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**Development of Managerial
Competencies of Nurses by Permanent
Education Services**

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Development of Managerial Competencies of Nurses by Permanent Education Services

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Abstract

The development of managerial competencies of nurses by permanent education services requires institutional investment, services and actions to the needs of their managerial performance in work shift. The purpose of this study is to develop a guideline for continuing education services, in order to contribute with the development of managerial competencies, with members of the Center of Nursing Continuing Education of Paraná, Brazil (NEEP/PR). It is a qualitative approach research by the method of research-action with 16 nurses who were effective members of NEEP/PR. Data collection occurred in 2013, in three stages. In stage 1 there were conducted semi-structured interviews which provided a diagnostic report and a summary of the situation. Stage 2 consisted of a seminar discussion. During Stage 3, three workshops on planning were conducted in order to achieve the collective development of the guideline. Data were analyzed according to the content analysis technique. From the categories, it was possible to discussing: demands of leadership and continuing education; difficulties when developing nurses' managerial competencies in hospital; challenge of structuring collectively a guideline; process of reflection about the challenges of its implementation. The research-action has placed itself as an opportunity for reflection on the reality of the nurses' management processes, as long as it has facilitated the mobilization of nurses' knowledge about this issue. It also enabled the development of a consensus guideline. The need for changes in the educational process and its evaluation, based on methodologies and tools for the development of professionals according to human resources policies and contemporary organizations was outlined. International policies in education and national health must be the foundation of such programs. It is concluded that it is possible to develop a guideline for the development of nurses' managerial competencies within the logic of continuing education.

Keywords: Brazil, continuing nursing education, management of professional practice, nurses

Introduction

The development of managerial competencies of nurses by permanent education services requires institutional investment and programming of actions geared to the needs of their managerial performance in the world of work. The logic of permanent education differs from the continuing education because it represents a major shift in the design and in the practices of training health care workers, since it uses the methodology of the questioning and learning meaningful for improving the quality of services and the transformation of health practices (Silva and Peduzzi 2009).

In this context, for managerial competencies be developed in organizations it is essential to be a part of a project for a constant "*learning to learn*". Another challenge of permanent education is to stimulate transformative consciousness in the pros about its context, for its responsibility in its permanent training process. It is therefore necessary to review the methods adopted in organizations which provide employment to permanent education is, for everyone, a systematic and participatory process, against the backdrop of the own workspace, in which thinking and doing are essential raw materials of learning and work (Ricaldoni and Senna 2006).

When developing and improving managerial training of nurses expand their knowledge, which will serve as references that may be applied in the context of work and, therefore, will contribute to the effective care of the health needs of the population (Rothbarth et al. 2009). It is important to note that knowledge express, in professional practice of nursing, information integration, the transformation of knowledge and an act contextualized, which are an expression of professional competence and reflect in the valorization of the profession for the world of work and society.

So, to the hospitals, the expansion and improvement of knowledge with regard to managerial skills, based on permanent education, entail benefits that go beyond the professional and organizational fields. These extend also to patients and to society, as they are directly related to the quality of care developed in health services.

The skills approach is considered a matter of continuity because it is part of a process of evolution in the world (adapting to differences and changes) and, at the same time, rupture, because as put Bernardino et al. (2010), breaks with the traditional training of nurses and points out the need for new professional profiles and managerial models that require almost a "*deconstruction*" to a "*reconstruction*" based on knowledge mobilization schemes of permanent way.

Given the above, it should be noted that there is a range of studies covering the mobilization of managerial skills for nurse in perspectives of their academic training and the requirements of the world of work. However, it is perceived, even though empirically, that there is a gap with regard to investigations into the permanent training of nurses to managerial practice.

To this end, this study aimed to developing a permanent education guideline for the development of managerial competencies of nurses with the Core Team Members of Nurses of Permanent Education of Paraná (NEEP/PR).

Method

It is a research with a qualitative approach outlined by the method of action research, since it offers the biggest and best possibility of intervention in the reality of organizations to propose possible actions to be implemented and evaluated (Thiollent 2009). The sample was composed of sixteen nurses who are members of the NEEP/PR and act on permanent education services of hospitals in the State of Paraná, Brazil.

Data collection occurred in three stages. In stage 1 semi-structured interviews were carried out, which led to a diagnosis and the production of a synthesis report. This report was used to raise discussions and define aspects to be examined around the goal of the study. Stage 2 consisted of a discussion seminar where participants gathered to contemplate the results and the whole situation they depicted in the interviews, as well as determining areas of activity to research and action. In stage 3 there were conducted three seminars on planning that centralized all the information collected and allowed discussions to interpretations necessary for the collective construction of the guideline.

Data were analyzed according to content analysis technique, on thematic mode (Bardin 2011). Thus, in the treatment of the results occurred the classification of the same in categories that added the text elements (logging unit), in a titration common to all. The frequency of appearance of the extracted themes defined nuclei of meaning and, consequently, the empirical categories of this study. Once defined these categories, there were carried out deductions and interpretations of the data obtained, sustained by research literature.

