenience to meet the needs of one's patients, enduring unavoidable risks to oneself when a patient's welfare is at stake, and advocating the best possible care regardless of the patient's ability to pay. It is willingness to seek an active role in professional organizations and volunteering ones skills and expertise for the welfare of the community.</p> <p>Professional Excellence entails a conscientious effort to exceed ordinary expectations. Commitment to excellence is an acknowledged goal for all physicians and includes a commitment to life-long learning.</p> <p>Professional Honour and Integrity implies being fair, being truthful, keeping one's word, meeting commitments, and being straightforward. It also requires recognition of the possibility of conflict of interest and avoiding any situation in which the interest of the physician is placed above that of the patient or allowing personal gain to supersede the best interest of the patient. It constitutes an integral part of professionalism. The importance of professionalism in the patient/physician relationship cannot be overstated.</p> <p>Professional Respect for Others is reflected in the respect towards the patients and their families, other physicians and professional colleagues such as nurses, medical students, and residents. It is the essence of humanism, and humanism is both central to professionalism and fundamental to enhancing collegiality among physicians.</p> <p>Medical dictionary  <a href="http://www.iime.org/glossary.htm#PBL">http://www.iime.org/glossary.htm#PBL</a></p>	
<p><b>P10</b></p>	<p>The upholding by individuals of the principles, laws, ethics and conventions of their profession.</p> <p>Medical Dictionary  <a href="http://medical-dictionary.thefreedictionary.com/professionalism">http://medical-dictionary.thefreedictionary.com/professionalism</a></p>	<p>Upholding principles, laws, ethics, conventions of profession</p>

No.	Definitions	Attributes
P11	<p>Professionalism requires that the practitioner strive for excellence in the following areas which should be modeled by mentors and teachers and become part of the attitudes, behaviours, and skills integral to patient care:</p> <p><b>Altruism:</b> A physician is obligated to attend to the best interest of patients, rather than self-interest.</p> <p>Accountability: Physicians are accountable to their patients, to society on issues of public health, and to their profession.</p> <p><b>Excellence:</b> Physicians are obligated to make a commitment to life-long learning.</p> <p><b>Duty:</b> A physician should be available and responsive when 'on call,' accepting a commitment to service within the profession and the community.</p> <p><b>Honour and integrity:</b> Physicians should be committed to being fair, truthful and straightforward in their interactions with patients and the profession.</p> <p><b>Respect for others:</b> A physician should demonstrate respect for patients and their families, other physicians and team members, medical students, residents and fellows.</p> <p>These values should provide guidance for promoting professional behaviour and for making difficult ethical decisions.</p> <p><b>A Physician Charter.</b> Medical Professionalism in the New Millennium was issued jointly by The American Board of Internal Medicine, the American College of Physicians and the European Federation of Internal Medicine in 2002. Subsequently, 90 professional associations, including most of the specialty and subspecialty groups in American medicine have endorsed the Charter. The fundamental principles of professionalism are stated as (1) the primacy of patient welfare; (2) patient autonomy; (3) social justice. Professional responsibilities that follow from these principles are commitment to competence, to honesty with patients, to confidentiality, to appropriate relationship with patients, to improving quality of care, to improving access to care, to a just distribution of finite resource, to scientific knowledge, to maintaining trust by managing conflicts of interests and to professional responsibilities.</p> <p>Jonsen, <i>et. al</i>, 1998. Ethics in medicine</p> <p><a href="http://depts.washington.edu/bioethx/topics/profes.html">http://depts.washington.edu/bioethx/topics/profes.html</a></p>	<p>Altruism</p> <p><b>Accountability</b></p> <p>Excellence</p> <p>Duty</p> <p>Honour / integrity</p> <p>Respect for others</p>

No.	Definitions	Attributes
<b>P12</b>	<p>Professionalism (Engineering) – An index of professionalism may be based on ratings of such attributes as (a) the possession of a body of technical and systematic knowledge that guides professional practice; (b) an orientation of service to society rather than self-interest; (c) autonomy in rendering professional service; and (d) societal sanction of professional authority. To develop and transmit the body of technical and systematic knowledge, professional schools and training programmes are established. To contribute to the fund of professional knowledge, to promote a service orientation, and to increase autonomy in professional practice, professional associations are formed and codes of ethics are developed. To protect professional authority and enhance occupational prestige, societal sanction is sought in various forms, such as the licensing of graduates and the exercising of control over the curricula of professional schools.</p> <p>Encyclopaedia. com <a href="http://www.encyclopedia.com/topic/engineering.aspx#1">http://www.encyclopedia.com/topic/engineering.aspx#1</a></p>	<p>Technical and systematic knowledge Service to society Autonomy Professional service Societal sanction Professional authority</p>
<b>P13</b>	<p>Throughout the literature on professionalism, certain traits are consistent across many disciplines in regard to its practice; among these are excellence, duty, advocacy and service. Professionalism is defined in many ways, yet a central theme in all of these definitions suggests that professionals are fluid, meaning that it rests on a continuum of practice through one's career and requires an individual regardless of the individual's discipline – to maintain high standards of excellence (Bensley &amp; Brookins-Fisher, 2009:52)</p>	<p>Traits – excellence, duty advocacy, service Individual maintenance of high standards of excellence</p>
<b>P14</b>	<p>Professionalism is best understood in context and particularly in policy context. Professionalism as a form of occupational control was always vulnerable to exploitation by teachers. Its links to public service and to autonomous judgment and its inclusive character were features, which strengthened teacher resistance to central direction, despite its use as a form of occupational control by the state. As a form of control it was always dangerous and contradictory (Busher &amp; Saran, 1995:22, 35).</p>	<p>Occupational control Public service Autonomous judgement</p>
<b>P15</b>	<p>Possessing a positive attitude in the workplace means that you are caring and compassionate toward you patients or residents and that you demonstrate a commitment to doing your job to the best of your ability at all times. This commitment to doing your best is the attitude that defines professionalism, the attitude of being a professional. Regardless of the level of education, certification or experience a health care professional has, professionalism is all about exhibiting the right attitude to co-workers, patients or residents and visitors. Professionalism is a choice you make and requires effort. What attitudes will you choose to show? ( Carter &amp; Lewsen, 2004:29)</p>	<p>Attitudes – positive, caring, compassionate, commitment to your job Effort required</p>

No.	Definitions	Attributes
<b>P16</b>	Professionalism is a comprehensive ethical construct with almost limitless boundaries. Professionalism is how you behave when you are on the job. It includes how you dress, the words you use and the things you talk about. It includes being on time, completing tasks and reporting to the nurse (Fuzzy, 2010:103,107)	Behaviour Dress code Language use/communication Punctual Responsible
<b>P17</b>	The word professionalism comes from the Latin word 'professio', meaning 'a public declaration with the force of a promise (Geisler, 2010:258)	Promise
<b>P18</b>	Professionalism focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (Goodson & Hargreaves, 1996:76)	Qualifications/ competence
<b>P19</b>	Professionalism centres on specialized expertise, autonomy and service (Joel & Kelly, 2003:193)	Expertise/autonomy/service = Traits
<b>P20</b>	Professionalism is a word difficult to define. There is a huge literature on the subject – much of it unreadable. We believe that the concept of professionalism is best understood as a commitment to a broad concept of ethical and competent care. Individuals and groups who wish to demonstrate professionalism need merely to demonstrate that they are capable of this. It must be recognized, however, that the changing nature of our society and of health care, leads to difficulties in defining standards of competency and ethical behaviour that can be applied universally – even within professional groups. It may be very difficult for practitioners to recognize when their behaviours no longer meets the appropriate standards of competence for the profession (Kerridge, Lowe & McPhee, 2005: 122)	Behaviour / commitment Competence
<b>P21</b>	Nursing literature since 1902 has reflected the gradual and accelerating shift away from the traditional, attribute approach, viewing professionalism in terms of individual attributes and characteristics that once internalized through education will be demonstrated regardless of subsequent circumstances of practice (Maggs, 1987:171)	Personal attributes Characteristics internalized via education Demonstrated in behaviour
<b>P22</b>	Professionalism is a learned value. Subordinate public officials will learn the values they are taught in their environment (Mafunisa, 2000:83)	Learned values

No.	Definitions	Attributes
<b>P23</b>	Professionalism is predominantly an attitude, not a set of competencies. Real professionalism has little, if anything, to do with which business you perform, or how many degrees you have. Rather, it implies a pride in work, a commitment to quality, a dedication to the interest of the client, and a sincere desire to help. However, traditional definitions of professionalism are filled with references to status, educational attainments, 'noble' callings and things like the right of practitioners to autonomy – the privilege of practicing free of direction. Real professionalism is about attitudes and perhaps even about character (Maister, 1999:16-17).	Attitudes Pride in work Commitment to quality Dedication to clients Desire to help Character Status Educational attainments Autonomy
<b>P24</b>	Professionalism refers to the practitioner who practices the profession and it implies she or he fulfils all the norms and expectations thereof. His or her behaviour is therefore in line with the rules of behaviour as determined by that profession. The practitioners level of professional maturity will determine her or his level of professionalism (Muller, 1998:17)	Behaviour Fulfills- norms/ expectations
<b>P25</b>	Professionalism is a strategy for controlling an occupation in which colleagues, who are in a formal sense equal, set up a system of self-government involving restriction of entry to the occupation through the control of education, training and the process of qualification (Ozga & Lawn, 1981:14)	Education/ Training/qualification Occupational control
<b>P26</b>	Professionalism is a multidimensional concept that encompasses ethics, relationships with one's patients, colleagues and community, public policy and self awareness (Roberts & Hoop, 2008:78)	Communication Ethics Self awareness
<b>P27</b>	The Oregon Bar Association's professionalism website for attorneys define professionalism as including integrity, honesty and willing compliance with the highest ethical standards. Professionalism sensitively and fairly serves the best interests of clients and the public (Scott, 2007:21)	Attributes – honesty, integrity and highest ethical standards Willing compliance
<b>P28</b>	Clearly the concept of professionalism can only exist when ethics and values are in place and are respected. Ethics and values are thus pre-requisites to professionalism (Siegel & Rasmussen, 2008:154-155)	Ethics Values

No.	Definitions	Attributes
<b>P29</b>	Professionalism is defined by police officers using terms such as demeanour, authority, maintaining the edge and loyalty to partners. These admirable terms only define the appearance of professionalism – the ‘looking good’ version. In a platonic sense they describe only the shadow of what ought to be, but may not be there. True professionalism is ‘being good’ – having a passion for humanity, legality, and compassion, telling the truth (unless there is a compelling reason for concealment); fulfilling the promises that one makes and taking every obligation seriously. It is one’s devotion to reasoning, service duty and goodwill – in short, to ethical principles (Souryal, 2010:205-206)	Demeanour, authority, loyalty Having passion for humanity, legality, compassion, telling the truth, devotion to service delivery Fulfill promises
<b>P30</b>	In the field of traditional law, medicine and the church, professionalism usually means that the discipline is made up of individuals who have a discipline-wide commitment to excellence in the services that they provide to those needing their services, the people who in the knowledge services professions would be the customers for whom knowledge services delivery is provided. The commitment generally includes adherence to a code of ethics and to a mutually agreed-upon set of service standards participation in a certification process that validates the individual for serving as a practitioner and establishes for those who receive his or her services an expectation of professionalism and excellence, and the acceptance of an enforcement mechanism for ensuring that standards are met and that the code of ethics is observed. Professionalism also requires an established body of literature and scholarly research in the field and for practitioners, that there is an ongoing commitment to study and improvement in order to continue the provision of excellence in the delivery of services (St. Clair, 2003:66)	Continuous professional development Commitment to excellence in services Adherence to ethical codes Adherence to set of service standards Education Scholarly research/continuous development
<b>P31</b>	Professionalism is a broad concept that means many things. Attributes of professionalism can be considered in several categories: structural, attitudinal, and behavioural and value based. Professionalism is much more than acting respectfully in the classroom and practice site. It is truly caring about and for patients and others in an altruistic and unselfish manner. It is being a member of a profession, which requires achieving, and maintaining a certain competence and expertise and practicing ethically. It is founded upon maintaining individual, trusting relationships with those whom we serve (Sylvia & Barr, 2011:229-230, 246).	Attributes- attitudes, behaviour, values/ Caring Altruism Competence /Expertise Ethical practice Trusting relations with those that are served
<b>P32</b>	Professionalism in policing is defined as the ethical conduct of officers who meet the challenges and the needs of the communities in which they serve (Thomas, 2010:19).	Ethical behaviour

No.	Definitions	Attributes
<b>P33</b>	Professionalism can be defined as a set of values shared by members of a profession that are reflected in the way in which work is carried out and in the ethical standards to which members adhere (Thompson, 2007:4).	Values/ethical standards
<b>P34</b>	Professionalism implies obligation and commitment and both entities are better viewed as residing within individuals than within organizations (Wear & Bickel, 2000:29)	Obligation Commitment
<b>P35</b>	‘The occupation which one professes to be skilled in and to follow. A vocation in which a professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it. In a wider sense, any calling or occupation by which a person habitually earns his living.’  Oxford Handbook of Clinical Dentistry (Mitchell, Mitchell & McCaul, 2009:668)	Skilled vocation calling or occupation earns a living
<b>P36</b>	‘Professionalism refers, at a minimum, to a collection of attitudes and actions. It also suggests knowledge and technical skill. Medical professionalism – medical professionalism signifies a set of values, behaviours and relationships that underpins the trust the public has in doctors.’  Doctors in society: Medical professionalism in a changing world: Main Report ( Royal College of Physicians of London, 2005:14)	Collection of attitudes and actions knowledge and technical skill trust the public has – doctors Set of values/behaviour/ relationships
<b>P37</b>	There are two central components to professionalism, value based professionalism and behavioural based professionalism. Value-based professionalism can be broken down into clinical competency or excellence, humanism and altruism. These are all principles behind what it means to be professional. Behaviour-based professionalism includes service and ethical conduct. These behaviours one must exhibit to act professionally. (Castell, 2008:17)	Values – competency, excellence, humanism, altruism Behaviour – service/ethical conduct
<b>P38</b>	Professionalism is the individual or group practice of expertise (Frush, 2011:571)	Expertise

No.	Definitions	Attributes
<b>P39</b>	There are many definitions of professionalism. Often they are so broad that they do not lend themselves to aspects that are easily assessable. Predominantly, professionalism is about what someone does, rather than what he or she knows (Wilkinson & Wade, 2009:552-553)	Behaviour
<b>P40</b>	Interprets professionalism as something that applies to every occupational workforce, but interprets it as qualitatively neutral: as something that is rather than something that ought to be. Thus the term 'unprofessional' becomes redundant since professionalism is not something that is merited, it is simply a description of people's 'mode of being' in a work context, irrespective of whether that translates into practice that is praiseworthy or practice that is despicable. She also states that professionalism is principally about people's being (as) practitioners. She interprets it as relating to and conveying: what they do (in the context of their working lives); how and why they do it; what they know and understand; where and how they acquire their knowledge and understanding; what (kinds of) attitudes they hold; what codes of behaviour they follow; what their function is; what purposes they perform; what quality of service they provide; and the level of consistency incorporated into the above. She identified three main constituent components of professionalism: Behavioural (relates to what practitioners physically do at work), attitudinal (relates to attitudes held) and intellectual (relates to practitioners' knowledge and understanding and their knowledge structures) (Evans, 2011:855-856)	Behaviour Knowledge/understanding Quality of service Consistency Attitude
<b>P41</b>	Professionalism is a term commonly used to define the manner adopted by professionals in the conduct and organization of their work (Richardson, 1999:464)	Behaviour
<b>P42</b>	In professional work, incumbents are required to comply with a set of values and to accomplish the work goal. The concept of professionalism basically describes such values, goals and expectations at work (Lui <i>et al.</i> , 2003:1192)	Values – compliance Goals/expectations
<b>P43</b>	Defining professionalism in nursing has been as difficult a feat as that achieved by nurse practitioners to gain their rightful place in delivering quality and cost-effective care (Adams & Miller, 2001:203)	Quality care

No.	Definitions	Attributes
<b>P44</b>	<p>Professionalism is viewed as a normative value system and a controlling ideology. The difference is that professionalism as a value system positively contributes to a normative social order and as an ideology focuses more negatively as a hegemonic or control/authority belief system and mechanism of social control for 'professional workers'. Professional workers themselves prefer and utilize the narrative discourse in their relations with clients, their occupational identities and their work practices.</p> <p>Professionalism in occupations and professions implies the importance of trust in economic relations in modern societies with an advanced division of labour i.e. lay people must place their trust in professional workers (doctors, electricians, plumbers, lawyers) and some professionals must acquire guilty knowledge. Professionalism requires professionals to be worthy of that trust to maintain confidentiality and conceal such guilty knowledge by not exploiting it for evil purposes. In return for professionalism in client relations, professionals are rewarded with authority, privilege rewards and higher status. In many of the new occupational contexts, where professionalism is being imposed 'from above', the normative value of the concept of professionalism is used as an ideological instrument and a mechanism to promote and facilitate occupational change. In effect professionalism is being used to convince, cajole and persuade employees, practitioners and other workers to perform and behave in ways which the organization or institution deem to be appropriate, effective and efficient and professional workers are very keen to grasp and lay claim to the normative values of professionalism (Evetts, 2003:399-400, 410-411)</p>	Value system Ideology/ Trust Authority/ Status/ Behaviour
<b>P45</b>	<p>Professionalism is the extent to which an individual identifies with a profession and adheres to its standards (Zakari, <i>et al.</i> 2010:298)</p>	Adheres to standards
<b>P46</b>	<p>Professionalism incorporates attitudes representing levels of identification with and commitment to a particular profession. Nurses with longer years of practice experience had high professionalism in keeping with levels of professionalism found in physicians (Wynd, 2003:252,258)</p>	Attitudes Commitment
<b>P47</b>	<p>Professionalism is labeled as an attribute which is the attitudinal component, or behavioural orientation that conditions how individuals think about and act toward their occupation. In essence, professionalism is the behavioural orientation that professionals possess toward their field, such as a sense of calling and belief in public service (Hampton &amp; Hampton, 2000:218)</p>	Behaviour attitudes

No.	Definitions	Attributes
<b>P48</b>	The key elements of professionalism lie within the domain of attitudes (Kearney, 2005:772)	Attitudes
<b>P49</b>	One's professionalism is revealed by how well one is able to meet the specific challenges of one's job, using skills, experience and expertise that are also specific to that job. You need a professional when it is not possible for just anyone to follow instructions and get the job done (Baggini, 2005:6)	Skills Experience / Expertise
<b>P50</b>	In a study done with teachers, professionalism is exhibited in many ways and encompasses both attitudes and behaviours. (Tichenor & Tichenor, 2005:92)	Attitudes/ Behaviour
<b>P51</b>	Professionalism implies not only the exercise of special expertise but also an altruistic concern to constantly improve practice in the interest of clients. The concept of professionalism cannot be clearly and simply defined, since it has a varying range of characteristics which are often culturally determined. Moreover, because of the status and material advantages generally associated with professionalism, many groups of workers are engaged in long-running attempts to claim professional status. Accordingly each will seek to interpret the essential element of professionalism in ways that favour their own particular circumstances. One subject in this study stated that 'professionalism is how a professional person carries out their particular business, but you can have professionalism without being actually a member of a profession' (Helsby, 1995:317-318, 321)	Expertise Altruistic behaviour
<b>P52</b>	Expertise is the foundational and defining element of professionalism. Without specialized skills and knowledge, a person cannot claim to be a professional, regardless of what other attributes or behaviours he/she exhibits. Professionalism creates social fragmentation that makes it harder for organizations to react appropriately to adverse events. Professionalism is an ideological construct; it has in addition to its conceptual content, significant political overtures. Professionalism defines a high standard of conduct that its members must accept in exchange for the right to self-regulate and to control the market for the services they provide (Holtman, 2011:395-396)	Expertise Skills Knowledge Ideological construct Conduct – high standard

No.	Definitions	Attributes
<b>P53</b>	The term professionalism implied the expectation of quality in standards. One subject stated that 'excellence in nursing care seems to suggest the degree of professionalism, commitment, patient care, attitudes towards others in which a nurse would conduct him/herself'. Other nurses referred to professionalism as a tacit expectation regarding excellent nursing care (Coulon <i>et al.</i> , 1996:820)	Quality in standards Commitment Care – excellent / Attitudes
<b>P54</b>	Professionalism is more concerned with the intricate definition and character of occupational action (Goodson, 2000:182)	Behaviour
<b>P55</b>	Professionalism – improving quality and standards of practice (Hargreaves, 2000:152)	Quality standards
<b>P56</b>	Professionalism – improvement in the quality of service rather than the enhancement of status (Hoyle, 2001:148)	Quality of service
<b>P57</b>	Professionalism implies a contract between the medical profession and society. Public trust is the cornerstone of professionalism in medicine. Professionalism in psychiatry does not stand in isolation from other mental health professions such as psychology and social work, but is enhanced by effective collaboration (Ikkos & Kontaxakis, 2008:295)	Trust
<b>P58</b>	Fetzer's (2003:142) study findings supported the idea that self-actualisation is related to professionalism and the greater the self-actualization the more likely the nurse will assimilate and integrate behaviours, attitudes and values of a professional culture.	Self-actualisation Behaviour/ Attitudes/ Values
<b>P59</b>	Green <i>et al.</i> (2009:566) concluded that it's possible and instructive to define professionalism in terms of tangible behaviours. Focusing on behaviours rather than attributes may facilitate discussion, assessment and modelling of professionalism in both medical education and clinical care	Behaviour

No.	Definitions	Attributes
<b>P60</b>	Professionalism is a complex blend of values, behaviours, ideals and obligations that are hard to define but recognizable when observed (Thomas <i>et al.</i> , 2011:396)	Values / ideals Behaviour
<b>P61</b>	Participants defined professionalism in terms of code of conduct, professional relations, and competence and communication skills. Some participants recognized internal motivation as part of professionalism and were idealistic, drawing on morals and self-determination. Professionalism is more than learning and application of technical skills. The inculcation of professional values, attitudes and behaviours requires all members of the health professions to see themselves and serve as teachers and exemplars (Baingana <i>et al.</i> , 2010:3, 8-9)	Code of conduct Professional relations Competence/ Morals / Values Communication skills Internal motivation Self-determination
<b>P62</b>	Professionalism for health care providers is now being defined as a commitment to standards of excellence in the practice of the profession that are designed primarily to serve the interests of the patient and to be responsive to the health needs of society (McNair, 2005:456)	Standards – excellence
<b>P63</b>	Professionalism involves an ability to suppress emotions that might otherwise get in the way of delivering quality services. Resilience is needed in the way work is handled. Professionalism involves a concern for standards, not only in the final delivery of a service but in the process leading to that delivery, e.g. high standards of information and data analysis (Swales, 2003:145)	Behaviour Resilience Standards
<b>P64</b>	Professionalism is the basis of medicine's contract with society. It demands placing patients' interests above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health Medical professionalism in the new millennium: a physicians' charter: Medical Professionalism Project', 2002:520)	Competency Integrity
<b>P65</b>	The concept of professionalism is used in different senses and is somewhat difficult to define e.g. in daily language, it is generally used to mean an activity for which one is paid as opposed to doing it voluntarily. Autonomy is one of the main focuses featured in professionalism characteristics (Demirkasimoglu, 2010:2048)	Activity paid autonomy

