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„Etyka zawodowa jako subdyscyplina naukowa (odniesienie do działalności zawodowej w obszarze nauczania, wychowania i opieki’), Grzegorz Grzybek, Rzeszów 2016 : [recenzja]

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Artykuł został opracowany do udostępnienia w internecie przez Muzeum Historii Polski w ramach prac podejmowanych na rzecz zapewnienia otwartego, powszechnego i trwałego dostępu do polskiego dorobku naukowego i kulturalnego. Artykuł jest umieszczony w kolekcji cyfrowej bazhum.muzhp.pl, gromadzącej zawartość polskich czasopism humanistycznych i społecznych.

Tekst jest udostępniony do wykorzystania w ramach dozwolonego użytku.

Grzegorz Grzybek,
Etyka zawodowa jako subdyscyplina naukowa
(odniesienie do działalności zawodowej
w obszarze nauczania, wychowania i opieki), 166 pp.
Rzeszów: Wydawnictwo
Uniwersytetu Rzeszowskiego, 2016

Published in 2016 by the University of Rzeszów Publishing House, a monograph titled *Work Ethics as a Scientific Subdiscipline (A Reference to the Professional Activity in the Field of Education and Care)* authored by Grzegorz Grzybek takes up the issues currently discussed in the field of ethics as well as in the area increasingly detaching itself—and even autonomizing itself—from it, namely, the area of work ethics. The book has a clear structure and well-thought-out division of content; still, changes and completions seem feasible in the intended structure, which shall be discussed later in the review.

The text's assumptions have been presented in the introduction as well as the elucidation of its basic concepts. The basic structure consists of two parts which contain five chapters divided into separate titled points (as if subchapters). The work also has the summary, the bibliography that complements it as well as an additional bibliography presenting the Author's achievements.

The first part, "Fundamentals of Work Ethics," includes the first and second chapters (Chapter One: "Ethics and Work Ethics"; Chapter Two: "Work Ethics as Applied Ethics"). The second part, "Work Ethics—Examples of Application," contains the third, fourth, and fifth chapters (Chapter Three: "Ethos of the Teacher"; Chapter Four: "Ethos of the Tutor"; Chapter Five: "Ethos of the Social Worker").

In the introduction the Author notes that the present work falls within his cycle of monographic publications whose leitmotif is “development ethics.” Grzegorz Grzybek regards “development ethics” as his own unique concept, which he has been expanding on in subsequent articles and monographs, each time examining the selected ethical issues further, especially in the context of education and care. Wiesław Wójcik wrote in one of his reviews published on the professor’s work: “For several years now, I have had the pleasure of following the subsequent publications related to development ethics formulated by Professor Grzegorz Grzybek. This theory, using the basic concepts of classical and contemporary ethics, is trying to find a basis for the main educational (though not exclusively) categories.”¹

The presently reviewed monograph extends the range of the Author’s previous considerations which either belong to the field of “development ethics” or are based on the assumptions developed and adopted for the theory’s sake. The Author turns his attention to the issues concerning work ethics as a scientific subdiscipline that is developing nowadays: in the first part of the book, he focuses on the basic issues of work ethics and in the second part, he makes particular references to the professional activity in the area of education and care.

While analyzing matters of work ethics in the broad sense of the term, the Author does not avoid surprising and thought-provoking juxtapositions of the views which undergo his examination and his own theses; this further encourages the reader to reflect independently and intensely on ethical issues (the ethos of profession) indicated in the reviewed monograph.

It is important to note that the Author does not make use of preventive and ideologically determined censorship, which would radically limit and reduce his field of research. What deserves a friendly reception on the part of the reader is the monograph’s evident intellectual openness to diverse and different opinions which are often seen as contradictory and exclusive. Noteworthy here is the pluralism of ethical positions cited and examined in the reviewed monograph. Opening new and extensive horizons in the debate about the problems relating to work ethics in the broad sense of the word is one of the most significant advantages of the reviewed publication.