No.	Definitions	Attributes
<b>P66</b>	Professionalism is the moral understanding among health professionals that provides reality to the 'social contract' between health care and society. Nurse professionalism is complex and encapsulates the behaviour, demeanour and appearances of nurses which are often what comes to mind when one hears the term professionalism. But it extends to include concepts outside of control of the individual nurses such as professionally-led regulation and social contracts. Professionalism in the context of advanced nursing practice is a complex topic and must include a consideration of both individual and collective nurses', societal and patient rights and obligations. (Young, 2010:284-285)	Moral Behaviour Demeanour Appearances
<b>P67</b>	Defines professionalism as professionalism – influenced practice that is consistent with commonly-held consensual delineations of a specific profession and that both contributes to and reflects perceptions of the profession's purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession, as well as the general ethical code underpinning this practice. Evans (2008:35) concluded that the very substance of professionalism – what, precisely professionalism is and how it is constituted – remains under-examined in the broad sociological field and particularly in the context of education. This becomes problematic because without understanding of its substance it's difficult to appreciate how professionalism works and therefore how it may be influenced. (Evans, 2008:29).	Service Expertise Ethical codes
<b>P68</b>	In everyday usage, the idea of professionalism involves doing work well, doing a good job, being a competent person whatever the task. In the deferential and uncritical interpretations of professionalism, common in the 1950's, trained practitioners were assumed to be guided by codes of ethics and were internally motivated to provide the best services to clients controlled only by internalized standards as a result of good occupational socialization and training, and the moral community of fellow practitioners (Evetts, 1999:124)	Competence Codes of ethics Internally motivated Best service provision
<b>P69</b>	Core professionalism attributes include altruism, excellence, accountability and humanism. To these may be added self-reflection, skill, communication, dutifulness and teamwork (Brennan, 2010:1210)	Altruism/dutifulness Excellence/teamwork Accountability/Humanism Self-reflection/skill

No.	Definitions	Attributes
<b>P70</b>	The essence of professionalism is both having a unique or special knowledge and the self-imposed obligation to serve the community. Until recently this has been an unwritten contract and for these reasons, society holds the professional in higher esteem than it does a technician, blue-collar worker or businessman, people who traditionally are interested in the benefits of their employment rather than the occupation itself. Professionals are expected to show a degree of special attainment, altruism and self-sacrifice in their dealing with the rest of the community and in return receive privileges both in the workplace and at large. Professionals have been allowed to determine the makeup of their profession and maintain a high degree of exclusivity. When professionals are left feeling that they are no longer valued for their professionalism, altruism will wither away and society is the loser (Bryan-Brown & Dracup, 2003:394-395)	Special knowledge Obligation to serve Altruism/self-sacrifice High degree of exclusivity
<b>P71</b>	Traditionally, professionalism came to apply to knowledge-based activities requiring long periods of education and training and entailing service for the common good (Cruess, Cruess & Johnston, 2000:156)	Education/training
<b>P72</b>	Professionalism is defined as the occupational control of work. However circumstances in which an occupation organizes and controls its work may differ with the more common situation in which an employer organizes and controls work, the employer chooses who is to work on what terms and decides what tasks are to be performed and how. Professionalism represents the occupational control of work, which is logical and empirical and distinct from consumer and managerial control (Freidson, 1999:118)	Occupational control of work
<b>P73</b>	When joined with a code of conduct and the oath of office or solemn affirmation, professionalism establishes a value system that serves as a frame of reference for decision-making and creates a special form of control conducive to high work standards (Mafunisa, 2001:325)	Code of conduct Value system High work standards
<b>P74</b>	Professionalism: one word with so many meanings – professional, competent, proficient, expert, moral, certified, qualified. When we are in the presence of professionalism, we want to be professional. He believes that peace, justice and care are key principles of professionalism in its simplest form (Nicolaou, 2010:9-10)	Competent/ proficient Expert Moral Certified/qualified Peace/justice/care

No.	Definitions	Attributes
<b>P75</b>	In the past professionalism referred to the characteristics of a profession: high moral standards, strong commitment to the well-being of others, mastery of a body of knowledge and skills and a high level of autonomy. Williams (2009) summarizes that the past of professionalism shows a gradual development in its conceptualization and ideals; therefore it has been considered a desirable goal by many occupational groups. However the past also reveals that both individual professionals and their association sometimes failed to live up to the ideals and even when they tried they were often constrained by external forces like consumerism and bureaucratization. These conflicts are also evident in the present (Williams, 2009:48)	High moral standards Strong commitment Mastery of body of knowledge and skills autonomy
<b>P76</b>	Professionalism is an attitude because in many studies its measurement is based on the employees' sensibilities and includes affective and cognitive perceptions regarding the profession (Cohen & Kol, 2004:389)	Attitude
<b>P77</b>	It is both possible and instructive to define professionalism in terms of tangible behaviours (Green <i>et al.</i> , 2009:571)	Behaviour
<b>P78</b>	Professionalism is a complex blend of values, behaviours, ideals and obligations that are hard to define but recognizable when observed (Thomas <i>et. al.</i> , 2011:396)	Values / ideals Behaviour / obligations
<b>P79</b>	Professionalism is a way of behaving predicated on a conscious vow to place patient's interests uppermost. Professionalism is overly dependent on good intentions and it has little chance to prevail under the intense lure of self-interest rife in contemporary medical practice (Cohen, 2007:1031)	Behavior
<b>P80</b>	Professionalism is an important characteristic of careers that emphasize values and commitment in service to the community (Kim-Godwin <i>et al.</i> , 2010:243)	Values Commitment

No.	Definitions	Attributes
<b>P81</b>	The meaning of professionalism in medicine is seen as embodying three core values: competence, commitment and compassion. Competence is a body of skills and knowledge that enables one to do tasks required. Commitment refers to commitment to the job, one's colleagues and one's patient (Jeffries, 2004:101, 103)	Competence (skills and knowledge) Commitment/compassion
<b>P82</b>	Professionalism refers to attitudes towards a specific profession with the characteristics of a unique body of knowledge and socialization through formal education and professional growth (Hwang <i>et al.</i> , 2009:316)	Attitudes Formal education
<b>P83</b>	In a formal sense, professionalism is viewed as involving autonomy, mastery of a body of knowledge and a community of colleagues. Professionalism is demonstrated by what nurses wear, how they identify themselves and how they interact with others (Ervin, 2006:15)	Autonomy Mastery of body of knowledge
<b>P84</b>	Professionalism assures that the knowledge and skills of the professionals are transformed into practice in such a fashion that the client receives the highest quality service. Professionalism encompasses a belief in service, desire and a sense of calling to service (Hampton & Hampton, 2004:1046)	Knowledge/skills Quality service Belief in service/ desire to service Sense of calling to service
<b>P85</b>	Regards two points as crucial to the concept of professionalism. The first is internal generation of knowledge as opposed to mere purveying of knowledge. The second is rendering services based on demands by the public as opposed to demands by the occupational group itself. (New, 1965:125)	Internal generation of knowledge Service to public
<b>P86</b>	Professionalism may be as basic as doing the right thing well (when the task is defined, the solutions are available and affordable, an equitable compensation for services received). Higher professionalism may be defined as a service that transcends self-interest and manifests when the task is poorly defined, solutions are unavailable or unaffordable and rendering service is not in one's own best financial, social, emotional or physical interest. While a concrete definition of professionalism may be lacking or at best inconsistent across disciplines, a review of codes of conduct documents for nurses, dentists, physicians and pharmacists suggests that the values ascribed to professionalism appear to be similar (Nath <i>et al.</i> , 2006:825-826)	Codes of conduct Doing the right thing – behaviour altruism

No.	Definitions	Attributes
<b>P87</b>	Professionalism implies a high order of concern and a value system that places concern for others before self-interest (Emerton, 1992:25)	Values system altruism
<b>P88</b>	Professionalism is a much more esoteric concept. It's akin to the concepts of manners or civility. Just like manners and civility, if professionalism has not been 'hard-wired' into one's psyche at a relatively young age one will have to blunder through one's professional life without it (Webster, 2011:16)	Manners Civility
<b>P89</b>	Focusing on any normative definitions of professionalism (trait-based, behaviour-based or role-based) leads to an over-emphasis on codes of behaviour and misses the influences of context, institutions and socio-economic and political concerns in the creation of the definition. There is growing awareness that professionalism is too complex and nuanced a construct to be reduced to a simple checklist of individual characteristics and behaviours (Martimianakis <i>et al.</i> , 2009:832, 834)	Traits Behaviour Role (character)
<b>P90</b>	Professionalism is being a vocation or group identity having a clear emphasis on skills, training, ethics, autonomy, responsibility, accountability, competence, expertise, integrity, maintaining standards, self-governance and having an evidence base of practice among others. Subjects also found it difficult to describe the definition of professionalism. The 'old' professionalism relied on mastery, autonomy, privilege and self-regulation within which mastery suggested control, authority, power and superiority. The 'new' professionalism sees itself as a set of values, behaviours and relationships that underpin the trust the public has in doctors (Bhugra, 2008:328,329)	Vocation/power/ control Skills/training/ Values Ethics/ authority/ autonomy Responsibility/ Accountability Competence/ standards Expertise/behaviour Integrity/superiority
<b>P91</b>	Uses the tenets of Snider (2002) of expertise, jurisdiction and legitimacy as being the theoretical components of professionalism because they describe the ideal but do not prescribe the means to attain it. He also defines the practical components of professionalism as organization and return on investment (or giving back to the institution). These are the practical ways for the profession to ensure its survival and future growth (Herron, 2004:62)	Expertise/jurisdiction Legitimacy

No.	Definitions	Attributes
<b>P92</b>	Professionalism has come to be accepted as a watchword for those qualities and modes of conduct proper to professions. Professionalism can also connote certain features which are less commendable ethically which are: unquestioned loyalty to other members of the same professions, a certain exclusivity and elitism based on credentials and a concern for titles or self-interests common to the group. In its more distorted forms, professionalism can become an ideology or a symbol of guilt; it can generate a union mentality focused on defending the group's own interests. It is all too often expressed in the self-protective, retaliative and bureaucratic behaviour of professional organizations (Pellegrino, 2002:2-3)	Loyalty Exclusivity/elitism Ideology Behaviour/conduct
<b>P93</b>	Professionalism is first cousin to humanitarianism and ethical behaviour. It is what we used to call 'character' (before that fine word was appropriated by actors and comics). The roots of professionalism begin at mother's knee, embedded in early exposure to parents, teachers, older siblings, peers who 'teach' about right and wrong, caring for others, and the virtues of honesty, integrity and selflessness – all the elements that form the character of the decent human being. Teachers and inspiring educators can modify attitude and behaviour. By the time a young person gets out of medical school the mould is set. This is the basic person he will be for the rest of his life. Usually the mould will harden over time but only rarely will it be softened by life experiences. (Moser, 2000:1132)	Humanitarianism Ethical behaviour Character Socialization process
<b>P94</b>	Professionalism is viewed as 'normative' because it refers to a norm which is set up by those involved through dialogue and which requires regular reflection and updating. The norm is shared through consensus, thus not based on a pre-conceived narrative or a body of eternal truths. Normative professionalism is defined as 'maintaining high professional standards with simultaneous sensitivity for basic human needs through time'. Professionalism is placed into the context of personal norms and values. Values are standards of what we personally consider desirable and worth-while (Brakel, 2000:99, 101)	Norms High standards Values

No.	Definitions	Attributes
<b>P95</b>	<p>Professionalism is an attitude that motivates individuals to be attentive to the image and ideals of their particular profession. Professionalism may mean altruism or dedication to service or a high level of competence in their work. The –ism suffix suggests that professionalism includes behaviours and attitudes that are characteristics of ‘true’ professionals. Professionalism is the intrinsic motivation that helps build on the foundation of educational training. The concept of professionalism must be individualized or personalised, no one else has control over that attribute but the individual person. Therefore, whether or not the occupation itself has attained the status of profession, the individual can attain the attribute of professionalism. Professionalism is a complex attribute and there may not be total agreement on its definition. However, the author suggests the following working definition of professionalism by:</p> <p>The way in which a person relies on a personal high standard of competence in providing professional services</p> <p>The means by which a person promotes or maintains the image of the profession</p> <p>A person’s willingness to pursue professional development opportunities that will contribute to improve skills within the profession</p> <p>A pursuit of quality and ideals within the profession</p> <p>A person’s sense of pride about the profession.</p> <p>On an individual level, a person must set high standards of performance and seek excellence, not mediocrity, demonstrate eagerness, creativeness and curiosity, not complacency. Professionalism should impel us to go beyond our own ideals and to encourage high standards from colleagues as well</p> <p>(Van Zandt, 1990:243, 244-245)</p>	<p>Attitude Altruism/dedication to service Competence Behaviour Intrinsic motivation Educational training</p>
<b>P96</b>	<p>To an increasing degree, professionalism also requires a commitment to continued study to remain abreast with new development in order to increase and improve the profession’s body of knowledge and the practitioner’s competence</p> <p>(Harrell, 1983:864)</p>	<p>Continuous professional development</p>

No.	Definitions	Attributes
<b>P97</b>	Maintains that professionalism emerged with the rise of the universities and an era of specialized knowledge is still a basic characteristic of the professional. Professionalism tends to set apart, tends to isolate and insulate the professional group from mundane masses, it gathers the cloak of sanctity about itself and criticism becomes a sacrilege. The very heart of professionalism is in the relationship of trust between practitioner and client. Pecuniary or financial interests erode that trust. Commercialism or 'business mentality' must be shunned as they are the death potions of professionalism (Montague, 1963:45, 47, 50)	Specialized knowledge Trust
<b>P98</b>	Professionalism should embrace honesty, integrity and responsibility (Eagleson, 2001:87)	Honesty / integrity/responsibility
<b>P99</b>	Professionalism is another term for dedication and commitment to the field. It entails exhibiting high standards of practice, endeavoring continually to increase one's knowledge of advances in the field through attendance of professional meetings and reading professional journals, contributing to the field's body of knowledge by supporting and participating in research and sharing practices at professional conferences and encouraging, mentoring and supporting others to provide high quality services. Professionalism flourishes when fostered, shared and promoted. When it's healthy and thriving, everyone benefits – practitioners, educators and clients alike (Beadles <i>et al.</i> , 2004:147-148)	Dedication Commitment High standards of practice Continuous professional development Quality services Mentoring/support for others
<b>P100</b>	Professionalism is frequently a synonym for 'occupation', meaning any socially patterned means of earning one's livelihood. In sociological terms 'professionalism is one that views a profession as an organized group which is constantly interacting with society that forms its matrix, which performs its social functions through a network of formal and informal relationships and which creates its own sub-culture requiring adjustment to it as a pre-requisite for career success (Pandey, 1985:1)	Interaction with society

No.	Definitions	Attributes
<b>P101</b>	Professionalism is a subjective theory, concerned with the philosophy that directs the application of the body of knowledge. For this reason practical policemen must recognize that philosophy is a practical thing, not something only to dreamers and theorists and if professionalism is to be achieved, attention must be directed as much to police philosophy as to police technique. It is remarkable that although an enormous amount of interest is centered on the subject of professionalism there is very little agreement on exactly what the term denotes (Roddenberry, 1953:109, 113)	Philosophy - application of subjective knowledge
<b>P102</b>	A central theme of professionalism involves understanding the formal and informal expectations of conduct associated with the health administration profession. This knowledge is typically developed through a health care leader's interactions with other professionals and involvement with one or more professional associations relevant to the leader's role. Another key element of professionalism involves cultivating and managing working relationships with others. Effectiveness in delivering and receiving constructive feedback is a hallmark of professionalism (Garman, 2006:219)	Conduct Receiving constructive feedback Improving work relationships
<b>P103</b>	Professionalism in the field of environmental health is being a member of a chosen vocation founded upon specialized educational training. Professionalism is more about the promotion of a vocation and maintaining its standards. (Krinn, 2011:4-5)	Specialised Education/ training Maintain standards
<b>P104</b>	The military services define professionalism within their respective core values and each service's core values can be applied directly to the medical profession. The core values set by the air force are: integrity first, service before self and excellence in all we do. The Navy's core values include: honour, courage and commitment. The Army's definition of professionalism can be found on the officer's evaluation report under army values: honour, integrity, courage, loyalty, respect, selfless service and duty. Military physician need not look beyond the core values set by their services to define professionalism (Nace <i>et al.</i> , 2009:808)	Integrity/ Service/ duty Altruism/ loyalty Excellence / respect Honour/ Courage/ commitment

No.	Definitions	Attributes
<b>P105</b>	<p>RNAO Nursing Best Practice Guidelines Program, (2007:28-42) states that professionalism includes</p> <p>a) Knowledge: A body of knowledge that is theoretical, practical and clinical. Being able to apply that knowledge. Using theoretical and/or evidence-based rationale for practice. Synthesizing information from a variety of sources. Using information or evidence from nursing other disciplines to inform practice. Sharing or communication knowledge with colleagues, clients, family and others to continually improve care and health outcomes.</p> <p>b) Spirit of Inquiry: Being open-minded and having desire to explore new knowledge. Asking questions leading to the generation of knowledge and refinement of existing knowledge. Striving to define patterns of responses from clients, stakeholders and their context. Being committed to lifelong learning.</p> <p>c) Accountability: Understanding meaning of self-regulation and its implications for practice. Using legislation, standards of practice and a code of ethics to clarify and guide one's scope of practice. Being committed to work with clients and their families to achieve desired outcomes. Being actively engaged in advancing the quality of care. Recognizing personal capabilities, knowledge base and areas for development.</p> <p>d) Autonomy: Working independently and exercising decision-making within one's appropriate scope of practice. Recognizing relational autonomy and the effects of the context and relationships on this autonomy. Becoming aware of barriers and constraints that may interfere with one's autonomy and seeking ways to remedy the situation.</p> <p>e) Advocacy: Understanding the client's perspective. Assisting the client with their learning needs. Being involved in professional practice initiatives and activities to enhance health care. Being knowledgeable about policies that impact on the delivery of health care</p>	<p>Knowledge  Spirit of inquiry  Accountability  Autonomy  Advocacy  Innovation and visionary  Collegiality and  Collaboration  Ethics and values</p>

	<p>f) Innovation and Visionary: Fostering a culture of innovation to enhance nursing practice and client/family outcomes. Showing initiatives for new ideas and being involved through taking action. Influencing the future of nursing, delivery of health care and the health care system.</p> <p>g) Collegiality and Collaboration: Developing collaborative partnerships within a professional context. Acting as a mentor to nurses, nursing students and colleagues to enhance and support professional growth, recognizing interdependence between care providers.</p> <p>h) Ethics and values: Knowledgeable about ethical values, concepts and decision-making. Being able to identify ethical concerns, issues and dilemmas. Applying knowledge of nursing ethics to make decisions and to act on decisions. Being able to collect and use information from various sources for ethical decision-making. Collaborating with colleagues to develop and maintain a practice environment that supports nurses and respects their ethical and professional responsibilities. Engaging in critical thinking about ethical issues in clinical and professional practice.</p>	
<b>P106</b>	<p>The South African Nurse's Code of Service has been amended by many nursing education institutions and consists of:</p> <p>a) A pledge to the service of humanity</p> <p>b) An endeavour to practice the profession with conscience and dignity</p> <p>c) Maintaining the honour and noble traditions of the profession</p> <p>d) Total health of patients will be a first consideration</p> <p>e) Knowledge of all personal matters will be held in confidence</p> <p>f) Considerations of religion, nationality, race or social standing will not intervene between duty and the patient</p> <p>g) The utmost respect for human life will be maintained</p> <p>h) The above promises will be made freely, solemnly and with honour by the nurse (Young <i>et al.</i>, 2009:90).</p>	<p>Service to humanity Conscience Dignity Honour Maintain confidentiality Duty Respect for human life Promise</p>

No.	Definitions	Attributes
<b>P107</b>	<p>The American Nurses Association Code for Nurses (ANA 1985) as cited by Weis and Schank (2000:202)</p> <ul style="list-style-type: none"> <li>a) The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.</li> <li>b) The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.</li> <li>c) The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical, or illegal practice of any person.</li> <li>d) The nurse assumes responsibility and accountability for individual nursing judgments and actions.</li> <li>e) The nurse maintains competence in nursing.</li> <li>f) The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.</li> <li>g) The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.</li> <li>h) The nurse participates in the profession's efforts to implement and improve standards of nursing.</li> <li>i) The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.</li> <li>j) The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.</li> <li>k) The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.</li> </ul>	<p>Human dignity Confidentiality Advocacy Accountability/ Competence/qualifications Continuous development Collaboration</p>

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## 3.5 FINDINGS OF THE QUANTITATIVE ANALYSIS

Once the key attributes were selected, quantitative content analysis was used to show the frequency of these attributes, which were then ordered in the manner of appearance in the definitions (Pope et al, 2007:48). This is clearly demonstrated in Table 3.4.

The researcher noted the number of times the key attributes appeared in the total number of definitions on the ordinary and professional meanings of the concept professionalism. The key attributes were then listed in order of appearing most often to appearing least often in the definitions i.e. there were 55 definitions on the ordinary meaning of professionalism and 107 definitions on the professional meaning of professionalism.

After this step, the key attributes were grouped in terms of frequencies to illustrate the prominent and less prominent key attributes that appeared in the definitions. The key attributes were listed in descending order according to the number of times they appeared in the definitions on professionalism as seen in Table 3.4.

The frequencies of the words describing the attributes of professionalism were grouped together as follows:

Less frequent (key words appeared between 1-10 times in the definitions)

Frequent (key words appeared between 11-20 times in the definitions)

Most frequent (key words appeared 21 or more times in the definitions)

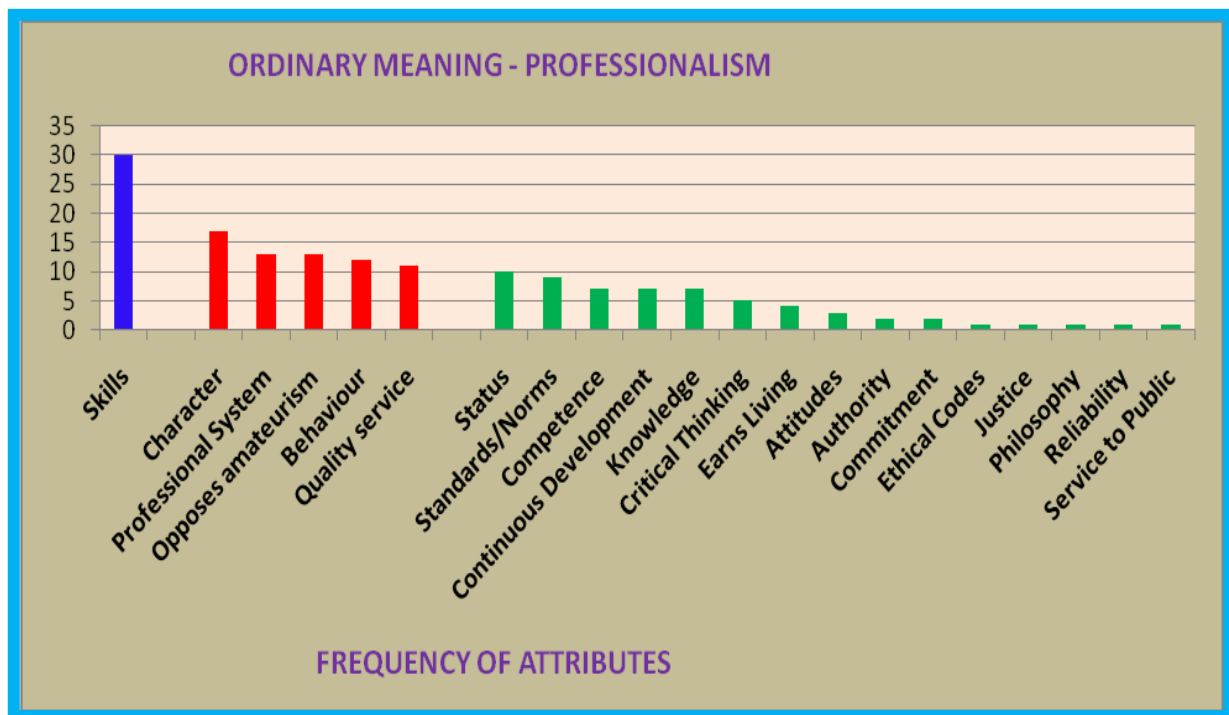
The number of times that each attribute appeared in the definitions is denoted by a numerical value annotated within brackets as shown in Table 3.4. Figure 3.1 and Figure 3.2 provides a graphical representation of the frequency of the key attributes in the ordinary and professional meaning of professionalism respectively.

**Table 3.4: Summary of frequency of appearance of attributes in the ordinary and professional meaning of professionalism**

Ordinary meaning of professionalism		
LESS FREQUENT (1-10)	FREQUENT (11-20)	MOST FREQUENT (21 and more)
Status (10)	Character/spirit/attributes courage/qualities/traits (17)	Skill/skillfulness technical skill talent (30)
Standards/norms/quality (9)	Methods/professional system (13)	
Competence/technical competence/ efficiency/proficient (7)	Opposes amateurism (13)	
Continuous development/career long learning/research (7)	Behaviour/conduct/demeanour/manners practice/adherence to code of practice (12)	
Education/trained/ professional qualification/qualifications/advanced training/special knowledge/higher education/experience/technical and systematic knowledge/sophisticated knowledge (7)	Quality service/professional quality/committed to quality/excellence/ pride in work/service excellence/expert service (11)	
Judgment-trained/Discretion/autonomous judgment/ideas/views/critical thinking (5)		
Activity for gain/livelihood/earns a living (4)		
Attitudes (general) (3)		
Authority/power/control/ability/superiority/ exclusivity/elitism/sophistication (2)		
Commitment/devotion/dedication/ loyalty/dutiful/promise/obligation (2)		
Ethical/codes of ethics/professional ethical codes/ethical values/ conscience/morals (1)		
Even-handedness/fair-play/fairness/justice/social justice (1)		
Philosophy/beliefs (1)		
Reliability/consistency (1)		
Service (public service/service to society/belief in service/meeting patients' needs/desire to help/social wellbeing (1)		

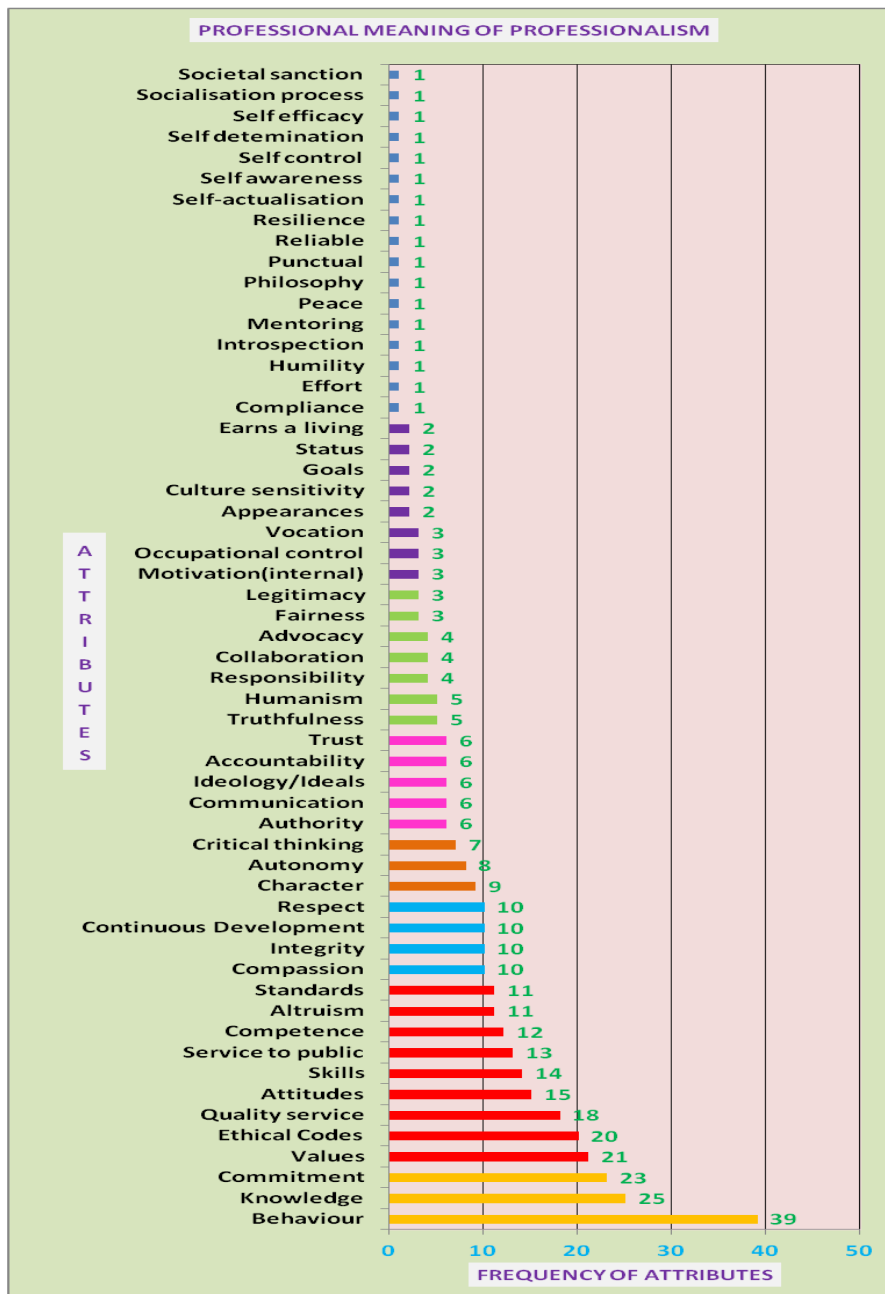
<b>Professional meaning of professionalism</b>		
<b>LESS FREQUENT (1-10)</b>	<b>FREQUENT (11-20)</b>	<b>MOST FREQUENT (21 and more)</b>
Compassion/care/empathy (10)	Values/adherence to values (21)	Behaviour/conduct/demeanour/manners/practice/adherences to code of practice (39)
Integrity – personal and professional (10)	Ethical/codes of ethics/professional ethical codes/ethical values/conscience/morals (20)	Education/trained/professional qualification/qualifications/ advanced training/special knowledge/higher education/experience/technical and systematic knowledge/ sophisticated knowledge (25)
Character/spirit/courage/qualities /traits/attributes (9)	Quality service/professional quality/committed to quality /excellence/ pride in work/service excellence/expert service (18)	Commitment/devotion/ dedication/loyalty/dutiful/promise/obligation (23)
Autonomy (8)	Attitudes (15)	
Continuous development/career long learning/research/spirit of inquiry/ innovation and visionary (10)	Skill/skillfulness/technical skill/talent (14)	
Judgment-trained/Discretion/ autonomous judgment/ideas/ views/critical thinking (7)	Service (public service/service to society/belief in service/meeting patients needs/desire to help/social well-being (13)	
Respect/honour/civility/respect for differences/dignity (10)	Altruism/self sacrifice (11)	
Authority/power/control/ability/superiority/ exclusivity/elitism/sophistication (6)	Competence/technical competence/ efficiency/proficient (12)	
Communication/language use/improving work relations (6)	Standards/norms/quality (11)	
Ideology/ideals (6)		
Truthful/honesty/openness/ transparency (5)		
Accountability (6)		
Humanism/humanity/humanitarianism (5)		
Responsibility/social responsibility (4)		
Trust/confidentiality (6)		

<b>LESS FREQUENT (1-10)</b>	<b>FREQUENT (11-20)</b>	<b>MOST FREQUENT (21 and more)</b>
Even handedness/fairplay/fairness /justice/social justice (3)		
Legality/ legitimacy/jurisdiction/power (3)		
Motivation(internal) (3)		
Occupational control (3)		
Vocation/calling to service/occupation (3)		
Activity for gain/livelihood/earns a living(2)		
Advocacy (4)		
Appearances/dress code (2)		
Culture and belief sensitivity/ diversity (2)		
Expectations/goals (2)		
Status (2)		
Compliance (1)		
Effort (1)		
Humility (1)		
Introspection/Self reflect (1)		
Mentoring/support to others (1)		
Peace (1)		
Philosophy/beliefs (1)		
Punctual (1)		
Reliability/consistency (1)		
Resilience (1)		
Self-actualization (1)		
Self-awareness (1)		
Self-control (1)		
Self-determination (1)		
Self-efficacy (1)		
Socialization process (1)		
Societal sanction (1)		
Teamwork/collaboration/collegiality ( 4)		



**Figure 3.1: Graphical representation of frequency of the attributes in the ordinary meaning of professionalism**

A graphical representation of the frequency of the attributes in the ordinary and professional meaning of professionalism is seen in Figure 3.1 (Page 78) and Figure 3.2 (Page 79). This further illustrates those attributes that appear more often in the literature than others.



**Figure 3.2: Graphical representation of frequency of the attributes in the professional meaning of professionalism**

The researcher outlined the following common attributes once the ordinary and professional meanings of professionalism were viewed. The attributes that stood out in the frequent and most frequent categories were; a specific set of behaviour (n =51), education (n =25), skills (n = 44), commitment (n =23), values (n =21), ethics (n =20), quality service (n = 40), attitudes (n =15) as opposed to those characteristic to amateurism (n =13) and governed by a professional system (n =13).

## 3.6 FINDINGS

The 55 definitions of professionalism from ordinary literature and the 107 definitions from the professional literature were extracted (Tables 3.2 and 3.3). The 162 definitions highlights that a point of saturation was reached, leading to the analysis of the definitions and extraction of characteristics associated with professionalism.

Tables 3.2 and 3.3 show these definitions with the attributes associated with professionalism in each definition presented in the right-hand columns of both the tables. This was followed by the findings of the quantitative content analysis. Table 3.4 and Figure 3.1 and 3.2 show the frequency of defining attributes. Finally, the researcher formulated preliminary concluding statements based on these findings. It must be remembered that many definitions on professionalism was obtained, resulting in the overlapping of defining characteristics. Attributes that should be in professionalism and those that should not be there can be recognised from the definitions. However, when the recognised attributes of professionalism are put together a definite definition of professionalism is difficult to obtain.

The findings of both qualitative and quantitative content analysis formed the basis on which the model case and other cases were formulated.

## 3.7 KEY ATTRIBUTES OF PROFESSIONALISM

During qualitative content analysis, the attributes were identified from the definitions on professionalism, followed by quantitative content analysis, were the attributes were listed according to their frequency of appearance in the definitions. A mind map (Figure 3.3) was then constructed, categorising the attributes further into those of knowledge, attitudes and behaviours (shown in the green coloured blocks- Figure 3.3) as there appeared to be repetition of certain attributes from the professional and ordinary meanings of professionalism. The mind map aimed to categorise the common attributes with an attempt to obtain the key attributes of professionalism specifically in the context of the nursing profession. Synonymous attributes were grouped together during this process (shown by the orange, blue and purple lined or coloured blocks- Figure 3.3). The different colours in the blocks were used to denote the categorising of the attributes and thereafter the grouping of similar attributes.

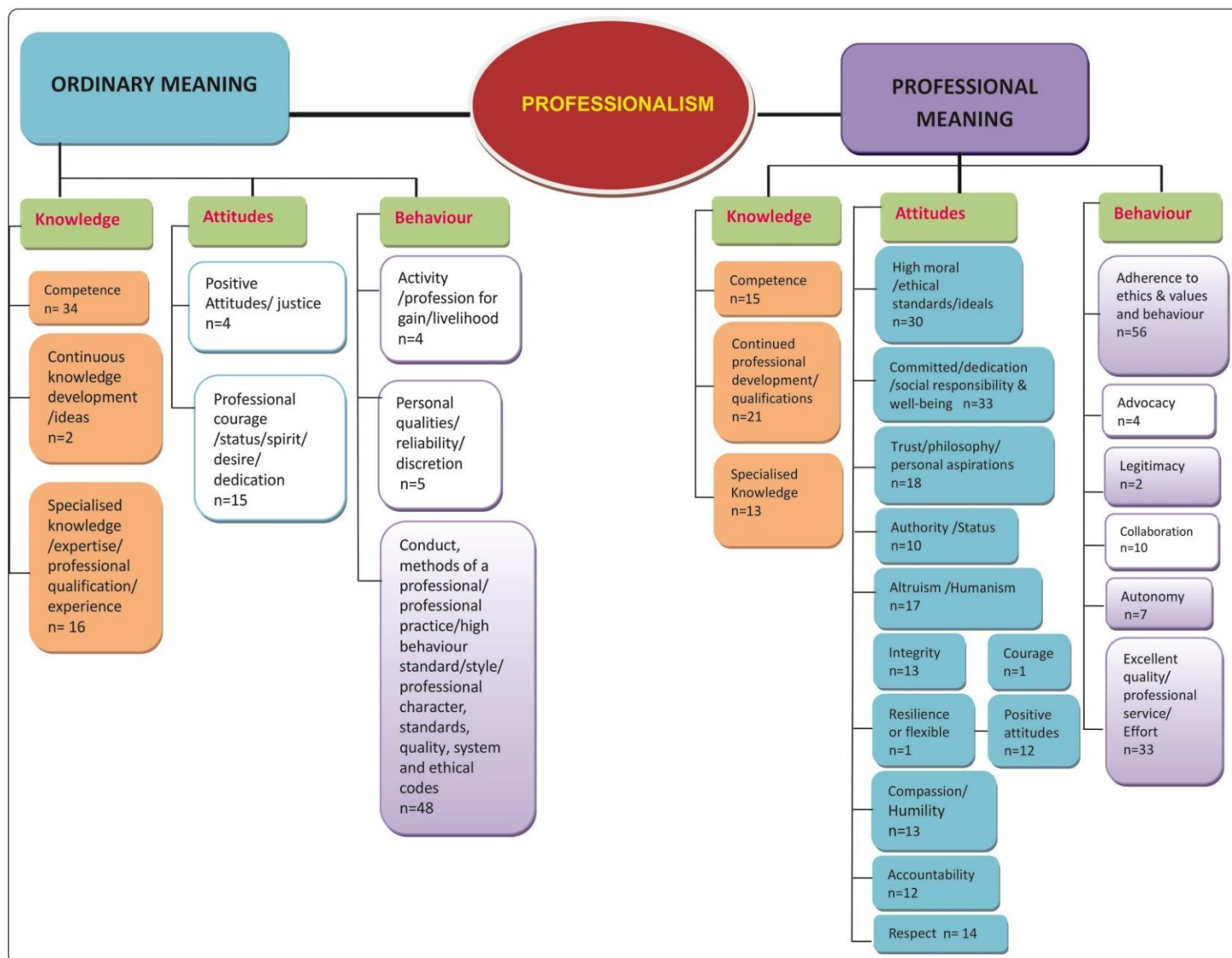


Figure 3.3: Key attributes of professionalism

### **3.7.1 KEY ATTRIBUTES OF PROFESSIONALISM RELATED TO THE NURSING PROFESSION**

Finally, the researcher used three frameworks for professionalism that is currently prominently in nursing literature to further clarify the uses of the concept of professionalism in nursing, namely (1. The RNAO Best Practice Guidelines for Professionalism developed by the Registered Nurses Association (2. American Nurses Association Code for Nurses, 1985 in Weis & Schank, 2000:202) and the (3. South African Nurse's Code of Service (Young *et al.*, 2009:90).

Table 3.5 provides a comparison of the attributes identified by these frameworks and those identified in this study. The different colours in Table 3.5 denotes the researchers' comparison of common attributes highlighted in the present study with similar attributes that were also highlighted by the Registered Nurses' Association of Ontario, Best Practice Guidelines, American Nurses Association Code for Nurses and the South African Nurse's Code of Service. This aims to demonstrate that the current study shares similar attributes and has contributed to the list of attributes already identified, thus providing a better understanding to the meaning of professionalism especially in the nursing context.

**Table 3.5: Attributes associated with professionals**

RNAO, Best Practice Guidelines, 2007: 21-22, 26-27	The American Nurses Association Code for Nurses (ANA 1985) cited by Weis and Schank (2000:202)	The South African Nurse's Code of Service (Young <i>et al.</i> , 2009:90).	Attributes currently identified in present study
<ul style="list-style-type: none"> <li>• Spirit of Inquiry</li> <li>• Accountability</li> <li>• Autonomy</li> <li>• Advocacy</li> <li>• Innovation and visionary</li> <li>• Collegiality and collaboration</li> <li>• Ethics and values.</li> </ul>	<ul style="list-style-type: none"> <li>• Human dignity</li> <li>• Confidentiality</li> <li>• Advocacy</li> <li>• Accountability/</li> <li>• Competence/ qualifications</li> <li>• Continuous development</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Service to humanity</li> <li>• Conscience</li> <li>• Dignity</li> <li>• Honour</li> <li>• Maintain confidentiality</li> <li>• Duty</li> <li>• Respect for human life</li> <li>• promise</li> </ul>	<ul style="list-style-type: none"> <li>• Competence/ qualification/ special knowledge</li> <li>• Continuous development</li> <li>• Professional conduct</li> <li>• Morals/values/ ethics</li> <li>• Accountability</li> <li>• Respect</li> <li>• Advocacy</li> <li>• Autonomy</li> <li>• Professional service</li> <li>• Compassionate</li> <li>• Positive attitude</li> <li>• Committed</li> <li>• Trust</li> <li>• Authority</li> <li>• Courage</li> <li>• Altruism</li> <li>• Integrity</li> <li>• Resilience</li> <li>• Conduct</li> <li>• Collaboration</li> </ul>
<p>Blue/Yellow=Knowledge;Red/Brown=Attitude;Purple/Green/Orange/Pink= Behaviour</p>			

### 3.8 THE DEFINING ATTRIBUTES

Following the identification of the different attributes appearing in both the general and professional use of the concept professionalism (See Table 3.2 and 3.3), the attributes were reduced and ordered according to their frequency of appearance in the definitions on professionalism as denoted in Table 3.4.

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As shown in the concluding statements, professionalism has different attributes; however through the reduction process specific defining attributes were identified. Qualitative and quantitative content analysis assisted with gaining better understanding of the use of the concept professionalism in both the ordinary and professional context. Inductive and deductive reasoning strategies were used to theoretically define professionalism in nursing. The IDLE method enabled logic application during qualitative and quantitative content analysis of the data and formulating the concluding statements. This contributed greatly to the formulation of the definition of professionalism in the context of the nursing profession.

### **3.9 THEORETICAL/CONNOTATIVE DEFINITION**

Professionalism is characterised by an integration of affective, behavioural and cognitive attributes, which must be demonstrated by individuals from a specific profession in order to claim the status of professionalism. Professionalism consists of a whole set of qualities that should be demonstrated by a professional in the work environment to be recognised as a professional person. A professional person displays respect for all, takes responsibility for actions and exhibit authentic truthfulness in action, both verbally and non-verbally. The ability to assume accountability, practice reflection whilst striving for self-determination, autonomy and self-efficacy are further essential qualities of professionalism. Resilience is an important characteristic of professionalism. Acquiring specialised skills through education and continuous professional development and exercising high standards of professional judgment, form the foundation of the professional's ability to perform competently at a mastery level; thus being able to provide a service of a very high standard and quality. The professional's ability to express empathy, altruism, compassion and respect for diverse cultures highlights the affective domain of professionalism. The affiliation to a professional association and a country's Professional Regulator for that profession differentiates a professional from a non-professional. Finally, a professional person demonstrates on a daily basis and even under difficult circumstances his or her ethical and professional values.

### **3.10 CONCLUDING STATEMENTS RELATED TO STEPS 3 & 4**

#### **Concluding statement 1**

Professionalism refers to an integrated set of qualities that a person demonstrates in his workplace, which consists of an integration of expert knowledge, specific attitudes and behaviours. People can recognise professionalism in the way a person acts, dress and conduct him or herself in the workplace.

In Table 3.4, *behaviour* and *demeanour* featured 51 times in the definitions.

### **Concluding statement 2**

Professionalism is associated with specific characteristics: Professionalism refers to a person who belongs to a vocation that is recognised as a profession and displays humility, respect, responsibility, truthfulness, advocacy, effort, team spirit, and beliefs in the manner in which he/she expresses his/her professionalism. Resilience, the ability to control him/her, performs introspection, his/her self-determination and self- efficacy, are keys that drive him/her and internally motivate him/her to an individual's level of professionalism.

These attributes appear evidently in Table 3.5 and in Tables 3.2 and 3.3 in definitions P9, P16 and P11.

### **Concluding statement 3:**

Professionalism is the demonstration of a set of expertise that is shown by the professional individual. The professional demonstrates his/her expertise, skills and talents in the work environment. Skills and talents appeared to be a fundamental attribute for the professional to possess as it featured 30 times in the ordinary meaning of professionalism topping the list as a most frequent attribute (Table 3.4 and Figure 3.1) and are indicative of the cognitive attributes that a professional must possess.

### **Concluding statement 4:**

Professionalism, clearly highlighted in the definitions, is based on professional education and training, including continuous development of the professional. Table 3.4 annotates skills, training and knowledge as one of the most frequent attributes identified from the definitions.

Professional education and training credits the professional with a professional qualification however continuous professional development and advanced education and training, even though it appeared less frequently in the definitions, is most likely to strengthen the professionals' competence, talents and skills enhancing the professional to provide a service of excellence, with expertise and professional quality. Professional councils ensure that training is regulated, thus certifying the professional as a competent practitioner who can deliver quality service (See Table 3.3, P 8, P105, P107).

**Concluding statement 5:**

Professionalism is related to the affective aspect of the professional as outlined more extensively in the professional meaning of the concept in comparison to the ordinary meaning of the concept of professionalism shown in Table 3.3. This was emphasized by attributes like altruism, compassion, empathy, humanism and respect for cultural diversity.

**Concluding statement 6:**

Professionalism is a reflection of a person's value system. This is clarified by the following attributes of introspection, self-control, self-efficacy, self-actualisation, self-determination and self-awareness, clearly depicted in the definitions P2 and P26 in Table 3.3.

**Concluding statement 7:**

Professionalism is associated with quality service delivery. Quality service as an attribute appeared 29 times in the definitions, i.e. eighteen times in the professional meaning of the concept and eleven times in the general or ordinary meaning of professionalism under the frequent column in Table 3.4.

**Concluding statement 8:**

Professionalism is linked to a specific code of conduct as stipulated by the profession. Attributes that are associated with this area are code of conduct, ethics, values and norms (see Table 3.5 and definitions in Table 3.3, P2, P26, P105, P106, P107 and Table 3.2, G20). These specific codes of conduct set the professional apart from those individuals in non-professional occupations.

**Concluding statement 9:**

Professionalism requires that an individual belongs to a professional association and/or council who have systems in place to regulate and ensure licensure of the practitioner belonging to such an association or council. This distinguishes a professional from an amateur (See Table 3.2, G16 G18, G19 and Table 3.3, P8 P9, P106, P107).

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**Concluding Statement 10:**

Professionalism is associated with the acquisition of specific qualities, which sets the professional apart from a non-professional and results as a consequence of professionalism. This is annotated by attributes like, expertness, professional conduct, exercise high stand of trained judgement, learned values, mastery of knowledge, skills and competence and efficiency (See Table 3.2, G1, G8, G11, G19, G20 and Table 3.3, P22 & P83).

It is not possible to provide supporting evidence, due to the process of reasoning, for each and every definition obtained on professionalism.

### **3.11 SUMMARY**

In this chapter all the uses and meaning of the concept of professionalism and its defining attributes were identified using both qualitative and quantitative analysis. Attributes were further reduced and categorised as key attributes of professionalism. To further clarify the uses of the concept, three nursing frameworks were used to compare and contrast the attributes identified, thereby providing a deeper understanding of the meaning of professionalism.