The Author does not shrink from highlighting and discussing issues that are considered controversial as regards work ethics. He is far from authoritarian or dogmatic opinions on what is to be the model ethos for a particular profession. He rather seems to encourage the reader to reflect independently on the broadly understood work ethics, so that the reader can consciously and critically recognize and shape his or her own ethos of professional activity.

While reading the monograph titled *Work Ethics as a Scientific Subdiscipline (A Reference to the Professional Activity in the Field of Education and Care)*

¹ See: <http://apcz.pl/czasopisma/index.php/PCh/article/viewFile/PCh.2013.019/3320>.

one will also reach some specific conclusions, i.a. proposals and indications to be considered in the next publications of Grzybek:

1. In the discourse on work ethics, it is worth making a broader reference—also while commencing a discussion—to the analyses of the subject carried out by Włodzimierz Galewicz, presented in numerous publications. Galewicz is one of the leading promoters of research on work ethics in Poland. In the analyses, it is worth making a reference to detailed analyses and commentaries made by Jan Woleński, Włodzimierz Tyburski, Ryszard Wiśniewski, Ryszard Kleszcz, Danuta Ślęczek-Czakon, and Tomasz Czakon, which touch upon various (also controversial) aspects of work ethics.

2. In the analysis focused on work ethics, one should make more reference to the classical heritage of Polish ethical thought, due to its high cognitive value, especially as regards general and work ethics. This is to mention the reflections and comments of Maria Ossowska, Ija Lázaria Pawłowska, Tadeusz Kotarbiński, and Tadeusz Czeżowski.

3. I suggest that the Author—on the meta-ethical level—should make an attempt at the comparative analysis of a role that the perspective of “development ethics” proposed by him may have in the area of work ethics, especially in the context of ethical concepts that have been intensely worked upon for many years and are already well-established (on the grounds of abundant literature).

At the beginning, I claimed there would be other ideas for the design of the book to be considered. It seems that in order to keep the discourse more coherent, certain shifts should be made as regards the sequence of chapters in the second section. Chapter Three, titled “Ethos of the Teacher,” could be swapped with Chapter Four titled “Ethos of the Tutor.” Indeed, the tutor’s ethos is more primary and lays the foundation for the teacher’s ethos. This is how the Author presents it. Introducing the above-mentioned change in the sequence seems coherent with the Author’s reasoning presented in these chapters. The current sequence of the chapters disturbs the order of the Author’s narration from the perspective of the reader. Such a shift would be beneficial to the whole content and design of the reviewed book. Should another, expanded edition of the monograph be published in the future, it is also worth considering the option of including the sixth chapter in the book, so as to develop and order the Author’s reflections on work ethics as a dynamically growing academic subdiscipline. Such a chapter would definitely be an advantage for the content and structure of the reviewed book, and it would open horizons for further discussion.

Having become familiar with the reviewed monograph—along with the Author’s previous works—I would like to emphasize the proposal I have made before, namely that Grzegorz Grzybek—if organizationally feasible, in his capacity as the professor of the University of Rzeszów—should organize systematic academic seminars in ethics, especially work ethics. During such seminars—which should be interdisciplinary and held with the participation of philoso-

phers, ethicists, pedagogues, and representatives of other humanities and social sciences—the issues proposed and presented by the Author should be discussed from various perspectives in the context of the proposed “development ethics.”

Grzegorz Grzybek’s next publications and books constitute a good inspiration for such academic seminars in work ethics; what is more, they seem to be soliciting such actions more and more, because of the “development” category exposed in them. What is essential is the development, which is achieved mainly through the exchange and criticism of arguments in an open, substantial academic discourse.

I would strongly encourage Grzegorz Grzybek to organize such seminars systematically, as the experience of a few generations of academics proves that this is the verified way of intellectual growth and shaping intellectual maturity. This will also be the embodiment of the tenets of work ethics and a practical expression of the due care and attention paid to the work ethos of an academic teacher.

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