Concluding statements were formulated as to providing a deeper understanding of the concept to develop the connotative definition of professionalism. The connotative (theoretical definition) will be followed by steps five, six and seven of the concept analysis process. Chapter 4 focuses on clarification of the concept of professionalism through the use of a model and contrary case within the context of nursing, and the formulation of a definition in the context of the nursing profession.

# **CHAPTER 4:**

## **CONCEPT CLARIFICATION AND DEFINITION OF PROFESSIONALISM IN NURSING**

### **4.1 INTRODUCTION**

In the previous chapter the findings of steps three and four of concept analysis were presented by identifying the key attributes of professionalism. In this chapter the researcher further clarifies the meaning of professionalism by constructing a model case to show the presence of the key attributes of professionalism versus a case where it looks like professionalism but it is not, and finally a case of what professionalism is not about. The antecedents and consequences of professionalism were then extracted following these cases.

### **4.2 MODEL CASE (STEP 5)**

A model case is a real life example of the use of the concept that includes all the critical attributes and no attributes of any other concept and can be seen as a pure case of the concept (Walker & Avant, 2011:160, 163-165). The researcher used a nursing example to annotate the connotations of professionalism to provide insight, clarification and meaning to the concept.

Caroline is a registered nurse and a unit manager of a very busy medical ward in a public hospital. The medical ward has a very high turnover of patients, and is often short-staffed. There is also a lack of resources and the staff absenteeism rate is high as they are overworked. These are some of the daily challenges that Caroline faces.

Most often, she has to sacrifice her tea or lunch breaks to assist staff to complete their routine patient care tasks. This act of altruism displayed by Caroline greatly assists with ensuring that the patients obtain the best quality nursing care under these circumstances.

When Caroline arrives on duty she always has a smile on her face, is dressed in her uniform, which complies with the hospital policy, with her hair neatly tied up. She makes a point of greeting everyone, both staff and patients. Caroline arrives at the ward half an hour earlier than the other staff would start and, when the ward is busy, often goes off duty later than is expected of her.

She has an excellent attendance record as she has received the full attendance award at the hospital year-end function for the past 5 years. She has also being the employee of the month on several occasions. Her commitment, reliability and dedication to humanity and service delivery are something to be emulated by all nursing staff.

When Mary, an elderly enrolled nurse omitted to perform two-hourly pressure part care on a patient, and the patient developed early signs of pressure ulcers, Mary was approached by Caroline and the issue was privately discussed. Caroline spoke to Mary in a soft toned voice, and gave her the opportunity to explain herself, she listened attentively and when Mary became upset and cried, Caroline offered her tissues and comforted her by gently embracing her. Together they arrived at a solution to prevent this problem from recurring. Mary thereafter displayed a more cautious and attentive attitude towards her work resulting in improved nursing care to the patients. Caroline was accountable for this negative event occurring in her ward and accepted to write a detailed report to the hospital management about the event and her interventions. She also had to address the patient's relatives and explain the reason for poor nursing care and reassured them that corrective measures have been taken to prevent a recurrence of the incident. Caroline's respectful, compassionate and truthful nature had a positive influence on Mary's attitude towards nursing care.

The personnel of the ward are from diverse backgrounds and cultures. During religious holidays Caroline tries her best to ensure that the relevant staff has the day off to celebrate their religious holidays. Even the public holidays throughout the year are equally shared amongst all staff so they all have the same opportunities to spend time with their families and have a rest. Caroline is accommodating to patients and their relatives as she often allows them to perform their prayers and rituals, within limitations, in the ward. She arranged a small room in the ward for those patients and their families who needed privacy to pray.

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Staff meetings are held fortnightly in the ward, providing staff with the opportunity to discuss troublesome issues. Caroline was concerned about the high staff absenteeism rate and the negative impact it had on nursing care. A lengthy discussion followed, staff complaints were considered and Caroline eventually arrived at a decision to take their complaints to the next level of management. Caroline presented her case to higher management by providing them with statistics of the staff absenteeism over a period of a year and the ratio of staff to patients was far below the normal requirement to render safe, quality nursing care. She also provided statistics of the low number of negative incidents reported from her ward in spite of the shortage of staff. After about a month more staff was allocated to the medical ward from a less busy department. In the next six months the staff absenteeism rate in Caroline's ward decreased remarkably. The hospital managers commended Caroline and her staff for their hard work despite these challenges and their ability and courage still to offer quality patient care. An official gratitude from the hospital management to Caroline and her ward staff was published in the quarterly hospital newsletter entitled 'The most resilient nurses of the year'.

Many senior doctors frequented the medical ward. On one occasion a very senior medical officer ordered an incorrect single dose of a medication for the patient. The nurse administering the medication approached Caroline, informing her of this medication order prior to commencing the treatment. On consulting with the doctor, Caroline found herself in a conflict situation as the doctor refused to admit his error, was offended for being questioned and did not want to change the order. The doctor stated that no harm would come to the patient anyway as it was only a single dose. Caroline was respectful but assertive and informed the doctor that even though it was just a single dose, it was incorrect. She reminded the doctor that the patient had trusted members of the health care team to render the best and correct care to him and no less should be offered. As part of the health care team we are legally bound to practice correctly and we must admit when errors are made and correct them before any harm – no matter how insignificant – befalls a patient. Patients are our priority and they must be given the best care possible. The doctor reluctantly changed the medication order and wrote out the correct dosage to be administered. Caroline represented her patient as an advocate and prevented any harm from occurring.

Caroline is a qualified professional nurse who completed her four-year diploma as a registered nurse, then progressed to completing her BCur and MCur degrees. She makes quarterly contributions to the hospital newsletter on nursing issues and is the secretary of the local branch of the nurses' association. Caroline has many other roles to fulfil; besides being a unit manager at work, she is also a mother, daughter and wife. She is the chairperson in

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her community forum and is actively involved in assisting teenagers and the elderly in her community.

In spite of her busy lifestyle, when her family has settled in for the evening and all her obligations have been fulfilled, Caroline works on meeting her goals; she writes her articles for the newsletter and works on her PhD studies. Writing is an opportunity for Caroline to look at her own nursing actions, her own attitudes and behaviour towards her staff and patients. During this time she can look at ways to improve herself by improving her behaviour and attitudes to nursing and the profession and she can express these changes in her written contributions to the newsletter.

She has a wealth of nursing and administration experience both nationally and internationally. She has worked as a unit manager for the past fifteen years in the medical ward. During the hospital accreditation process Caroline worked closely with her staff and the allocated team on the quality standards for the hospital. This was a great success as all the criteria were met for this standard during the accreditation assessment. Her expert knowledge and skills were utilized effectively to help improve the quality of service delivery provided by the hospital. She was instrumental in formulating the procedure evaluation tools for her medical ward to be utilized by all nursing staff, both trained staff and students.

One evening, due to a major accident on a neighbouring freeway, there was increase in admissions to the hospital. This resulted in an overflow of patients to Caroline's ward just before change of shift. The ward was chaotic and appeared like a trauma unit. There was few nursing staff. However, the nurses were multi-tasking and worked in an orderly fashion as Caroline, their unit manager, directed and delegated them with the tasks they had to perform. She used the triage method and prioritised the care to be rendered to each patient. She provided staff with the necessary equipment, gave them clear instructions on what to do and assisted them during procedures. Wounds were being dressed; patients were being prepared for theatre, received from theatre, and having X-Rays done. Despite the busy and stressful environment, Caroline still spoke to the staff (nursing and medical) politely and treated them with respect. She handled telephonic enquires about patients' condition, assisted their relatives, and arranged for those patients that could be discharged to be sent off with their required medication. Caroline's self-confidence, self-control, self-efficacy and thoroughness allowed a stressful situation to be handled in an organized and event-free manner.

Caroline possesses many attributes, which are revealed during her interactions with her staff, patients and the community. She is authentic, selfless, compassionate, dedicated to her job, respectful, reliable and authoritative. She has the expert knowledge and skills to render quality nursing care within her legal scope of practice. Her intelligence and self-motivation to develop in her career have definite rewards towards attaining self-actualization. Her self-confidence and calmness when faced with difficult situations is admirable. Caroline's demeanour exhibits the ethics and values of the nursing profession and she contributes to the image of nursing and to professional socialisation of younger staff and nursing students.

### **4.3 ADDITIONAL CASES (STEP 6)**

Identifying additional cases will assist to clarify and provide better understanding of the concept of professionalism. The researcher used a contrary case and a borderline case in this study.

#### **4.3.1 CONTRARY CASE**

The contrary case used in the study will be an example of what professionalism is not. The aim of this case will be to clarify the concept being analysed (Walker & Avant, 2011:163-165). Unprofessionalism was used as an example of a contrary case. Unprofessionalism can be inappropriate behaviour or language, danger to self or others, failure to keep scheduled appointments and failure to participate (Horn & Metler-Armijo, 2010:20). Goldman (2009:4) mentions that unprofessionalism not only implies amateur standing; it is also synonymous with a lack of expertise, ineffectual performance and disregard for societal concerns.

Patricia has been a registered nurse for 10 years, working in a demanding surgical ward in a public hospital. She is always late for work due to her busy social life which often results in her having many late nights, however, she is the first person to leave the ward at the end of the shift once the patients are handed over to the night staff. She will never wait a minute longer after her stipulated shift time.

On many occasions, especially on a Monday morning, Patricia will arrive on duty and a few hours' later staff would be informed that she is off sick resulting in a reshuffling of the routine

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tasks due to the team being short-staffed. She always exceeds her sick leave days for the year, most often having to take unpaid leave.

On one occasion, a patient requested from Patricia, who was near her bedside, to fetch a bedpan as she needed to defecate. She informed the patient that she is a registered nurse and only the junior nurses get bedpans for patients. The patient was informed that she had to wait until a junior nurse was available. A few minutes later, Patricia spotted a student nurse at the end of the ward and in her loud voice screamed across the ward 'Sam, get the patient on bed 56 a bedpan, she wants to make a 'pooh'. Unfortunately, the patient could not wait very long and eventually soiled the bed linen. Patricia scolded the patient, informing her that the nurses are very busy and she had now added to their work load because her bed linen needed to be changed and the ward routine for bed-making was over. Patricia told the patient in a firm toned voice that she was not the only patient in the ward who needed attention and the next time she must learn to wait for the nurse.

Most of the staff does not have much communication with Patricia. She never greets anyone when she arrives on duty until they greet her first. She only speaks to the staff when she needs to instruct them about their duties. Most of the time, when her allocated tasks are complete she sits in the duty room or chats to her friends over the telephone, instead of being in the ward checking on the patients or assisting her colleagues. Patricia will only perform tasks that she is allocated to do.

When the ward is busy and if she is approached to assist with tasks she will refuse and state to the unit manager that her delegated tasks had been completed and that the allocated nurses must do their own work. On many occasions the unit manager counselled her about on how to become a team player but these were unsuccessful efforts.

Mr Brown, a post-operative patient, developed complications and went into cardiac arrest. Patricia had to commence resuscitation as the doctor was not in the ward at that time and she was the most senior nurse on duty. Thankfully the doctor arrived very soon after the patient collapsed, because Patricia had attempted cardio-pulmonary resuscitation and in the process she fractured two of the patients ribs which punctured part of the lung. She did not even have the emergency trolley available at the bedside. Her incompetence caused more harm to the patient, who needed to be transferred to the intensive care unit and artificially ventilated. The patient eventually recovered after a long stay in hospital.

Patricia wanted to be in a professional job. She then decided to study for nursing via a provincial hospital nursing school. She eventually completed the training programme in four-and-a-half years after being demoted for six months due to poor performance in an examination. She was a below average student and did not make much effort to improve her results when she performed poorly in tests and examinations.

Several workshops and seminars were scheduled during the year by the provincial health department. Staffs have equal opportunities to attend these workshops and seminars on duty time. These are professional development initiatives so that staffs keep themselves updated with latest trends and best practices. Patricia, like other staff, has the prospect of attending these continuous development workshops, but she will make every excuse not to go. Over the past ten years that she has been employed at the hospital she only attended five compulsory workshops.

During her third year of employment, Patricia was under investigation as she was being accused of fraudulent entries in the scheduled drug registers. The schedule 5, 6 and 7 drugs are kept under lock and key in a separate medication cupboard in the ward. Each time a drug is taken out of the cupboard and administered to a patient, the remaining stock must be counted, the patients name is entered in a drug register and the total number of drugs remaining in the cupboard must correspond with the number reflected in the register. The keys to this drug cupboard must be kept personally with the registered nurse in charge of the shift at that time.

Patricia was not keeping correct count of the scheduled drugs and control of the drug cupboard keys. Whenever Patricia was the most senior registered nurse on the shift, she found those keys too cumbersome to keep on her person and left the keys in the unlocked desk drawer in the duty room. It was found that another staff member, with a drug addiction problem was stealing drugs from the drug cupboard as the keys were easily accessible.

Patricia fraudulently entered patients names in the drug register even when they were not being administered with the scheduled drug, just so her books will balance out with the number of drugs left in the cupboard at the end of each shift. Patricia was duly dealt with at a disciplinary hearing.

A student nurse once asked Patricia to show her how to use a blood glucose monitoring machine. Patricia reluctantly demonstrated to the student the operations of the machine. The student then asked her a few questions to clarify her understanding of the teaching session. Patricia was very angry by now and told the student that she was too stupid to use such a technologically advanced machine. The student nurse burst into tears, which just made matters worse as Patricia used vulgar language and told the student that it is was not her job to teach her, teaching was the job of the tutors in the college.

A terminally ill Christian patient wanted the Reverend from her church to pray over her while she was in hospital. The Reverend attended the ward out of visiting hours, approached Patricia, informing her of the patients special request. Patricia refused for the Reverend to see the patient as it was not visiting hours. She also stated that she would not allow any such prayer meeting to occur in her ward and that the Reverend could make arrangements with the patient when she was discharged.

Patricia's unfriendly, disrespectful, uncompassionate and egotistical attitude definitely taints the image of nurses and the nursing profession. Her dishonesty and incompetence poses a great threat to herself as a practitioner and to the patient who is definitely not receiving quality safe nursing care. Patricia's poor communication skills, dishonesty, inappropriate language usage, lack of team spirit and impatience towards her colleagues make her a poor role model especially to the neophyte nurses being socialised into the profession. These attributes display Patricia's unprofessionalism as a nurse.

### **4.3.2 BORDERLINE CASE**

The researcher used a borderline case, which contained most of the defining attributes but not all of them. Borderline cases are inconsistent in some way with the concept under study (Walker and Avant, 2011:163-165).

The concept of professional has been chosen for this case as to denote inconsistency with the concept of professionalism. A professional is a person who is paid to undertake a specialized set of tasks and complete them for a fee. The main criteria to be acknowledged as a professional include: expert and specialized knowledge in the field, excellent manual, practical and literary skills, high quality work in marketing, administration, products and services, a high standard of professional

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ethics and behaviour, reasonable work morale and motivation and participating for gain or livelihood (annotated in 3.7 concluding statements 3, 4, 7, 8 & 10). Professionalism extends beyond appearance and the activities a nurse performs on a daily basis (American Academy of Orthopaedic Surgeons, 2010:24)

Taryn is always smartly attired with her tailored suits and brief case. She is now a senior medical representative for an affluent pharmaceutical company. Her clientele is mainly pharmacy managers at both private and provincial hospitals. Taryn successfully completed her matric and progressed to completing a Diploma in sales and marketing. Her previous work experience entailed a few months experience as a front desk receptionist, an admission clerk in a private hospital and five years' experience as a sales representative at various companies.

She enjoys her job and works office hours from 8 am to 4 pm. She is at home daily at 5 pm and never works on a weekend. Taryn has no communication or interaction with any patients when she performs her job function. She is purely an employee in a corporate company. Her clients, the pharmacy managers, can be assured that Taryn will keep to her scheduled appointments and they can depend on her when they require assistance about any products they purchase. Taryn timeously submits fortnightly reports and sales statistics to her immediate supervisor.

The company is highly competitive in the market world and this poses many challenges for Taryn, especially to keep up with the high sales rate. She has been awarded the prize for the best sales representative for three consecutive years in the company, leading to her promotion to a senior sales representative.

She is knowledgeable about the products and her clients' questions are rarely left unanswered. The company hosts workshops for the sales representatives only when a new product is launched. These are the compulsory workshops that must be attended by all the sales staff. There were a few other short courses on marketing strategies that Taryn attended when she initially started in the company. These courses were in-house training programmes recognised only by her employing company. Taryn does not attend any other training and her progress in the company depends on the number of sales she makes over a set period of time.

Mr Smith, a pharmacy manager at a local private hospital, contacted Taryn as he was very upset with one of the medications that were recently purchased from the company. Taryn promptly made arrangements to meet personally with him to discuss the problem.

A few months earlier Taryn sold a batch of medication (capsules) which started to melt. The expiry date was not yet reached and Mr Smith had been storing the medication correctly. Mr Smith's tone of voice indicated that he was upset because he was accountable for large amounts of money spent on purchasing poor quality goods. He verbally attacked Taryn, calling her a 'fraud'. Taryn, in her soft toned voice, apologized to Mr. Smith for the problems experienced, called her supervisor immediately and made arrangements for the batch of damaged medication to be returned to the company. She assured Mr. Smith that she will contact him soon to either replace the batch of medication or refund the money which ever was most suitable for him. Taryn then contacted the other pharmacy managers enquiring if they experienced any problems with the same batch of medication. An investigation was conducted by the company, revealing that incorrect storage measures were used during transit of the batch of medication to Mr. Smith. Taryn followed up on the incident and kept Mr. Smith timeously informed about the progress of the issue. Eventually Mr. Smith agreed to accept a new batch of the medication with no extra cost incurred.

Taryn's main concern during this incident was to satisfy a loyal customer and to prevent disrepute to her company and tainting of her own reputation. She did not enquire from Mr. Smith if patients reported any problems after taking that particular batch of medication as she did not view this as her responsibility.

Taryn's attributes of being trustworthy, reliable, having good judgment and conduct, self-confidence and being respectful surely makes her fit the profile of a professional: however, due to the nature of her job she does not display attributes of compassion, altruism and caring because she is merely concerned with selling her products, satisfying the customer and ensuring that her company makes a profit. Her job performance in particular is not regulated or licensed by a council or association. Taryn's progress in her career depends on her performance in the company in respect of the amount of money she brings into the company through sales of the products.

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## **4.4 ANTECEDENTS OF PROFESSIONALISM (STEP 7)**

During the next step of concept analysis and based on the previous steps, antecedents of professionalism were identified. Antecedents are events or incidents that take place prior to occurrence of the concept (Walker & Avant, 2011:167). The aim of identifying all antecedents was to identify underlying assumptions about the concept and to help further refine the critical attributes. Figures 4.1, 4.2 and 4.3 show the affective, cognitive and behavioural attributes respectively as antecedents of professionalism. During the second reduction, the main categories of values, knowledge and behaviours were further reduced to provide a clearer perspective on their association towards professionalism. The researcher sees these three categories of professionalism as antecedents for professionalism. If they are not present, professionalism cannot be claimed.

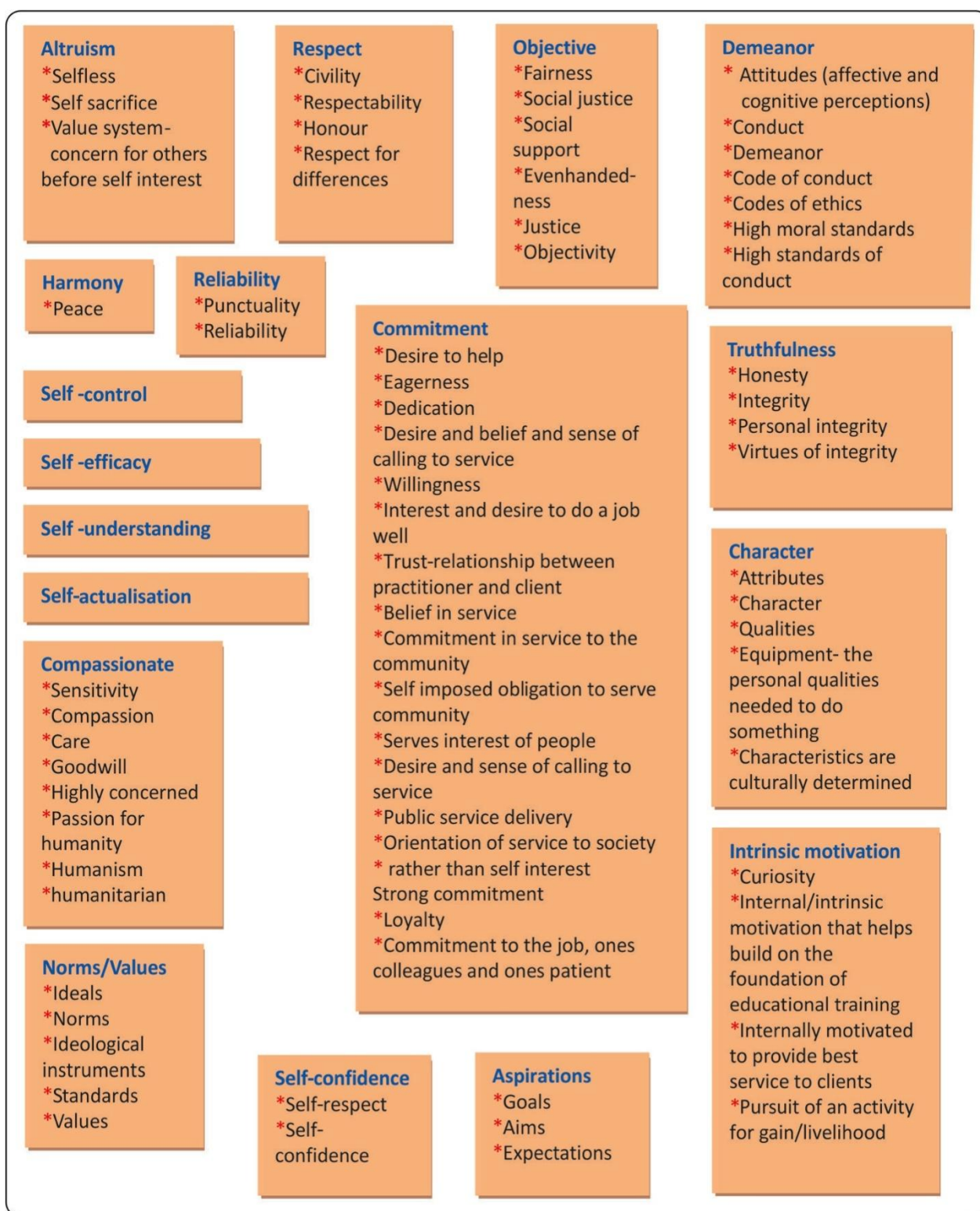
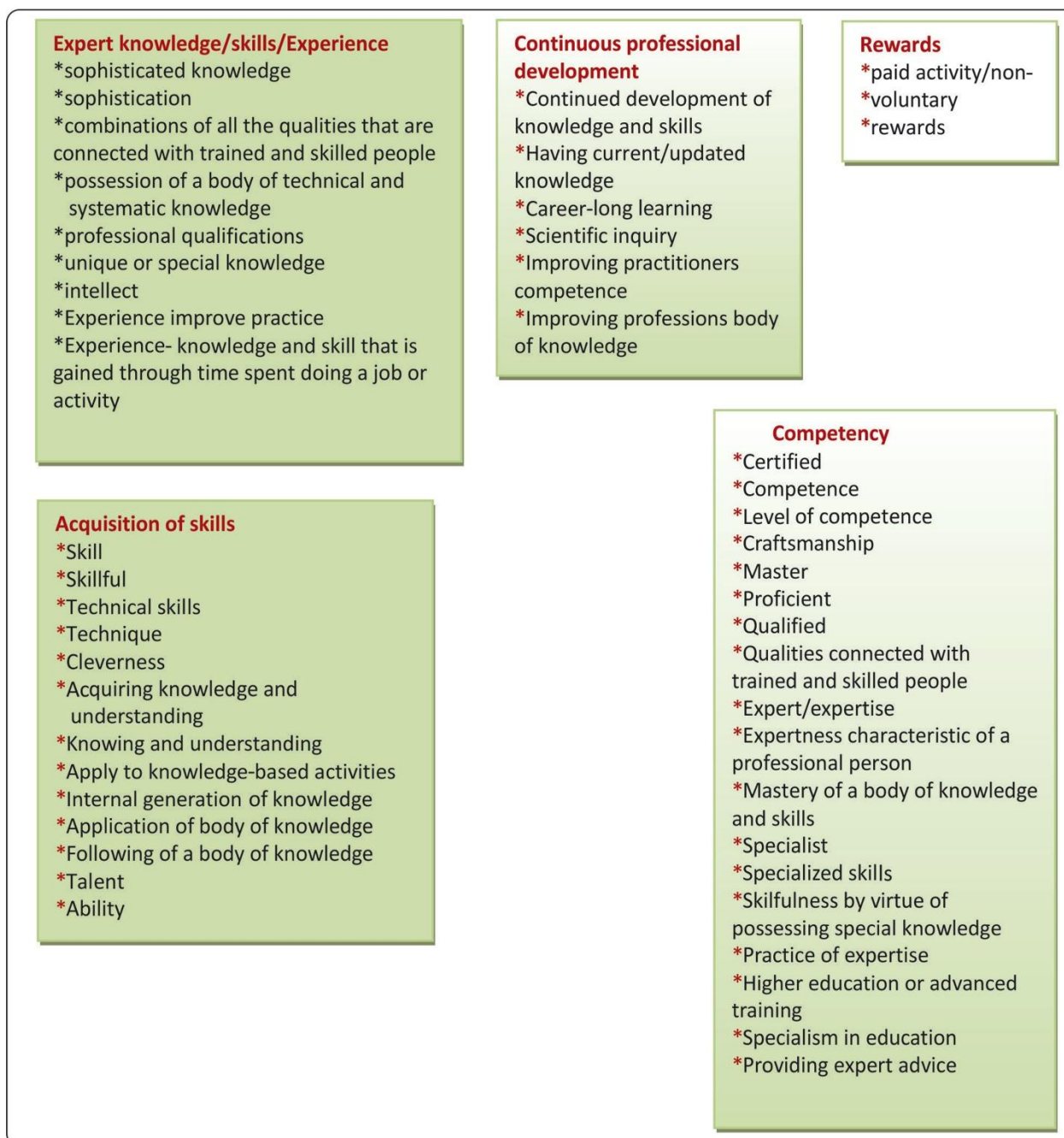


Figure 4.1: Affective attributes as antecedents of professionalism



**Figure 4.2: Cognitive attributes as antecedents of professionalism**



Figure 4.3: Behavioural attributes as antecedents of professionalism

## 4.5 CONSEQUENCES OF PROFESSIONALISM (STEP 7)

Consequences are events or incidents that occur due to the presence of the concept (Walker & Avant, 2011:160). The objective of highlighting the consequences is to help further refine the defining attributes. The consequences of professionalism as recognised from all the definitions and the cases discussed are as follows:

- Expertness
- Professional conduct
- Exercising high standard of trained judgement
- Learned values
- Mastery of knowledge, skill and competency.

## 4.6 EMPIRICAL REFERENTS (STEP 8)

The identification and description of the empirical referents of professionalism would permit for the construction of a denotative (operational) definition of professionalism in the context of the nursing profession. The researcher, on viewing the theoretical definition of professionalism, acknowledges that more extensive work is needed to gain better understanding to identify the empirical referents of professionalism and to construct an operational definition. This would be a recommendation for further research.

## 4.7 SUMMARY

In this chapter the concept of professionalism was clarified using a model case and a contrary and borderline case. Antecedents and consequences of professionalism were then obtained from these cases and professionalism was defined in the context of nursing. The empirical referents of professionalism were not identified as this was too widespread for this study and needs further research.

Chapter five will follow with an evaluation of the study and recommendations for nursing practice, education and research.

# **CHAPTER 5:**

## **EVALUATION OF THE STUDY, RECOMMENDATIONS FOR NURSING PRACTICE, EDUCATION AND RESEARCH**

### **5.1 INTRODUCTION**

During this chapter a review of this study will be conducted. The evaluation will focus on the research design and method used in the study, including a discussion on the limitations. The recommendations for nursing practice, further research and education will also be expressed.

### **5.2 EVALUATION OF THE STUDY**

The aim of this study was to analyse the concept of professionalism in the context of the nursing profession and to construct a connotative (theoretical) definition. This aim was achieved using the concept analysis method as stipulated by Walker and Avant (2011) based on the original method of Wilson (1963) to analyse the concept of professionalism and as an approach to theory development.

During the concept analysis process, the attributes of professionalism were identified from all the available definitions of the concept. These attributes were then listed, ordered according to the frequency of their appearance in the text and reduced, whereby similar attributes were grouped together and eventually categorized into main themes, namely values, knowledge and behaviour. These defining attributes and categories assisted with the formation of a connotative (theoretical) definition.

To further clarify and confirm the defining attributes of professionalism in the nursing profession, a model case, borderline case and contrary case were used as stipulated in Chapter 4 (4.2, 4.3.1 & 4.3.2). The meaning of professionalism as a concept featured more regularly in the medical

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profession but it also appeared in the professions of lawyers, social workers, police, teachers, engineers, military personnel and psychologists. This indicates that the concept of professionalism can be applicable to different professions. The various professions highlight different attributes which are seen as unique to that particular profession.

The affective attributes like altruism and compassion appear to feature predominantly in the nursing and medical professions, yet these attributes are not highlighted in the engineering and law professions. Therefore the nursing profession also specifically highlights certain attributes distinguishing it from most other professions.

The nursing profession entails working with people every day, which includes other nurses, doctors, patients, administrative staff and members of the community. All these individuals have a different perspective of the nurse and what is required of the profession. Therefore individuals will have their own view about the nurse and the nursing profession. However, the defining attributes as demonstrated by the nurse will create a sense of commonality that will guide other people's understanding and expectations of professionalism in nursing.

### **5.3 LIMITATIONS**

A limitation to this study is the advancing technology in respect of the internet and the search engines which are continuously being updated with new and more information. More recent journal articles and literature available were therefore not part of this study.

The researcher only explored English texts. In South Africa there are eleven different official languages, and given this perspective, the local meaning of professionalism would have been lost. Therefore, the full meaning of the concept has not been explored as only text definitions were viewed. To explore the meaning of professionalism in the context of the nursing profession in South Africa and to bridge this gap, further research needs to be done which should include interviews and observations of how professionalism is understood by the medical and nursing professionals and the community. Therefore the empirical referents were also not explored. This study on its own did not address how professionalism is understood in South Africa and further research would be recommended to address this and also to obtain the empirical referents.

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## 5.4 RECOMMENDATIONS FOR NURSING PRACTICE, FURTHER RESEARCH AND EDUCATION

Recommendations for nursing practice, further research and education will now be discussed.

### 5.4.1 NURSING PRACTICE

In respect of nursing practice the researcher makes the following recommendations:

- a) The attributes that have been highlighted in the context of the nursing profession will equip the nursing professional to have a better understanding of the meaning of professionalism within his or her profession. The nurse will now be empowered to integrate these attributes into daily practice so as to create uniformity in professional values, knowledge and behaviour as explained in the main themes highlighted during this study.
- b) The defining attributes are a guideline which the nurse may use to assess the way he/she practises as a professional with the aim of improving service delivery to the patient and uplifting the image of the nursing profession.
- c) Stakeholders of the nursing profession such as SANC, nursing unions, nurse managers and unit managers should be actively involved in hosting workshops on professionalism in the workplace. All categories of nursing personnel should attempt to reacquaint themselves with the defining attributes of professionalism in nursing to help reaffirm their professional behaviour.
- d) Reinforcement of the defining attributes of professionalism in nursing must be highlighted at every opportunity during ward and management meetings, workshops, formal social events or gatherings where nursing staff are in contact with each other. Posters denoting attributes of professionalism should be put up in the work environment.
- e) An incentive programme may be developed where nurses are rewarded for demonstrating consistency of professionalism, thus encouraging nurses to strive to become better professionals.
- f) Initiation of nurse support programmes where nurses experiencing difficulties in the work environment, which negatively impacts on their professionalism, are assisted to overcome these difficulties.

## 5.4.2 EDUCATION

The following recommendations are formulated by the researcher for nursing education:

- The findings from this study can be used to educate nursing students on the meaning of professionalism in the nursing profession and how the individual's values and knowledge impact on their behaviour and eventually their professionalism. This will provide nursing students with valuable information to clarify their personal values with the values of the profession and to have a better understanding of what is expected of a nursing professional. The defining attributes of professionalism in nursing will be a guideline for the novice nurse during his/her socialisation into the profession and becoming a better professional.

## 5.4.3 RESEARCH

The researcher recommends the following for further nursing research:

- a) To identify and describe the empirical referents of professionalism to construct a denotative definition of professionalism.
- b) To develop a reliable instrument to measure professionalism in nursing practitioners and other health care professions.
- c) To formulate strategies on how to achieve each defining attribute identified in this study.
- d) To construct a tool using the findings of this study for patients and clients to evaluate demonstration of professionalism in nurses.
- e) To explore the reasons why nursing practitioners' personal and professional values conflict, the impact on professionalism and ways to overcome this problem.
- f) To investigate the use of reflective journals in improving nursing practitioners' professionalism.
- g) To determine the benefits of continuous professional development on professionalism.

## **5.5 CONCLUSION**

In Chapter Five, the aim was to provide a broad overview of the evaluation of this research, including the limitations and the researcher's recommendations for nursing practice, education and future research. The concept of professionalism was defined in the context of the nursing profession, using the concept analysis process and the aims of this study were effectively achieved.

This study had a positive influence on the researcher, providing improved understanding of the concept of professionalism in the nursing profession. An opportunity was also created for reflection by the researcher on personal and professional values and behaviour. The researcher was stimulated to consider further studies in this field with the aim of improving nurses' professional behaviour, quality service delivery and the image of the nursing profession.

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# APPENDICES

## APPENDIX 1:

### PROFESSIONAL MEANING OF THE CONCEPT OF PROFESSIONALISM – SUBJECT SPECIFIC DICTIONARIES AND SCIENTIFIC LITERATURE

Definitions	Key Attributes	Title and Author / Website access
Online Subject – Specific Dictionaries – Accessed via Google Books and the North-West University Library Website		
<p>1. 'Professionalism is an ideology subscribed to by individuals aspiring to professional status within either an occupation or a recognized profession'</p>	<ul style="list-style-type: none"> <li>• ideology subscribed</li> </ul>	<p>Wakefield, A. &amp; Fleming, J. 2009. <i>The SAGE Dictionary of Policing</i>. London: SAGE Publications Ltd.</p>
<p>2. 'Working definition of professionalism in social work includes sophisticated knowledge, competence, self-efficacy and expertise in the provision of social work services, respect for and adherence to the values of the social work profession and its code of ethics, personal and professional integrity, self-understanding and self-control and social support, critical thinking, scientific inquiry and career-long learning, engagement in diversity and respect for differences, advancement of human rights and social justice and promotion of social well-being'</p>	<ul style="list-style-type: none"> <li>• sophisticated knowledge, competence, self-efficacy and expertise</li> <li>• respect / adherence to values</li> <li>• code of ethics</li> <li>• personal / professional integrity</li> <li>• self control / critical thinking</li> <li>• career-long learning</li> <li>• respect for differences</li> <li>• social justice / social well-being</li> <li>• engagement in diversity</li> </ul>	<p>Cournoyer, B.R. &amp; Cole, B. 2010. <i>The social work skills workbook</i>. 6<sup>th</sup> ed. USA: Cengage Learning.</p>

<p>3. 'The Institute of Health Service Management (IHSM), which represents the majority of practice managers, defines a professional as someone who justifiably claims to provide an expert service that is of value to society, by maintaining high standards of education, training and practice judgment and honouring the special trust placed in them by clients, employers, colleagues and the general public. Professionalism in this context also involves the acceptance and habitual exercise of ethical values such as trustfulness, integrity, conscience, openness, transparency, honesty, loyalty and fairness'</p>	<ul style="list-style-type: none"> <li>• expert service</li> <li>• high standards of education and training</li> <li>• ethical values / trustfulness</li> <li>• integrity / conscience</li> <li>• openness / transparency</li> <li>• honesty / loyalty / fairness</li> </ul>	<p>Phillips, A. 2003. <i>Health care Management Dictionary</i>. Oxon, United Kingdom: Radcliff Publishing.</p>
<p>4. 'In its everyday sense, professionalism is used broadly to convey notions of technical competence, a concern to meet high standards of quality in the product or service and high ethical standards of behaviour. It also has a more specialized meaning to refer to the behaviour of occupational groups with the status or aspirations of the established profession'</p>	<ul style="list-style-type: none"> <li>• technical competence</li> <li>• high standards of quality service</li> <li>• high ethical standards of behaviour</li> </ul>	<p>Arora, R. 2000. <i>Encyclopaedic Dictionary of Organized Behaviour</i>. New Delhi: Sarup and Sons.</p>
<p><b>The Oxford Reference.com site from e-reference works – NWU site has the following general web address to access the site: <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=6&amp;q=professionalism&amp;x=28&amp;ssid=71472704&amp;scope=global&amp;time=0.415392202952194">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/SEARCH_RESULTS.html?y=6&amp;q=professionalism&amp;x=28&amp;ssid=71472704&amp;scope=global&amp;time=0.415392202952194</a> – Thereafter other online dictionaries can be accessed as listed below.</b></p>		
<p>5. 'A level of behaviour and performance expected of teachers as professionals. This encompasses not only the standard of their teaching, but also the application of an appropriate set of values, and conformity to an accepted code of practice'</p>	<ul style="list-style-type: none"> <li>• expected behavioural performance / level of behaviour</li> <li>• application of appropriate set of values</li> <li>• conformity to accepted code of practice</li> </ul>	<p>Oxford Reference.com – <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t267.e800&amp;srn=1&amp;ssid=71472704#FIRSTHIT">A Dictionary of Education in Politics &amp; Social Sciences</a>)  <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t267.e800&amp;srn=1&amp;ssid=71472704#FIRSTHIT">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t267.e800&amp;srn=1&amp;ssid=71472704#FIRSTHIT</a></p>

<p>6. 'The combination of qualities and conduct regarded as essential to professional practice. These include knowledge, skills, relevant competence, behavioural qualities, and values of honesty, integrity, ethical probity and capability of working well with patients or clients, colleagues, and representatives of the public'</p> <p>AND</p> <p><b>Medical professionalism</b> - 'The form of professionalism that is, or ought to be, a distinguishing characteristic of the medical profession. Its qualities include knowledge of basic and applied medical sciences, technical skill, and the virtues of integrity, compassion, altruism, and the quality that the great Canadian physician William Osler (1849 – 1919) described as equanimity. The same qualities are required to a considerable extent by all public health professionals'</p>	<ul style="list-style-type: none"> <li>• combination of qualities and conduct: knowledge, skills, relevant competence, behavioural qualities, and values of honesty, integrity, ethical probity</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• knowledge of basic/applied medical sciences, technical skill / virtues of integrity / compassion/ altruism</li> </ul>	<p><i>A Dictionary of Public Health in Medicine</i>  <a href="http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t235.e3662&amp;srn=2&amp;ssid=71472704#FIRSTHIT">http://www.oxfordreference.com.nwulib.nwu.ac.za/views/ENTRY.html?entry=t235.e3662&amp;srn=2&amp;ssid=71472704#FIRSTHIT</a></p> <p>'<i>Medical professionalism: A Dictionary of Public Health.</i>' Ed. John M. Last, Oxford University Press, 2007. Oxford Reference Online. Oxford University Press. University of North West Library. 29 January 2012  <a href="http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t235.e2774">http://www.oxfordreference.com/views/ENTRY.html?subview=Main&amp;entry=t235.e2774</a></p>
<p>7. 'The <u>level</u> of excellence or <u>competence</u> that is expected of a <u>professional</u>'</p>	<ul style="list-style-type: none"> <li>• Level of excellence or competence</li> </ul>	<p>Business Dictionary.com  <a href="http://www.businessdictionary.com/definition/professionalism.html">http://www.businessdictionary.com/definition/professionalism.html</a></p>
<p>8. 'Professionalism – exercise of a high standard of trained judgement in meeting the needs of the clients or users of a service. In most countries, professional qualifications are awarded by the leading professional association on the expectation that competencies will be maintained through continuing development of knowledge and skills. In most professions, standards are reinforced by government licensing and by a professional code of ethics'</p>	<ul style="list-style-type: none"> <li>• high standards of trained judgement</li> <li>• meeting clients' needs</li> <li>• continued development of knowledge / skills</li> <li>• professional ethical codes</li> </ul>	<p>Art – Online Dictionary for Library and Information Science (2004) <a href="http://www.abcclio.com/ODLIS/searchODLIS.aspx">http://www.abcclio.com/ODLIS/searchODLIS.aspx</a></p>

<p><b>9. Professionalism</b>          Adherence to a set of values comprising both a formally agreed-upon code of conduct and the informal expectations of colleagues, clients and society. The key values include acting in a patient's interest, responsiveness to the health needs of society, maintaining the highest standards of excellence in the practice of medicine and in the generation and dissemination of knowledge. In addition to medical knowledge and skills, medical professionals should present psychosocial and humanistic qualities such as caring, empathy, humility and compassion, as well as social responsibility and sensitivity to people's culture and beliefs. All these qualities are expected of members of highly trained professions.</p> <p><u><i>The American Board of Internal Medicine's Project Professionalism</i></u> indicates the most important elements of professionalism to be: altruism, accountability, duty, excellence, honour and integrity, and respect for others.</p> <p>Professional Altruism constitutes the essence of professionalism and is based on the rule that the best interest of patients and not self-interest is the professional obligation.</p> <p>Professional Accountability is an important element of professionalism which is required of physicians at several levels: to their patients for fulfilling the implied contract governing the patient/physician relationship, to society for addressing the health needs of the public, and to their profession for adhering to medicine's time-honoured ethical precepts.</p> <p>Professional Duty can be expressed by the free acceptance of a commitment to service, availability and responsiveness when 'on call,' accepting inconvenience to meet the needs of one's patients, enduring unavoidable</p>	<ul style="list-style-type: none"> <li>• adherence to a set of values- advocacy, standards of excellence, knowledge/skills, caring, empathy, humility, compassion, social responsibility and sensitivity to cultures/beliefs</li> <li>• altruism</li> <li>• accountability</li> <li>• duty</li> <li>• excellence</li> <li>• honour</li> <li>• integrity</li> <li>• respect for others</li> </ul>	<p><i>Medical dictionary</i>  <a href="http://www.iime.org/glossary.htm#PBL">http://www.iime.org/glossary.htm#PBL</a></p>
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<p>risks to oneself when a patient's welfare is at stake, and advocating the best possible care regardless of the patient's ability to pay. It is willingness to seek an active role in professional organizations and volunteering one's skills and expertise for the welfare of the community.</p> <p>Professional Excellence entails a conscientious effort to exceed ordinary expectations. Commitment to excellence is an acknowledged goal for all physicians and includes a commitment to life-long learning.</p> <p>Professional Honour and Integrity implies being fair, being truthful, keeping one's word, meeting commitments, and being straightforward. It also requires recognition of the possibility of conflict of interest and avoiding any situation in which the interest of the physician is placed above that of the patient or allowing personal gain to supersede the best interest of the patient. It constitutes an integral part of professionalism. The importance of professionalism in the patient/physician relationship cannot be overstated.</p> <p>Professional Respect for Others is reflected in the respect towards the patients and their families, other physicians and professional colleagues such as nurses, medical students, and residents. It is the essence of humanism, and humanism is both central to professionalism and fundamental to enhancing collegiality among physicians.</p>		
<p><b>10.</b> the upholding by individuals of the principles, laws, ethics and conventions of their profession</p>	<ul style="list-style-type: none"> <li>• upholding principles, laws, ethics, conventions of profession</li> </ul>	<p>Medical Dictionary  <a href="http://medical-dictionary.thefreedictionary.com/professionalism">http://medical-dictionary.thefreedictionary.com/professionalism</a>  <i>Saunders Comprehensive Veterinary Dictionary</i>, 3 ed. © 2007 Elsevier, Inc.</p>

**THESAURUS – Microsoft Word 2007**

**11.** Professionalism requires that the practitioner strive for excellence in the following areas which should be modelled by mentors and teachers and become part of the attitudes, behaviours, and skills integral to patient care:

Altruism: A physician is obligated to attend to the best interest of patients, rather than self-interest.

Accountability: Physicians are accountable to their patients, to society on issues of public health, and to their profession.

Excellence: Physicians are obligated to make a commitment to life-long learning.

Duty: A physician should be available and responsive when ‘on call,’ accepting a commitment to service within the profession and the community.

Honour and integrity: Physicians should be committed to being fair, truthful and straightforward in their interactions with patients and the profession.

Respect for others: A physician should demonstrate respect for patients and their families, other physicians and team members, medical students, residents and fellows.

These values should provide guidance for promoting professional behaviour and for making difficult ethical decisions.

A Physician Charter. Medical Professionalism in the New Millennium was issued jointly by The American Board of Internal Medicine, the American College of Physicians and the European Federation of Internal Medicine in 2002.

Subsequently, 90 professional associations, including most of the specialty and subspecialty groups in American medicine have endorsed the Charter. The fundamental

- altruism
- accountability
- excellence
- duty
- honour / integrity
- respect

<http://depts.washington.edu/bioethx/topics/profes.html>

<p>principles of professionalism are stated as (1) the primacy of patient welfare; (2) patient autonomy; (3) social justice. Professional responsibilities that follow from these principles are commitment to competence, to honesty with patients, to confidentiality, to appropriate relationship with patients, to improving quality of care, to improving access to care, to a just distribution of finite resources, to scientific knowledge, to maintaining trust by managing conflicts of interests and to professional responsibilities.</p>		
<b>ENCYCLOPAEDIAS</b>		
<p><b>12. Professionalism (Engineering)</b> – An index of professionalism may be based on ratings of such attributes as (a) the possession of a body of technical and systematic knowledge that guides professional practice; (b) an orientation of service to society rather than self-interest; (c) autonomy in rendering professional service; and (d) societal sanction of professional authority. To develop and transmit the body of technical and systematic knowledge, professional schools and training programmes are established. To contribute to the fund of professional knowledge, to promote a service orientation, and to increase autonomy in professional practice, professional associations are formed and codes of ethics are developed. To protect professional authority and enhance occupational prestige, societal sanction is sought in various forms, such as the licensing of graduates and the exercising of control over the curricula of professional schools</p>	<ul style="list-style-type: none"> <li>• Technical and systematic knowledge</li> <li>• Service to society</li> <li>• Autonomy</li> <li>• Professional service</li> <li>• Societal sanction</li> <li>• Professional authority</li> </ul>	<p>Encyclopaedia.com  <a href="http://www.encyclopedia.com/topic/engineering.aspx#1">http://www.encyclopedia.com/topic/engineering.aspx#1</a></p>

<b>BOOKS – Hard copies and Online Books (Accessed via Google Books and UNISA library)</b>		
<p><b>13.</b> Throughout the literature on <b>professionalism</b>, certain traits are consistent across many disciplines with regard to its practice; among these are excellence, duty, advocacy and service. Professionalism is defined in many ways, yet a central theme in all of these definitions suggests that professionals are fluid, meaning that it rests on a continuum of practice through one’s career and requires an individual regardless of the individuals discipline – to maintain high standards of excellence (Bensley &amp; Brookins-Fisher, 2009: 52)</p>	<p>Traits – excellence, duty advocacy, service</p> <p>Individual maintenance of high standards of excellence</p>	<p>Bensley, R.J &amp; Fisher, J.B. 2009: <i>Community Health Education Methods: A practical guide.</i> 3<sup>rd</sup> edition. Jones and Bartlett Learning. Sudbury. 398p. Accessed 5:2:2012</p>
<p><b>14.</b> Professionalism is best understood in context and particularly in policy context. Professionalism as a form of occupational control was always vulnerable to exploitation by teachers. Its links to public service and to autonomous judgment and its inclusive character were features which strengthened teacher resistance to central direction, despite its use as a form of occupational control by the state. As a form of control it was always dangerous and contradictory (Busher &amp; Saran, 1995: 22, 35).</p>	<p>Occupational control</p> <p>Public service</p> <p>Autonomous judgement</p>	<p>Busher, H &amp; Saran, R. 1995: <i>Managing teachers as professionals in schools.</i> Kogan Page Limited. London. 210p. Accessed 5:2:2012</p>
<p><b>15.</b> Possessing a positive attitude in the workplace means that you are caring and compassionate toward you patients or residents and that you demonstrate a commitment to doing your job to the best of your ability at all times. This commitment to doing your best is the attitude that defines <b>professionalism</b>, the attitude of being a professional. Regardless of the level of education, certification or experience a health care professional has, professionalism is all about exhibiting the right attitude to co-workers, patients or residents and visitors. Professionalism is a choice you make and requires effort. What attitudes will you chose to show? ( Carter &amp; Lewsen, 2004: 29)</p>	<p>Attitudes – positive, caring, compassionate, commitment to your job</p> <p>Effort required</p>	<p>Carter, P.J. &amp; Lewsen, S. 2004: <i>Lippincott’s Textbook for Nursing Assistants: A Humanistic approach to caregiving.</i> Lippincott, Williams and Wilkins. Philadelphia. 976p. Accessed 4:9:2012</p>

<p><b>16. Professionalism</b> is a comprehensive ethical construct with almost limitless boundaries. Professionalism is how you behave when you are on the job. It includes how you dress, the words you use and the things you talk about. It includes being on time, completing tasks and reporting to the nurse (Fuzzy, 2010: 103,107)</p>	<p>Behaviour Dress code Language use/communication Punctuality Responsibility</p>	<p>Fuzzy, J. 2003: <i>The Nursing Assistants Handbook</i>. Hartman Publishing Inc. New Mexico. 196p. Accessed 5:2:2012</p>
<p><b>17.</b> The word <b>professionalism</b> comes from the Latin word 'professio', meaning 'a public declaration with the force of a promise.' (Geisler, 2010:258)</p>	<p>promise</p>	<p>Geisler, M.P. 2010: <i>Fire and Life Safety Educator</i>. Cengage Learning. New York. 416p. Accessed 5:2:2012</p>
<p><b>18. Professionalism</b> focuses on the question of what qualifications and acquired capacities, what competence is required for the successful exercise of an occupation (Goodson &amp; Hargreaves, 1996: 76)</p>	<p>qualifications/ competence</p>	<p>Goodson, I &amp; Hargreaves, A. 1996: <i>Teachers' Professional Lives</i>. Routledge Falmer. Oxon.238p. Accessed 5:2:2012</p>
<p><b>19. Professionalism</b> centres on specialized expertise, autonomy and service (Joel &amp; Kelly, 2003: 193)</p>	<p>expertise/autonomy/service traits =</p>	<p>Joel, L.A. &amp; Kelly, L.Y. 2003: <i>Kelly's Dimensions of Professional Nursing</i>. McGraw-Hill Professional. U.S.A. 759p. Accessed 5:2:2012</p>
<p><b>20. Professionalism</b> is a word difficult to define. There is a huge literature on the subject-much of it unreadable. We believe that the concept of professionalism is best understood as a commitment to a broad concept of ethical and competent care. Individuals and groups who wish to demonstrate professionalism need merely to demonstrate that they are capable of this. It must be recognized, however, that the changing nature of our society and of health care, leads to difficulties in defining standards of competency and ethical behaviour that can be applied universally – even within professional groups. It may be very difficult for practitioners to recognize when their</p>	<p>Behaviour / commitment Competence</p>	<p>Kerridge, I., Lowe, M. and McPhee, J. 2005: <i>Ethics and Law for the Health Professions</i>. 2<sup>nd</sup> ed. Federation Press. NSW, Sidney. 631p. Accessed 5:2:2012</p>

<p>behaviour no longer meets the appropriate standards of competence for the profession (Kerridge, Lowe &amp; McPhee, 2005: 122)</p>		
<p><b>21.</b> Nursing literature since 1902 has reflected the gradual and accelerating shift away from the traditional, attribute approach, viewing <b>professionalism</b> in terms of individual attributes and characteristics that once internalized through education will be demonstrated regardless of subsequent circumstances of practice (Maggs, 1987:171)</p>	<p>Personal attributes</p> <p>Characteristics internalized via education</p> <p>Demonstrated in behaviour</p>	<p>Maggs, C.J. 1987: <i>Nursing History: The state of the Art</i>. Croon Helm Ltd. Beckenham. 199p. Accessed 5:2:2012</p>
<p><b>22.</b> Professionalism is a learned value. Subordinate public officials will learn the values they are taught in their environment (Mafunisa, 2000: 83)</p>	<p>Learned values</p>	<p>Mafunisa, M.J. 2000: <i>Public Service Ethics</i>. Juta and Company. Kenwyn. 93p. Accessed 5:2:2012</p>
<p><b>23.</b> Professionalism is predominantly an attitude, not a set of competencies. Real professionalism has little, if anything, to do with which business you perform, or how many degrees you have. Rather, it implies a pride in work, a commitment to quality, a dedication to the interest of the client, and a sincere desire to help. However, traditional definitions of professionalism are filled with references to status, educational attainments, 'noble' callings and things like the right practitioners to autonomy – the privilege of practising free of direction. Real professionalism is about attitudes and perhaps even about character (Maister, 1999: 16-17)</p>	<p>Attitudes</p> <p>Pride in work</p> <p>Commitment to quality</p> <p>Dedication to clients</p> <p>Desire to help</p> <p>Character</p> <p>Status</p> <p>Educational attainments</p> <p>Autonomy</p>	<p>Maister, H. 1999: <i>True Professionalism: The courage to care about your people, your clients and your career</i>. Simon and Schuster. The Free Press. New York. 224p. Accessed 5:2:2012</p>

<p><b>24. Professionalism</b> refers to the practitioner who practises the profession and it implies she or he fulfils all the norms and expectations thereof. His or her behaviour is therefore in line with the rules of behaviour as determined by that profession. The practitioner’s level of professional maturity will determine her or his level of professionalism (Muller, 1998:17)</p>	<p>Behaviour  Fulfils norms/expectations</p>	<p>Muller, M.E. 1998: <i>Nursing Dynamics</i>. 2<sup>nd</sup> edition. Heinemann Higher and Further Education Ltd. Sandton. 377p. Accessed on site – 19 November 2010. UNISA - KZN Accessed 5:2:2012</p>
<p><b>25.</b> Professionalism is a strategy for controlling an occupation in which colleagues, who are in a formal sense equal, set up a system of self government involving restriction of entry to the occupation through the control of education, training and the process of qualification (Ozga &amp; Lawn, 1981:14)</p>	<p>Education  Training/qualification  Occupational control</p>	<p>Ozga, J. &amp; Lawn, M. 1981: <i>Teachers, Professionalism and Class: A study of organized teachers: Politics and Education Series</i>. The Falmer Press. London. 153p. Accessed 5:2:2012</p>
<p><b>26.</b> Professionalism is a multidimensional concept that encompasses ethics, relationships with one’s patients, colleagues and community, public policy and self-awareness (Roberts &amp; Hoop, 2008: 78)</p>	<p>Communication  Ethics  Self-awareness</p>	<p>Roberts, L.W. &amp; Hoop, J.G. 2008: <i>Professionalism and Ethics Q &amp; A self-study guide for mental health professionals</i>. American Psychiatric Publishing Inc. Arlington. 251p. Accessed 5:2:2012</p>
<p><b>27.</b> The Oregon Bar Associations <b>professionalism</b> website for attorneys define professionalism as including integrity, honesty and willing compliance with the highest ethical standards. Professionalism sensitively and fairly serves the best interests of clients and the public (Scott, 2007:21)</p>	<p>Attributes – honesty, integrity and highest ethical standards  Willing compliance</p>	<p>Scott, R.W. 2007: <i>Guide for the new health care professional</i>. Jones and Bartlett Publishers. Sudbury. 174p. <a href="http://www.osbar.org/rulesregs/professionalism">www.osbar.org/rulesregs/professionalism</a> Accessed 4:9:2011</p>
<p><b>28.</b> Clearly the concept of professionalism can only exist when ethics and values are in place and are respected. Ethics and values are thus pre-requisites for professionalism(Siegel &amp; Rasmussen, 2008:154-155)</p>	<p>Ethics  Values</p>	<p>Siegel, D &amp; Rasmussen, K. 2008: <i>Professionalism and Public Service: Essays in honour of Kenneth Kernaghan</i>. University of Toronto Press Inc. London. 342p. Accessed 4:9:2011</p>

<p><b>29.</b> Professionalism is defined by police officers using terms such as demeanour, authority, maintaining the edge and loyalty to partners. These admirable terms only define the appearance of professionalism – the ‘looking good’ version. In a platonic sense they describe only the shadow of what ought to be, but may not be there. True professionalism is ‘being good’ – having a passion for humanity, legality, and compassion, telling the truth (unless there is a compelling reason for concealment); fulfilling the promises that one makes and taking every obligation seriously. It is one’s devotion to reasoning, service duty and goodwill – in short, to ethical principles ( Souryal, 2010: 205-206)</p>	<p>Attributes – demeanour, authority, loyalty</p> <p>Having passion for humanity, legality, compassion, telling the truth, devotion to service delivery</p> <p>Fulfil promises</p>	<p>Souryal, S.S. 2010: <i>Ethics in Criminal Justice: In search of the truth</i>. 5<sup>th</sup> edition. Anderson Publishing, Elsevier. Burlington, U.S.A. 544p. Accessed 5:2:2012</p>
<p><b>30.</b> In the field of traditionally law, medicine and the church professionalism usually means that the discipline is made up of individuals who have a discipline-wide commitment to excellence in the services that they provide to those needing their services, the people who in the knowledge services professions would be the customers for whom knowledge services delivery is provided. The commitment generally includes adherence to a code of ethics and to a mutually agreed-upon set of service standards participation in a certification process that validates the individual for serving as a practitioner and establishes for those who receive his or her services an expectation of professionalism and excellence, and the acceptance of an enforcement mechanism for ensuring that standards are met and that the code of ethics is observed. Professionalism also requires, an established body of literature and scholarly research in the field and for practitioners- that there is an ongoing commitment to study and improvement in order to continue the provision of excellence in the delivery of services (St. Clair, 2003:66) St. Clair, G. 2003: Beyond degrees: professional learning for knowledge services.</p>	<p>Continuous professional development</p> <p>Commitment to excellence in services</p> <p>Adherence to ethical codes</p> <p>Adherence to set of service standards</p> <p>Education</p> <p>Scholarly research/continuous development</p>	<p>St. Clair, G. 2003. Beyond degrees: professional learning for knowledge services. Munchen: Saur. Walter de Gruyter.</p>

<p><b>31.</b> Professionalism is a broad concept that means many things. Attributes of professionalism can be considered in several categories: structural, attitudinal, and behavioural and value based. Professionalism is much more than acting respectfully in the classroom and practice site. It is truly caring about and for patients and others in an altruistic and unselfish manner. It is being a member of a profession, which requires achieving, and maintaining a certain competence and expertise and practicing ethically. It is founded upon maintaining individual, trusting relationships with those whom we serve (Sylvia &amp; Barr, 2011:229-230, 246).</p>	<p>Attributes – attitudes, behaviour, values/caring</p> <p>Altruism</p> <p>Competence /Expertise</p> <p>Ethical practice</p> <p>Trusting relations with those that are served</p>	<p>Sylvia, L.M &amp; Barr, J.T. 2011: <i>Pharmacy education: What matters in learning and teaching</i> Jones and Bartlett Publishers. Sudbury. 341p. Accessed 5:2:2012</p>
<p><b>32.</b> Professionalism in policing is defined as the ethical conduct of officers who meet the challenges and the needs of the communities in which they serve (Thomas, 2010: 19).</p>	<p>Ethical behaviour</p>	<p>Thomas, D. 2010: <i>Professionalism in Policing: An introduction</i>. Delmar Cengage Learning. U.S.A. 352p. Accessed 5:2:2012</p>
<p><b>33.</b> Professionalism can be defined as a set of values shared by members of a profession that are reflected in the way in which work is carried out and in the ethical standards to which members adhere (Thompson, 2007: 4).</p>	<p>Values/ethical standards</p>	<p>Thompson, M.F. 2007. <i>Evaluating professional behaviours of students in athletic training education programs</i>. University of South Carolina: Proquest Publisher. Accessed 5:2:2012</p>
<p><b>34.</b> Professionalism implies obligation and commitment and both entities are better viewed as residing within individuals than within organizations (Wear &amp; Bickel, 2000:29)</p>	<p>Obligation</p> <p>Commitment</p>	<p>Wear, D. &amp; Bickel, J.W. 2000: <i>Educating for professionalism: creating a culture of humanism in medical education</i>. University of Iowa Press. USA. 215p. Accessed 5:2:2012</p>

<p><b>35.</b> ‘The occupation which one professes to be skilled in and to follow. A vocation in which a professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it. In a wider sense, any calling or occupation by which a person habitually earns his living.’</p>	<p>Skilled vocation calling or occupation earns a living</p>	<p><i>Oxford Handbook of Clinical Dentistry</i> (Mitchell, Mitchell &amp; McCaul, 2009: 668)</p>
<p><b>36.</b> ‘Professionalism refers, at a minimum, to a collection of attitudes and actions. It also suggests knowledge and technical skill. Medical professionalism – medical professionalism signifies a set of values, behaviours and relationships that underpins the trust the public has in doctors.’</p>	<p>collection of attitudes and actions knowledge and technical skill trust the public has – doctors set of values/behaviour/ relationships</p>	<p>Doctors in society: Medical professionalism in a changing world: Main Report ( Royal College of Physicians of London, 2005: 14)</p>
<p><b>37.</b> There are two central components to professionalism, value based professionalism and behavioural based professionalism. Value based professionalism can be broken down into clinical competency or excellence, humanism and altruism. These are all principles behind what it means to be professional. Behaviour-based professionalism includes service and ethical conduct. These behaviours one must exhibit to act professionally</p>	<p>Values – competency, excellence, humanism, altruism Behaviour – service/ethical conduct</p>	<p>Castell, F. 2008. ‘Professionalism in nursing practice.’ <i>Nursing Journal: Tai Tokerau Wananga</i>, 12:13-17.</p>
<p><b>38.</b> Professionalism is the individual or group practice of expertise</p>	<p>Expertise</p>	<p>Frush, D.P. 2011. ‘The role of CT in Professionalism: Accreditation, Certification and the welfare of our children.’ <i>Pediatr Radiol</i>, 41 (2):571-575.</p>
<p><b>39.</b> There are many definitions of professionalism. Often they are so broad that they do not lend themselves to aspects that are easily assessable. Predominantly, professionalism is about what someone does, rather than what he or she knows</p>	<p>Behaviour</p>	<p>Wilkinson, T.J. &amp; Wade, W.B. 2009. ‘A Blueprint to assess Professionalism Results of a Systematic Review.’ <i>Academic Medicine</i>, 84 (5):551-558.</p>

<p><b>40.</b> Interprets professionalism as something that applies to every occupational workforce, but interprets it as qualitatively neutral: as something that is rather than something that ought to be. Thus the term ‘unprofessional’ becomes redundant since professionalism is not something that is merited, it is simply a description of people’s ‘mode of being’ in a work context, irrespective of whether that translates into practice that is praiseworthy or practice that is despicable. She also states that professionalism is principally about people’s being (as) practitioners.</p> <p>She interprets it as relating to and conveying: what they do (in the context of their working lives); how and why they do it; what they know and understand; where and how they acquire their knowledge and understanding; what (kinds of) attitudes they hold; what codes of behaviour they follow; what their function is; what purposes they perform; what quality of service they provide; and the level of consistency incorporated into the above.</p> <p>She identified three main components of professionalism: Behavioural (relates to what practitioners physically do at work), attitudinal (relates to attitudes held) and intellectual (relates to practitioners’ knowledge and understanding and their knowledge structures).</p>	<p>Behaviour</p> <p>Knowledge/understanding</p> <p>Quality of service</p> <p>Consistency</p> <p>Attitudes</p>	<p>Evans, L. 2011. ‘The shape of teacher professionalism in England: Professional standards, performance management, professional development, and the changes proposed in the 2010 White Paper.’ <i>British Educational Research Journal</i>, 37(5):851-870.</p>
<p><b>41.</b> Professionalism is a term commonly used to define the manner adopted by professionals in the conduct and organization of their work</p>	<p>Behaviour</p>	<p>Richardson, B. 1999. ‘Professional Development: Professional Socialisation and Professionalisation.’ <i>Physiotherapy</i>, 85(9):461-467.</p>
<p><b>42.</b> In professional work, incumbents are required to comply with a set of values and to accomplish the work goal. The concept of professionalism basically describes such values, goals and expectations at work</p>	<p>Values – compliance</p> <p>Goals/expectations</p>	<p>Lui, S.S., Ngo, H-Y. &amp; Tsang, A.W-N. 2003. Socialised to be a professional: a study of the professionalism of accountants in Hong Kong. <i>International Journal of Human Resource Management</i>, 14(7):1192-1205.</p>

<p><b>43.</b> Defining professionalism in nursing has been as difficult a task as that achieved by nurse practitioners to gain their rightful place in delivering quality and cost-effective care</p>	<p>Quality care</p>	<p>Adams, D. &amp; Miller, B.K. 2001. 'Professionalism in nursing behaviours of nurse practitioners.' <i>Journal of Professional Nursing</i>, 17 (4):203-210.</p>
<p><b>44.</b> Professionalism is viewed as a normative value system and a controlling ideology. The difference is that professionalism as a value system positively contributes to a normative social order and as an ideology focuses more negatively as a hegemonic or control/authority belief system and mechanism of social control for 'professional workers'. Professional workers themselves prefer and utilize the narrative discourse in their relations with clients, their occupational identities and their work practices. Professionalism in occupations and professions implies the importance of trust in economic relations in modern societies with an advanced division of labour i.e. lay people must place their trust in professional workers (doctors, electricians, plumbers, lawyers) and some professionals must acquire guilty knowledge. Professionalism requires professionals to be worthy of that trust to maintain confidentiality and conceal such guilty knowledge by not exploiting it for evil purposes. In return for professionalism in client relations, professionals are rewarded with authority, privilege rewards and higher status. In many of the new occupational contexts, where professionalism is being imposed 'from above', the normative value of the concept of professionalism is used as an ideological instrument and a mechanism to promote and facilitate occupational change. In effect professionalism is being used to convince, cajole and persuade employees, practitioners and other workers to perform and behave in ways which the organization or institution deem to be appropriate, effective and efficient and professional workers are very keen to grasp and lay claim to the normative values of professionalism</p>	<p>Value system Ideology/Trust Authority/Status/Behaviour</p>	<p>Evetts, J. 2003. 'The Sociological Analysis of Professionalism: Occupational change in the modern world.' <i>International Sociology</i>, 18 (2):395-415.</p>

<p><b>45.</b> Professionalism is the extent to which an individual identifies with a profession and adheres to its standards</p>	<p>Adheres to standards</p>	<p>Zakari, N.M., Al Khamis, N.I. &amp; Hamadi, H.Y. 2010. 'Conflict and professionalism: perceptions among nurses in Saudi Arabia.' <i>International Nursing Review</i>, 57:297-304.</p>
<p><b>46.</b> Professionalism incorporates attitudes representing levels of identification with and commitment to a particular profession. Nurses with longer years of practice experience had high professionalism in keeping with levels of professionalism found in physicians</p>	<p>Attitudes Commitment</p>	<p>Wynd, C.A. 2003. 'Current factors contributing to professionalism in nursing.' <i>Journal of Professional Nursing</i>, 19 (5):251-261.</p>
<p><b>47.</b> Professionalism is labelled as an attribute which is the attitudinal component, or behavioural orientation that conditions how individuals think about and act toward their occupation. In essence, professionalism is the behavioural orientation that professionals possess toward their field, such as a sense of calling and belief in public service</p>	<p>Behaviour Attitudes</p>	<p>Hampton, D.L. &amp; Hampton, G.M. 2000. 'Professionalism and the Nurse-Midwife Practitioner: An Exploratory Study.' <i>Journal of the American Academy of Nurse Practitioners</i>, 12(6):218-225.</p>
<p><b>48.</b> The key elements of professionalism lie within the domain of attitudes</p>	<p>Attitudes</p>	<p>Kearney, R.A. 2005. 'Professional attitudes and behaviour: Defining professionalism in anaesthesiology.' <i>Medical Education</i>, 39:769-776.</p>
<p><b>49.</b> One's professionalism is revealed by how well one is able to meet the specific challenges of one's job, using skills, experience and expertise that are also specific to that job. You need a professional when it is not possible for just anyone to follow instructions and get the job done</p>	<p>Skills Experience/Expertise</p>	<p>Baggini, J. 2005. 'What professionalism means for teachers today.' <i>Education Review</i>, 18(2):5-11.</p>
<p><b>50.</b> According to teachers in this study, professionalism is exhibited in many ways and encompasses both attitudes and behaviours</p>	<p>Attitudes/Behaviour</p>	<p>Tichenor, M.S. &amp; Tichenor, J.M. 2005. 'Understanding teachers' perspectives on professionalism.' <i>The Professional Educator</i>, 27(1&amp;2):89-95.</p>

<p><b>51.</b> Professionalism implies not only the exercise of special expertise but also an altruistic concern to constantly improve practice in the interest of clients. The concept of professionalism cannot be clearly and simply defined, since it has a varying range of characteristics which are often culturally determined. Moreover, because of the status and material advantages generally associated with professionalism, many groups of workers are engaged in long-running attempts to claim professional status. Accordingly each will seek to interpret the essential element of professionalism in ways that favour their own particular circumstances. One subject in this study stated that 'professionalism is how a professional person carries out their particular business, but you can have professionalism without being actually a member of a profession'</p>	<p>Expertise Altruistic behaviour</p>	<p>Helsby, G. 1995. 'Teachers' Construction of Professionalism in England in the 1990's.' <i>Journal of Education for Teaching</i>, 21(3):317-332.</p>
<p><b>52.</b> Expertise is the foundational and defining element of professionalism. Without specialized skills and knowledge, a person cannot claim to be a professional, regardless of what other attributes or behaviours he/she exhibits. Professionalism creates social fragmentation that makes it harder for organizations to react appropriately to adverse events. Professionalism is an ideological construct; it has in addition to its conceptual content, significant political overtures. Professionalism defines a high standard of conduct that its members must accept in exchange for the right to self-regulate and to control the market for the services they provide</p>	<p>Expertise Skills Knowledge Ideological construct Conduct – high standard</p>	<p>Holtman, M.C. 2011. 'Paradoxes of professionalism and error in complex systems.' <i>Journal of Biomedical Informatics</i>, 44:395–401.</p>

<p><b>53.</b> The term professionalism implied the expectation of quality in standards. One subject stated that ‘excellence in nursing care seems to suggest the degree of professionalism, commitment, patient care, attitudes towards others in which a nurse would conduct him/herself’. Other nurses referred to professionalism as a tacit expectation regarding excellent nursing care</p>	<p>Quality in standards Commitment Care- excellent / Attitudes</p>	<p>Coulon, L., Mok, M., Krause, K-L. &amp; Anderson, M. 1996. <i>Journal of Advanced Nursing</i>, 24:817-826.</p>
<p><b>54.</b> Professionalism is more concerned with the intricate definition and character of occupational action</p>	<p>Behaviour</p>	<p>Goodson, I.F. 2000. ‘Professionalism in Teaching: The principled professional.’ <i>Prospect</i>, 30 (2):181-188.</p>
<p><b>55.</b> Professionalism – improving quality and standards of practice</p>	<p>Quality Standards</p>	<p>Hargreaves, A. 2000. ‘Four Ages of Professionalism and Professional Learning.’ <i>Teachers and Teaching: History and Practice</i>, 6(2):151-182.</p>
<p><b>56.</b> Professionalism – improvement in the quality of service rather than the enhancement of status</p>	<p>Quality of service</p>	<p>Hoyle, E. 2001. ‘Teaching: Prestige, Status and Esteem.’ <i>Educational Management Administration and Leadership</i>, 29 (2):139-152.</p>
<p><b>57.</b> Professionalism implies a contract between the medical profession and society. Public trust is the cornerstone of professionalism in medicine. Professionalism in psychiatry does not stand in isolation from other mental health professions such as psychologists, social workers, but is enhanced by effective collaboration</p>	<p>Trust</p>	<p>Ikkos, G. &amp; Kontaxakis, V. 2008. ‘Medicine, psychiatry and professionalism.’ <i>Psychiatriki</i>, 19(4):295-296.</p>
<p><b>58.</b> Study findings supported the idea that self-actualisation is related to professionalism and the greater the self-actualization the more likely the nurse will assimilate and integrate behaviours, attitudes and values of a professional culture.</p>	<p>Self-actualisation Behaviour/Attitudes/Values</p>	<p>Fetzer, S.J. 2003. Professionalism of Associate Degree Nurses: The Role of Self-Actualization. <i>Nursing Education Perspectives</i>, 24 (3):139-143.</p>
<p><b>59.</b> Concluded that it’s possible and instructive to define professionalism in terms of tangible behaviours. Focusing on behaviours rather than attributes may facilitate discussion, assessment and modelling of professionalism in both medical education and clinical care.</p>	<p>Behaviour</p>	<p>Green <i>et al</i>, 2009. ‘Defining Professionalism from the perspective of Patients, Physicians and Nurses.’ <i>Academic Medicine</i>, 84(5):566-573.</p>

<p><b>60.</b> Professionalism is a complex blend of values, behaviours, ideals and obligations that are hard to define but recognizable when observed</p>	<p>Values/ideals Behaviour</p>	<p>Thomas, R., Bigland, C., Burke, C. &amp; Howlett, D. 2011. 'Maintaining medical professionalism at the heart of radiology.' <i>British Journal of Hospital Medicine</i>, 72 (7):396-401.</p>
<p><b>61.</b> Participants defined professionalism in terms of code of conduct, professional relations, and competence and communication skills. Some participants recognized internal motivation as part of professionalism and were idealistic, drawing on morals and self-determination. Professionalism is more than learning and applying technical skills. The inculcation of professional values, attitudes and behaviours requires all members of the health professions to see themselves and serve as teachers and exemplars</p>	<p>Code of conduct Professional relations Competence/Morals/Values Communication skills Internal motivation Self-determination</p>	<p>Baingana, R.K., Nakasujja, N., Galukande, M., Omona, K., Mafigiri, D.K. &amp; Sewankambo, N.K. 2010. 'Learning health professionalism at Makerere University: An exploratory study amongst undergraduate students.' <i>BMC Medical Education</i>, 10 (76):1-10.</p>
<p><b>62.</b> Professionalism for health care providers is now being defined as a commitment to standards of excellence in the practice of the profession that are designed primarily to serve the interests of the patient and to be responsive to the health needs of society</p>	<p>Standards – excellence</p>	<p>McNair, R.P. 2005. 'The case for educating health care students in professionalism as the core content of interprofessional education.' <i>Medical Education</i>, 39: 456-464.</p>
<p><b>63.</b> Professionalism involves an ability to suppress emotions that might otherwise get in the way of delivering quality services. Resilience is needed in the way work is handled. Professionalism involves a concern for standards, not only in the final delivery of a service but in the process leading to that delivery, e.g. high standards of information and data analysis.</p>	<p>Behaviour Resilience Standards</p>	<p>Swales, S. 2003. 'Professionalism: Evolution and Measurement.' <i>The Service Industries Journal</i>, 23 (2):130-149.</p>
<p><b>64.</b> Professionalism is the basis of medicine's contract with society. It demands placing patients' interests above those of the physician, setting and maintaining standards of competence and integrity, and providing expert advice to society on matters of health</p>	<p>Competency Integrity</p>	<p>'Medical professionalism in the new millennium: a physicians' charter: Medical Professionalism Project'. 2002. <i>The Lancet</i>, 359:520-522.</p>

<p><b>65.</b> The concept of professionalism is used in different senses and somewhat difficult to define e.g. In daily language, it is generally used to mean an activity for which one is paid as opposed to doing voluntarily. Autonomy is one of the main focuses featured in professionalism characteristics</p>	<p>Activity paid Autonomy</p>	<p>Demirkasimoglu, N. 2010. 'Defining Teacher Professionalism from different perspectives.' <i>Procedia Social and Behavioral Sciences</i>, 9:2047-2051.</p>
<p><b>66.</b> Professionalism is the moral understanding among health professionals that provides reality to the 'social contract' between health care and society. Nurse professionalism is complex and encapsulates the behaviour, demeanour and appearances of nurses which often come to mind when one hears the term professionalism. But it extends to include concepts outside of control of the individual nurses such as professionally-led regulation and social contracts. Professionalism in the context of advanced nursing practice is a complex topic and must include a consideration of both individual and collective nurses', societal and patient rights and obligations.</p>	<p>Moral Behaviour Demeanour Appearances</p>	<p>Young, A. 2010. 'Professionalism and Ethical Issues in nurse prescribing.' <i>Nurse Prescribing</i>, 8(6):284-290.</p>
<p><b>67.</b> Defines professionalism as professionalism – influenced practice that is consistent with commonly-held consensual delineations of a specific profession and that both contributes to and reflects perceptions of the professions purpose and status and the specific nature, range and levels of service provided by, and expertise prevalent within, the profession, as well as the general ethical code underpinning this practice. Evans (2008:35) concluded that the very substance of professionalism – what, precisely professionalism is and how it is constituted -- remains under-examined in the broad sociological field and particularly in the context of education. This becomes problematic because without understanding of its substance it's difficult to appreciate how professionalism works and therefore how it may be influenced.</p>	<p>Service Expertise Ethical codes</p>	<p>Evans, L. 2008. 'Professionalism, professionalism and the development of education professionals.' <i>British Journal of Educational Studies</i>, 56(1):20-38.</p>

<p><b>68.</b> In everyday usage, the idea of professionalism involves doing work well, doing a good job, being a competent person whatever the task. In the deferential and uncritical interpretations of professionalism, common in the 1950's, trained practitioners were assumed to be guided by codes of ethics and were internally motivated to provide the best services to clients controlled only by internalized standards as a result of good occupational socialization and training, and the moral community of fellow practitioners</p>	<p>Competence Codes of ethics Internally motivated Best service provision</p>	<p>Evetts, J. 1999. 'Professionalisation and Professionalism: Issues for interprofessional care.' <i>Journal of Interprofessional Care</i>, 13(2):119-128.</p>
<p><b>69.</b> Core professionalism attributes include altruism, excellence, accountability and humanism. To these may be added self-reflection, skills, communication, dutifulness and teamwork</p>	<p>Altruism/dutifulness Excellence/teamwork Accountability/Humanism Self-reflection/skills</p>	<p>Brennan, M.D. 2010. 'Professionalism.' <i>International Journal of Dermatology</i>, 49:1210-1212.</p>
<p><b>70.</b> The essence of professionalism is both having a unique or special knowledge and the self-imposed obligation to serve the community. Until recently this has been an unwritten contract and for these reasons, society holds the professional in higher esteem than it does a technician, blue-collar worker or businessman, people who traditionally are interested in the benefits of their employment rather than the occupation itself. Professionals are expected to show a degree of special attainment, altruism and self-sacrifice in their dealing with the rest of the community and return receive privileges both in the workplace and at large. Professionals have been allowed to determine the makeup of their profession and maintain a high degree of exclusivity. When professionals are left feeling that they are no longer valued for their professionalism, altruism will wither away and society is the loser</p>	<p>Special knowledge Obligation to serve Altruism/self-sacrifice High degree of exclusivity</p>	<p>Bryan-Brown, C.W. &amp; Dracup, K. 'Professionalism.' 2003. <i>American Journal of Critical Care</i>, 12(5):394-396.</p>

<p><b>71.</b> Traditionally, professionalism came to apply to knowledge-based activities requiring long periods of education and training and entailing service for the common good</p>	<p>Education/training</p>	<p>Cruess, R.L., Cruess, S.R. &amp; Johnston, S.E. 2000. 'Professionalism: An ideal to be sustained.' <i>The Lancet</i>, 356:156-159.</p>
<p><b>72.</b> Professionalism is defined as the occupational control of work. However circumstances in which an occupation organizes and controls its work may differ from the more common situation in which an employer organizes and controls work, the employer chooses who is to work on what terms and decides what tasks are to be performed and how. Professionalism represents the occupational control of work, which is logical and empirical and distinct from consumer and managerial control</p>	<p>Occupational control of work</p>	<p>Freidson, E. 1999. 'Theory of Professionalism: Method and substance.' <i>International Review of Sociology</i>, 9(1):117-129.</p>
<p><b>73.</b> When linked to a code of conduct and the oath of office or solemn affirmation, professionalism establishes a value system that serves as a frame of reference for decision-making and creates a special form of control conducive to high work standards</p>	<p>Code of conduct Value system High work standards</p>	<p>Mafunisa, M.J. 2001. 'Professionalism: The ethical challenge for municipal employees.' <i>Journal of Public Administration</i>, 36 (4):324-339.</p>
<p><b>74.</b> Professionalism: one word with so many meanings-professional, competent, proficient, expert, moral, certified, qualified. When we are in the presence of professionalism, we want to be professional. The author believes that peace, justice and care are key principles of professionalism in its simplest form</p>	<p>Competent/ proficient Expert Moral Certified/qualified Peace/justice/care</p>	<p>Nicolaou, C. 2010. 'Professionalism – The idea of the reality.' <i>South African Journal of Bioethics and Law</i>, 3(1):9-11.</p>

<p><b>75.</b> In the past professionalism referred to the characteristics of a profession: high moral standards, strong commitment to the well-being of others, mastery of a body of knowledge and skills and a high level of autonomy. Williams (2009) summarizes that the past of professionalism shows a gradual development in its conceptualization and ideals therefore it has been considered a desirable goal by many occupational groups. However the past also reveals that both individuals and professionals and their association sometimes failed to live up to the ideals and even when they tried they were often constrained by external forces like consumerism and bureaucratization. These conflicts are also evident in the present</p>	<p>High moral standards</p> <p>Strong commitment</p> <p>Mastery of body of knowledge and skills</p> <p>Autonomy</p>	<p>Williams, J.R. 2009. 'The future of medical professionalism.' <i>South African Journal of Bioethics and Law</i>, 2(2):48-50.</p>
<p><b>76.</b> Professionalism is an attitude because in many studies its measurement is based on the employees sensibilities and includes affective and cognitive perceptions regarding the profession</p>	<p>Attitude</p>	<p>Cohen, A. &amp; Kol, Y. 2004. 'Professionalism and organizational citizenship behaviour.' An empirical examination among Israeli nurses. <i>Journal of Managerial Psychology</i>, 19(4):386-405.</p>
<p><b>77.</b> It is both possible and instructive to define professionalism in terms of tangible behaviours</p>	<p>Behaviour</p>	<p>Green <i>et al</i>, 2009. 'Defining Professionalism from the perspective of Patients, Physicians and Nurses.' <i>Academic Medicine</i>, 84(5):566-573.</p>
<p><b>78.</b> Professionalism is a complex blend of values, behaviours, ideals and obligations that are hard to define but recognizable when observed</p>	<p>Values/ ideals</p> <p>Behaviour/ obligations</p>	<p>Thomas, R., Bigland, C., Burke, C. &amp; Howlett, D. 2011. 'Maintaining medical professionalism at the heart of radiology.' <i>British Journal of Hospital Medicine</i>, 72 (7):396-401.</p>
<p><b>79.</b> Professionalism is a way of behaving predicated on a conscious vow to place patient's interests uppermost. Professionalism is overly dependent on good intentions and it has little chance to prevail under the intense lure of self-interest rife in contemporary medical practice</p>	<p>Behaviour</p>	<p>Cohen, J.J. 2007. 'Linking professionalism to humanism: what it means, why it matters.' <i>Academic Medicine</i>, 82(11):1029-1032.</p>

<p><b>80.</b> Professionalism is an important characteristic of careers that emphasize values and commitment in service to the community</p>	<p>Values Commitment</p>	<p>Kim-Godwin, Y.S., Baek, H.C. &amp; Wynd, C.A. 2010. 'Factors influencing professionalism in nursing among Korean American Registered Nurses.' <i>Journal of Professional Nursing</i>, 26(4):242-249.</p>
<p><b>81.</b> The meaning of professionalism in medicine is seen as embodying three core values, competence, commitment and compassion. Competence is a body of skills and knowledge that enables one to do tasks required. Commitment refers to commitment to the job, one's colleagues and one's patient</p>	<p>Competence (skills and knowledge) Commitment/compassion</p>	<p>Jeffries, D.A. 2004. 'View from the edge: Professionalism in an island practice.' <i>Medical Humanities</i>, 30:101-105.</p>
<p><b>82.</b> Professionalism refers to attitudes towards a specific profession with the characteristics of a unique body of knowledge and socialization through formal education and professional growth</p>	<p>Attitudes Formal education</p>	<p>Hwang, J.I., Lou, F., Han, S.S., Cao, F., Kim, W.O. &amp; Li, P. 2009. 'Professionalism: The major factor influencing job satisfaction among Korean and Chinese nurses.' <i>International Nursing Review</i>, 56: 313-318.</p>
<p><b>83.</b> In a formal sense, professionalism is viewed as involving autonomy, mastery of a body of knowledge and a community of colleagues. Professionalism is demonstrated by what nurses wear, how they identify themselves and how they interact with others</p>	<p>Autonomy Mastery of body of knowledge</p>	<p>Ervin, N.E. 2006. '101 ways to improve nursing culture: Professionalism.' <i>The Michigan Nurse</i>, 79(1):15.</p>
<p><b>84.</b> Professionalism assures that the knowledge and skills of the professionals are transformed into practice in such a fashion that the client receives the highest quality service. Professionalism encompasses a belief in service, desire and a sense of calling to service</p>	<p>Knowledge/skills Quality service Belief in service/ desire to service Sense of calling to service</p>	<p>Hampton, G.M. &amp; Hampton, D.L. 2004. 'The case of certified nurse's-midwives.' <i>Journal of Business Research</i>, 57:1042-1053.</p>

<p><b>85.</b> Regards two points as crucial to the concept of professionalism. The first is internal generation of knowledge as opposed to mere purveying of knowledge. The second is rendering services based on demands by the public as opposed to demands by the occupational group itself.</p>	<p>Internal generation of knowledge</p> <p>Service to public</p>	<p>New, P. Kong-Ming. 1965. 'Another approach to professionalism.' <i>American Journal of Nursing</i>, 65(2):124-126.</p>
<p><b>86.</b> Professionalism may be as basic as doing the right thing well (when the task is defined, the solutions are available and affordable, an equitable compensation for services received). Higher professionalism may be defined as a service that transcends self-interest and manifests when the task is poorly defined, solutions are unavailable or unaffordable and rendering service is not in one's own best financial, social, emotional or physical interest. While a concrete definition of professionalism may be lacking or at best inconsistent across disciplines, a review of codes of conduct documents for nurses, dentists, physicians and pharmacists suggests that the values ascribed to professionalism appear to be similar</p>	<p>Codes of conduct</p> <p>Doing the right thing – behaviour</p> <p>Altruism</p>	<p>Nath, C., Schmidt, R. &amp; Gunel, E. 2006. 'Perceptions of professionalism vary most with educational rank and age.' <i>Journal of Dental Education</i>, 70(8):825-834.</p>
<p><b>87.</b> Professionalism implies a high order of concern and a value system that places concern for others before self-interest</p>	<p>Value system</p> <p>Altruism</p>	<p>Emerton, D.A. 1992. 'Professionalism and the role of the UKCC (United Kingdom Central Council of Nursing).' <i>British Journal of Nursing</i>, 1(1):25-29.</p>
<p><b>88.</b> Professionalism is a much more esoteric concept. It's akin to the concepts of manners or civility. Just like manners and civility, if professionalism has not been 'hard-wired' into one's psyche at a relatively young age one will have to blunder through one's professional life without it</p>	<p>Manners</p> <p>Civility</p>	<p>Webster, P.D. 2011. 'Ethics and Professionalism on Appeal.' <i>The Florida Bar Journal</i>, 16-20.</p>

<p><b>89.</b> Focusing on any normative definitions of professionalism (trait-based, behaviour-based or role-based) leads to an over-emphasis on codes of behaviour and misses the influences of context, institutions and socio-economic and political concerns in the creation of the definition. There is growing awareness that professionalism is too complex and nuanced a construct to be reduced to a simple checklist of individual characteristics and behaviours</p>	<p>Traits Behaviour Role (character)</p>	<p>Martimianakis, M.A., Maniate, J.M. &amp; Hodges, B.D. 2009. 'Sociological interpretations of professionalism.' <i>Medical Education</i>, 43:829-837.</p>
<p><b>90.</b> Subjects in the study described professionalism as being a vocation or group identity having a clear emphasis on skills, training, ethics, autonomy, responsibility, accountability, competence, expertise, integrity, maintaining standards, self-governance and having an evidence base of practice among others. Subjects also found it difficult to describe the definition of professionalism. The 'old' professionalism relied on mastery, autonomy, privilege and self-regulation within which mastery suggested control, authority, power and superiority. The 'new' professionalism sees itself as a set of values, behaviours and relationships that underpin the trust the public has in doctors</p>	<p>Vocation/power/control Skills/training/Values Ethics/ authority/autonomy Responsibility/Accountability Competence/standards Expertise/behaviour Integrity/superiority</p>	<p>Bhugra, D. 2008. 'Professionalism and psychiatry: The profession speaks.' <i>Acta Psychiatr Scand</i>, 118:327-329.</p>
<p><b>91.</b> Uses the tenets of Snider (2002) of expertise, jurisdiction and legitimacy as being the theoretical components of professionalism because they describe the ideal but not prescribe the means to attain it. He also defines the practical components of professionalism as organization and return on investment (or giving back to the institution). These are the practical ways for the profession to ensure its survival and future growth</p>	<p>Expertise/jurisdiction Legitimacy</p>	<p>Herron, S. 2004. 'The Army Profession Ostrich or Phoenix?' <i>Military Review</i>, 61-66.</p>

<p><b>92.</b> Professionalism has come to be accepted as a watchword for those qualities and modes of conduct proper to professions. Professionalism can also connote certain features which are less commendable ethically which are: unquestioned loyalty to other members of the same profession, a certain exclusivity and elitism based on credentials and a concern for titles or self-interests common to the group. In its more distorted forms, professionalism can become an ideology or a symbol of guilt; it can generate a union mentality focused on defending the group's own interests. It is all too often expressed in the self-protective, retaliative and bureaucratic behaviour of professional organizations</p>	<p>Loyalty Exclusivity/elitism Ideology Behaviour/conduct</p>	<p>Pellegrino, E.D. 2002. 'Professionalism, Profession and the Virtues of the Good Physician.' <i>Mount Sinai Journal of Medicine</i>, 69(6):1-11.</p>
<p><b>93.</b> Professionalism is first cousin to humanitarianism and ethical behaviour. It is what we used to call 'character' (before that fine word was appropriated by actors and comics). The roots of professionalism begin at mother's knee, embedded in early exposure to parents, teachers, older siblings, peers who 'teach' about right and wrong, caring for others, the virtues of honesty, integrity and selflessness – all the elements that form the character of the decent human being. Teachers and inspiring educators can modify attitude and behaviour. By the time a young person gets out of medical school the mould is set. This is the basic person he will be for the rest of his life. Usually the mould will harden over time but only rarely will it be softened by life experiences.</p>	<p>Humanitarianism Ethical behaviour Character Socialization process</p>	<p>Moser, R.H. 2000. 'A few thoughts about professionalism.' <i>Southern Medical Journal</i>, 93(11):1132-1133.</p>

<p><b>94.</b> Professionalism is viewed as ‘normative’ because it refers to a norm which is set up by those involved through dialogue and which requires regular reflection and updating. The norm is shared through consensus, thus not based on a pre-conceived narrative or a body of eternal truths. Normative professionalism is defined as ‘maintaining high professional standards with simultaneous sensitivity for basic human needs through time. Professionalism is placed into the context of personal norms and values. Values are standards of what we personally consider desirable and worthwhile</p>	<p>Norms High standards Values</p>	<p>Brakel, A. 2000. ‘Professionalism and Values.’ <i>Business Ethics: A European Review</i>, 9(2):99-108.</p>
<p><b>95.</b> Professionalism is an attitude that motivates individuals to be attentive to the image and ideals of their particular profession. Professionalism may mean altruism or dedication to service or a high level of competence in their work. The –ism suffix suggests that professionalism includes behaviours and attitudes that are characteristics of ‘true’ professionals. Professionalism is the intrinsic motivation that helps build on the foundation of educational training. The concept of professionalism must be individualized or personalized, no one else has control over that attribute but the person themselves. Therefore, whether or not the occupation itself has attained the status of profession, the individual can attain the attribute of professionalism. Professionalism is a complex attribute and there may not be total agreement on its definition, however the following is a working definition of professionalism by the author: The way in which a person relies on a personal high standard of competence in providing professional services The means by which a person promotes or maintains the image of the profession A person’s willingness to pursue professional development opportunities that will contribute to improve skills within the profession</p>	<p>Attitude Altruism/dedication to service Competence Behaviour Intrinsic motivation Educational training</p>	<p>Van Zandt, C.E. 1990. ‘Professionalism: A matter of Personal Initiative.’ <i>Journal of Counseling and Development</i>, 68:243-245.</p>

<p>The pursuit of quality and ideals within the profession          A pursuit of quality and ideals within the profession          A person's sense of pride about the profession.          On an individual level, a person must set high standards of performance and seek excellence, not mediocrity, demonstrate eagerness, creativeness and curiosity, not complacency. Professionalism should impel us to go beyond our own ideals and to encourage high standards from colleagues as well</p>		
<p><b>96.</b> To an increasing degree, professionalism also requires a commitment to continued study to remain current with new development in order to increase and improve the professions body of knowledge and the practitioners competence</p>	<p>Continuous professional development</p>	<p>Harrell, M. 1983. 'Preserving professionalism.' <i>American Bar Association Journal – President's Page</i>, 69(7):864.</p>
<p><b>97.</b> States that professionalism emerged with the rise of the universities and an era of specialized knowledge are still a basic characteristic of the professional. Professionalism tends to set apart, tends to isolate and insulate the professional group from mundane masses, it gathers the cloak of sanctity about itself and criticism becomes a sacrilege. The very heart of professionalism is in the relationship of trust between practitioner and client. Pecuniary or financial interests erode that trust. Commercialism or 'business mentality' must be shunned as they are the death potions of professionalism</p>	<p>Specialized knowledge  Trust</p>	<p>Montague, J.B. 1963. 'Medicine and the concept of professionalism.' <i>Sociological Inquiry</i>, 33(1):45-50.</p>
<p><b>98.</b> Professionalism should embrace honesty, integrity and responsibility</p>	<p>Honesty/integrity/responsibility</p>	<p>Eagleson, R. 2001. 'Professionalism in Nursing.' <i>Wyoming Nurse</i>, 14(2):86-193.</p>

<p><b>99.</b> Professionalism is another term for dedication and commitment to the field. It entails exhibiting high standards of practice, endeavouring continually to increase one's knowledge of advances in the field through attendance at professional meetings and reading professional journals, contributing to the field's body of knowledge by supporting and participating in research and sharing practices at professional conferences and encouraging, mentoring and supporting others to provide high quality services. Professionalism flourishes when fostered, shared and promoted, when its healthy and thriving, everyone benefits – practitioners, educators and clients alike</p>	<p>Dedication Commitment High standards of practice Continuous professional development Quality services Mentoring/support others</p>	<p>Beadles, R.J., &amp; Lewis, S. 2004. 'Professionalism and Commitment to the field.' <i>The Editors Talk</i>, 35(4):147-148.</p>
<p><b>100.</b> Professionalism is frequently a synonym for 'occupation' meaning thereby any socially patterned means of earning one's livelihood. In sociological terms 'professionalism is one that views a profession as an organized group which is constantly interacting with society that forms its matrix, which performs its social functions through a network of formal and informal relationships and which creates its own sub-culture requiring adjustment to it as a pre-requisite for career success</p>	<p>Interaction with society</p>	<p>Pandey, R. 1985. 'Whither Professionalism.' <i>Sociological Bulletin</i>, 34(1&amp;2):38.</p>
<p><b>101.</b> Professionalism is a subjective theory, concerned with the philosophy that directs the application of the body of knowledge. For this reason practical policemen must recognize that philosophy is a practical thing, not something only for dreamers and theorists and if professionalism is to be achieved, attention must be directed as much to police philosophy as to police technique. It is remarkable that although an enormous amount of interest is centred on the subject of professionalism there is very little agreement on exactly what the term denotes</p>	<p>Philosophy</p>	<p>Roddenberry, E.W. 1953. 'Achieving Professionalism.' <i>Journal of Criminal Law, Criminology and Police Science</i>, 109-115.</p>

<p><b>102.</b> A central theme of professionalism involves understanding the formal and informal expectations of conduct associated with the health administration profession. This knowledge is typically developed through a health care leader's interactions with other professionals and involvement with one or more professional associations relevant to the leader's role. Another key element of professionalism involves cultivating and managing working relationships with others. Effectiveness in delivering and receiving constructive feedback is a hallmark for professionalism</p>	<p>Conduct</p> <p>Receiving constructive feedback</p> <p>Improving work relationships</p>	<p>Garman, A.N, Evans Ru Pert, Krause, M.K. &amp; Anfossi, J. 2006. 'Professionalism.' <i>Journal of Health care Management</i>, 219-222.</p>
<p><b>103.</b> Professionalism in the field of environmental health is being a member of a chosen vocation founded upon specialized educational training. Professionalism is more about the promotion of a vocation and maintaining its standards.</p>	<p>Education/training</p> <p>Maintain standards</p>	<p>Krinn, K.L. 2011. 'What is professionalism?' <i>Journal of Environmental Health</i>, 73(6):4-5.</p>
<p><b>104.</b> The military services define professionalism within their respective core values and each service's core values can be applied directly to the medical profession. The core values set by the air force are: integrity first, service before self and excellence in all we do. The Navy's core values include: honour, courage and commitment. The Army's definition of professionalism can be found on the officer's evaluation report under army values: honour, integrity, courage, loyalty, respect, selfless service and duty. As military physician there is no need to look beyond their core values set by their services to define professionalism</p>	<p>Integrity/Service/duty</p> <p>Altruism/loyalty</p> <p>Excellence/respect</p> <p>Honour/Courage/commitment</p>	<p>Nace, M.C., Dunlow, S. &amp; Armstrong, A.Y. 2009. 'Professionalism in Medicine: We should set the standard.' <i>Military Medicine</i>, 174(8):807-810.</p>

<p><b>105.</b> (RNAO Nursing Best Practice Guidelines Program, 2007:28-42) states that professionalism includes</p> <ul style="list-style-type: none"> <li>a) Knowledge: A body of knowledge that is theoretical, practical and clinical. Being able to apply that knowledge. Using theoretical and/or evidence-based rationale for practice. Synthesizing information from a variety of sources. Using information or evidence from nursing other disciplines to inform practice. Sharing or communication knowledge with colleagues, clients, family and others to continually improve care and health outcomes.</li> <li>b) Spirit of Inquiry: Being open-minded and having desire to explore new knowledge. Asking questions leading to the generation of knowledge and refinement of existing knowledge. Striving to define patterns of responses from clients, stakeholders and their context. Being committed to lifelong learning.</li> <li>c) Accountability: Understanding meaning of self-regulation and its implications for practice. Using legislation, standards of practice and a code of ethics to clarify and guide one’s scope of practice. Being committed to work with clients and their families to achieve desired outcomes. Being actively engaged in advancing the quality of care. Recognizing personal capabilities, knowledge base and areas for development.</li> <li>d) Autonomy: Working independently and exercising decision-making within one’s appropriate scope of</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge</li> <li>Spirit of inquiry</li> <li>Accountability</li> <li>Autonomy</li> <li>Advocacy</li> <li>Innovation and visionary</li> <li>Collegiality and Collaboration</li> <li>Ethics and values</li> </ul>	<p>Grinspun, D. 2007. RNAO – Registered Nurses Association of Ontario. Nursing Best Practice Guidelines Program. Healthy Work Environments Best Practice Guidelines. Professionalism in Nursing. Toronto: RNAO.</p>
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<p>practice. Recognizing relational autonomy and the effects of the context and relationships on this autonomy. Becoming aware of barriers and constraints that may interfere with one's autonomy and seeking ways to remedy the situation.</p> <p>e) Advocacy: Understanding the client's perspective. Assisting the client with their learning needs. Being involved in professional practice initiatives and activities to enhance health care. Being knowledgeable about policies that impact on the delivery of health care</p> <p>f) Innovation and Visionary: Fostering a culture of innovation to enhance nursing practice and client/family outcomes. Showing initiatives for new ideas and being involved through taking action. Influencing the future of nursing, delivery of health care and the health care system.</p> <p>g) Collegiality and Collaboration: Developing collaborative partnerships within a professional context. Acting as a mentor to nurses, nursing students and colleagues to enhance and support professional growth, recognizing interdependence between care providers.</p> <p>h) Ethics and values: Knowledgeable about ethical values, concepts and decision-making. Being able to identify ethical concerns, issues and dilemmas. Applying knowledge of nursing ethics to make decisions and to act on decisions. Being able to collect and use information from various sources for ethical decision-making. Collaborating with colleagues to develop and maintain a practice</p>		
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<p>environment that supports nurses and respects their ethical and professional responsibilities. Engaging in critical thinking about ethical issues in clinical and professional practice.</p>		
<p><b>106.</b> The South African Nurse's Code of Service has been amended by many nursing education institutions and consists of:</p> <ul style="list-style-type: none"> <li>i) A pledge to the service of humanity</li> <li>j) An endeavour to practice the profession with conscience and dignity</li> <li>k) Maintaining the honour and noble traditions of the profession</li> <li>l) Total health of patients will be a first consideration</li> <li>m) Knowledge of all personal matters will be held in confidence</li> <li>n) Considerations of religion, nationality, race or social standing will not intervene between duty and the patient</li> <li>o) The utmost respect for human life will be maintained</li> <li>p) The above promises will be made freely, solemnly and with honour by the nurse (Young <i>et al.</i>, 2009:90).</li> </ul>	<p>Service to humanity</p> <p>Conscience</p> <p>Dignity</p> <p>Honour</p> <p>Maintain confidentiality</p> <p>Duty</p> <p>Respect for human life</p> <p>Promise</p>	<p>Young, A., Mogotlane, M.S. &amp; Geyer, N. 2009. Juta's Manual of Nursing. Volume 1. 2<sup>nd</sup> edition. Paarl, South Africa. Juta &amp; Co. Ltd.</p>
<p><b>107.</b>The American Nurses Association Code for Nurses (ANA 1985) as cited by Weis and Schank (2000:202)</p> <ul style="list-style-type: none"> <li>1. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.</li> <li>2. The nurse safeguards the client's right to privacy by judiciously protecting information of a confidential nature.</li> <li>3. The nurse acts to safeguard the client and the public when health care and safety are affected by the</li> </ul>	<p>Human dignity</p> <p>Confidentiality</p> <p>Advocacy</p> <p>Accountability/</p> <p>Competence/qualifications</p>	<p>Weis, D. &amp; Schank, M.J. 2000. 'An Instrument to measure professional nursing values.' <i>Journal of Nursing Scholarship</i>, 32(2):201-204.</p>

<p>incompetent, unethical, or illegal practice of any person.</p> <p>4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.</p> <p>5. The nurse maintains competence in nursing.</p> <p>6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.</p> <p>7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.</p> <p>8. The nurse participates in the profession's efforts to implement and improve standards of nursing.</p> <p>9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.</p> <p>10. The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.</p> <p>11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.</p>	<p>Continuous development</p> <p>Collaboration</p>	
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**APPENDIX 2:****STAGE 2 – SEARCH STRATEGY**

	<b>Professionalism</b>	<b>Professionalism*</b>	<b>Professional</b>	<b>Professional*</b>
EbscoHost	23154	23590	1246667	1349253
Scopus	8922	9164	437899	448039
SaePub	98	103	2658	3355
GoogleScholar	348000	360000	2560000	261000
J Stor	36736	37902	803370	37902
PQDT	21983	23059	236365	243852
ScienceDirect	15139	16136	579672	595333
SpringerLink Nexus	7591	7788	213412	213412
Emerald	4510	4574	3418	68122

**APPENDIX 3:**

**A SUMMARY OF THE SUBJECT DICTIONARIES AND GENERAL ENGLISH DICTIONARIES**

ENGLISH DICTIONARIES – ONLINE/HARD COPIES	SUBJECT DICTIONARIES- ONLINE / HARD COPIES
Hyperdictionary	<a href="#">A Dictionary of Education</a> in <a href="#">Politics &amp; Social Sciences</a>
Unabridged Based on the Random House Dictionary, © Random House, Inc.2011	The social work skills workbook – Social Work – Google Books
Collins English Dictionary – Complete & Unabridged 10th Edition 2009 © William Collins Sons & Co. Ltd. 1979, 1986 © HarperCollins Publishers 1998, 2000, 2003, 2005, 2006, 2007, 2009	Business Dictionary.com <a href="http://www.businessdictionary.com/definition/professionalism.html">http://www.businessdictionary.com/definition/professionalism.html</a>
Online Etymology Dictionary, © 2010 Douglas Harper	The SAGE Dictionary of Policing – Policing- Google Books
Yourdictionary – <a href="#">Webster's New World College Dictionary</a> Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley & Sons, Inc	Art- Online Dictionary for Library and Information Science (2004) <a href="http://www.abc-clio.com/ODLIS/searchODLIS.aspx">http://www.abc-clio.com/ODLIS/searchODLIS.aspx</a>
WordReference	Medical dictionary <a href="http://www.iime.org/glossary.htm#PBL">http://www.iime.org/glossary.htm#PBL</a>
<a href="#">Oxford Dictionary of English</a> in <a href="#">English Dictionaries</a> and <a href="#">New Oxford American Dictionary</a> in <a href="#">English Dictionaries &amp; Thesauruses</a> )	Medical Dictionary - <a href="http://medical-dictionary.thefreedictionary.com/professionalism">http://medical-dictionary.thefreedictionary.com/professionalism</a> Saunders Comprehensive Veterinary Dictionary, 3 ed. © 2007 Elsevier, Inc.
<a href="#">The Pocket Oxford Italian Dictionary (English-Italian)</a> in <a href="#">Bilingual Dictionaries</a>	Medical Dictionary <a href="http://www.mondofacto.com/dictionary/medical.html">http://www.mondofacto.com/dictionary/medical.html</a>
<a href="#">The Concise Oxford English Dictionary</a> in <a href="#">English Dictionaries &amp; Thesauruses</a>	
<a href="#">The Oxford American Dictionary of Current English</a> in <a href="#">English Dictionaries &amp; Thesauruses</a> and <a href="#">The Australian Oxford Dictionary</a> in <a href="#">English Dictionaries &amp; Thesauruses</a>	Oxford Handbook of Clinical Dentistry – Google Books

The Canadian Oxford Dictionary in <u>English Dictionaries &amp; Thesauruses</u>	Doctors in society: Medical professionalism in a changing world: Main Report – Google Books
<a href="http://definitions.dictionary.net/professionalism">http://definitions.dictionary.net/professionalism</a>	Health care Management Dictionary – Health Management – Google Books
<u>Merriam-Webster Online Collegiate Dictionary</u> - <a href="http://www.merriam-webster.com/Merriam-Webster">http://www.merriam-webster.com/Merriam-Webster</a> Online Thesaurus – <a href="http://www.merriam-webster.com/dictionary/professionalism">http://www.merriam-webster.com/dictionary/professionalism</a>	<a href="#">A Dictionary of Public Health</a> in <a href="#">Medicine</a>
<u>Roget's Thesaurus</u> , 1911 edition.	Encyclopedic Dictionary of Organized Behaviour – Google Books
<b>Wordsmyth Educational <u>Integrated Dictionary-Thesaurus</u>: online American English dictionary with an integrated</b>	Dictionary of Education <a href="http://dictionaryofeducation.co.uk/PQ.asp">http://dictionaryofeducation.co.uk/PQ.asp</a> <a href="#">X</a>
<a href="#">AllWords Dictionary</a>	
<a href="#">Oxford English Dictionary</a>	
ODLIS- <a href="http://www.abc-clio.com/ODLIS/odlis_A.aspx">http://www.abc-clio.com/ODLIS/odlis_A.aspx</a>	
Infoplease Dictionary Random House Unabridged Dictionary, Copyright © 1997, by Random House	
UltraLingua English Dictionary	
Vocabulary.com	
Macmillan Dictionary Thesaurus entry : <a href="http://www.macmillandictionary.com/thesaurus/british/professionalism#professionalism_5-">http://www.macmillandictionary.com/thesaurus/british/professionalism#professionalism_5-</a>	
American Heritage Dictionary of the English Language, Fourth Edition <a href="http://education.yahoo.com/reference/dictionary/entry/professionalism">http://education.yahoo.com/reference/dictionary/entry/professionalism</a>	
25. <a href="#">Cambridge Advanced Learner's Dictionary &amp; Thesaurus</a> © Cambridge University Press)	
Wiktionary <a href="http://en.wiktionary.org/wiki/professionalism">http://en.wiktionary.org/wiki/professionalism</a>	
Wordnik Century Dictionary and Cyclopedia <a href="http://www.wordnik.com/words/professionalism">http://www.wordnik.com/words/professionalism</a>	
Compact Oxford English Dictionary <a href="http://oxforddictionaries.com/definition/professionalism?view=uk">http://oxforddictionaries.com/definition/professionalism?view=uk</a>	
Cambridge Dictionary of American English <a href="http://dictionary.cambridge.org/dictionary/american-english/professionalism">http://dictionary.cambridge.org/dictionary/american-english/professionalism</a>	

<p>Webster Revised Unabridged          (Page: <a href="#">1144</a> Webster's Revised Unabridged, 1913 Edition)  <a href="http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=professionalism">http://machaut.uchicago.edu/cgi-bin/WEBSTER.sh?WORD=professionalism</a></p>	
<p>Rhymezone  <a href="http://www.rhymezone.com/r/rhyme.cgi?Word=professionalism">http://www.rhymezone.com/r/rhyme.cgi?Word=professionalism</a></p>	
<p>AllWords.com Multi-Lingual Dictionary</p>	
<p>Mnemonic Dictionary- WordNet® 3.0, © 2006 by Princeton University.</p>	
<p>LookWAY up translating Dictionary/Thesaurus</p>	
<p>The American Heritage® Dictionary of the English Language, Fourth Edition copyright ©2000 by Houghton Mifflin Company. Updated in 2009. Published by <a href="#">Houghton Mifflin Company</a>.</p>	
<p>Collins English Dictionary  <a href="http://www.collinsdictionary.com/dictionary/english/professionalism">http://www.collinsdictionary.com/dictionary/english/professionalism</a></p>	
<p>Webster's New College Dictionary  <a href="#">Webster's New World College Dictionary</a> Copyright © 2010 by Wiley Publishing, Inc., Cleveland, Ohio. Used by arrangement with John Wiley &amp; Sons, Inc. <a href="http://www.yourdictionary.com/professionalism">http://www.yourdictionary.com/professionalism</a></p>	
<p>Online Talking Dictionary  <a href="http://www.dictionarist.com/professionalism">http://www.dictionarist.com/professionalism</a></p>	
<p>WordNet 1.7 Vocabulary Helper  <a href="http://poets.notredame.ac.jp/cgi-bin/wn?cmd=wn&amp;word=professionalism">http://poets.notredame.ac.jp/cgi-bin/wn?cmd=wn&amp;word=professionalism</a></p>	
<p>Free Dictionary  <a href="http://www.freedictionary.org/?Query=professionalism">http://www.freedictionary.org/?Query=professionalism</a></p>	
<p>Ologies &amp; -Isms. Copyright 2008 The Gale Group, Inc.          Dictionary/thesaurus</p>	
<p>Encarta Dictionary: English (North America)  <a href="http://depts.washington.edu/bioethx/topics/profes.html">http://depts.washington.edu/bioethx/topics/profes.html</a></p>	
<p>Slang Dictionary <a href="http://www.urbandictionary.com/define.php?term=professionalism">http://www.urbandictionary.com/define.php?term=professionalism</a></p>	
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**APPENDIX 4:**  
**STAGE 3 – SEARCH STRATEGY**

	Professionalism in Professions	Professionalism and Nursing	Professionalism and all professions
EbscoHost	409	2925	34
Scopus	1580	861	1580
SaePub	8	2	1
GoogleScholar	83900	43600	108000
JStor	7810	2978	7810
PQDT	14301	6498	13988
Science Direct	6934	3452	6934
SpringerLink Nexus	926	966	3302
Emerald	868	383	858

**APPENDIX 5:****STAGE 4 – SEARCH STRATEGY**

	<b>Define professionalism in nursing</b>	<b>Professionalism in nursing</b>	<b>Professionalism and health professions</b>	<b>Professionalism in health sciences</b>	<b>Professionalism*and nur* and/health</b>	<b>Define professionalism</b>
EbscoHost	6362	193	159	3	13	60
Scopus	8	798	816	260	584	161
SaePub	0	2	0	1	0	2
Google Scholar	24000	41400	51500	64300	4610	111000
JStor	889	2889	4147	5381	264	9303

PQDT	4995	6183	11307	16416	9095	15993
Science Direct	960	3452	4509	5861	4897	4389
SpringerLink Nexus	223	966	2028	3769	16	1629
Emerald	144	383	433	484	600	1376

**APPENDIX 6:  
NUMBER OF SOURCES IDENTIFIED PER DATABASE**

Database	Keyword/option	Number Accessed	Number applicable by title	Number of abstracts/articles used in study
	Professionalism			
SaePub		98	20	nil
	Professionalism*			
SaePub		103	25	2
	Professionalism in professions			
SaePub		8	5	nil
EbscoHost		409	40	17
	Professionalism and nursing			
SaePub		2	nil	nil
Emerald		383	10	nil
	Professionalism in nursing			
SaePub		2	nil	nil
EbscoHost		193	101	5
	Professionalism and all professions			
SaePub		1	nil	nil
EbscoHost		34	10	2
	Professionalism in health sciences			
SaePub		1	Nil	nil
Emerald		484	10	nil
Scopus		260	11	3
EbscoHost		3	1	nil
	Define professionalism			

SaePub		2	nil	nil
Scopus		161	4	nil
EbscoHost		60	8	3
	Professionalism* and nur* and/or health			
JStor		264	1	nil
Scopus		584	30	6
SpringerLink		16	Nil	nil
EbscoHost		13	6	nil
Emerald		600	Nil	nil
	Professionalism and health professions			
EbscoHost		159	50	2
Emerald		433	6	nil
	Define professionalism in nursing			
SpringerLink		223	50	1
Scopus		8	3	nil
Emerald		144	6	1

## APPENDIX 7: ENGLISH DICTIONARIES USED IN THE STUDY

Dictionary	Number obtained	No definition available	Number used
English	63	24	40
Law	8	8	Nil
Business	2	1	1
Medical	20	18	2
Bilingual	6	5	1
Political and Social Sciences	2	1	1
Science	2	2	nil
<b>Hard Copies of Dictionaries</b>			
English	15	5	10

Hard copies of ten English dictionaries and one copy of a law and philosophy dictionary were accessed from a local municipal library (The Woodhurst Municipality Library – suburb of Chatsworth) and the UNISA library in KwaZulu-Natal. The law, philosophy and one English dictionary had no definition available.

The UNISA library in KwaZulu-Natal and Google Books Website was used to obtain information from twenty five books.

**APPENDIX 8:****OUTLINE OF DATABASES UTILISED IN THE STUDY**

<b>Databases/ resources</b>	<b>Sites accessed</b>	<b>Types of resources used</b>
General use of the concept		
North-West University e-reference works	<p>OneLook Dictionaries (this included: Infoplease Dictionary/ UltraLingua English Dictionary/ Vocabulary.com/ Macmillan Dictionary/ American Heritage Dictionary of the English Language/ Cambridge Advanced learners Dictionary and Thesaurus/ Wikionary/ Compact Oxford English Dictionary/Wikipedia – the free encyclopedia/ Cambridge Dictionary of American English/ Webster Revised Unabridged/ Rhymezone/ Allwords.com MultiLingual Dictionary/ Mnemonic Dictionary/ LookWAY up translating Dictionary Thesaurus/ Collins English Dictionary/ Webster’s New College Dictionary/ Online Talking Dictionary/ WordNet 1.7 Vocabulary Helper/ EuroDictionary Online/ Free Dictionary/ Lexical FreeNet/ CMU Pronouncing Dictionary/ English-German Dictionary/ Slang Dictionary/ Business Dictionary.com/ Legal Dictionary/ Art-ODLIS/Medical dictionaries). Other sites viewed via this link were: Ditionary.com, hyperdictionary, The National Library of Medicines – Medical Dictionaries, Oxford English Dictionary, Yourdictionary.com, ODLIS, Online Dictionary.Net ( included here were the sites: Wordsmyth/ All Words Dictionary/ Roget’s Thesaurus/ Merriam Webster Online Collegiate Dictionary and Online Thesaurus), Oxford Reference Online (included here were the following: A dictionary of public health in medicine/ a dictionary of education in politics and social sciences/ the Pocket Oxford Italian Dictionary in Bilingual Dictionaries/ The Concise Oxford English Dictionary/ The Canadian Oxford English Dictionary and The Oxford American Dictionary of Current English)</p> <p>Answers.com / Encyclopaedia.com/</p>	Online Dictionaries and encyclopedias
Microsoft Word 2007	Thesaurus	Online dictionaries
English Dictionaries	Woodhurst Municipal Library (Suburb of Chatsworth in KZN) and UNISA Library (KwaZulu- Natal)	Hardcopies of dictionaries
World Wide Web	Google Books	Online books/ workbooks handbooks/reports