We highlight that this study is in accordance with resolution No. 466/12, of the National Health Council, which establishes the guidelines and ethical standards of research involving humans. The project was submitted to the Committee of Ethics in Research of the Sector of Health Sciences at the Federal University of Paraná (UFPR/SCS ZIP CODE) and approved in November 21st, 2012, under the number of the Protocol CAAE: 06903612.8.0000.0102.

Results

The data from the interviews and workshops, after analysis of the lines of research participants, made it possible identifying the demands, the answers to meeting these demands, the problems and suggestions of improvement for the

development of managerial skills continuing education services in the context of hospital organizations, presented as empirical categories in Table 1.

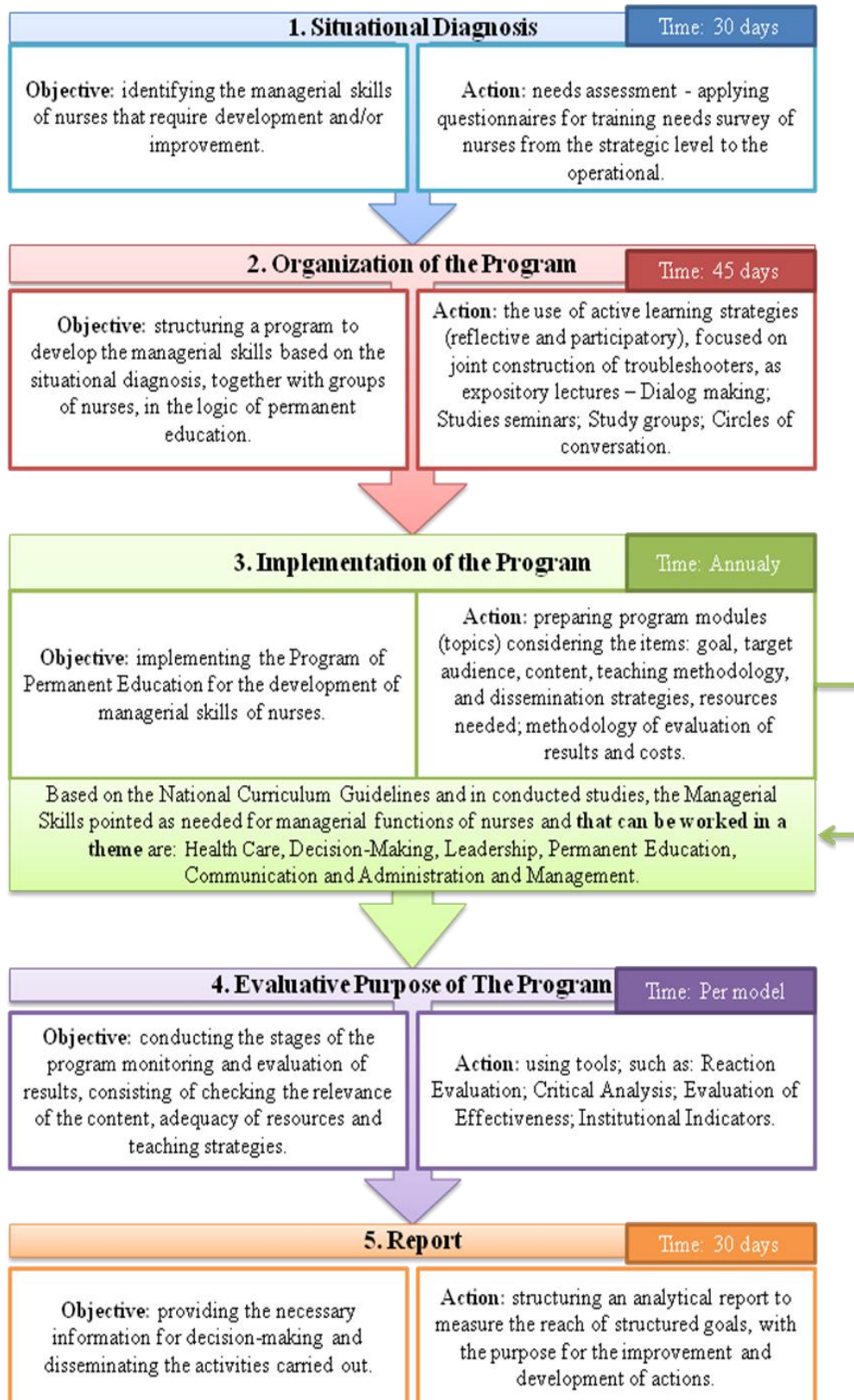
Table 1. *Empirical Categories and Subcategories according to Research Participants*

Empirical categories	Empirical subcategories
Managerial skills that demand development	<ul style="list-style-type: none"> • Leadership; • Permanent Education.
Difficulties encountered in the development of managerial skills	<ul style="list-style-type: none"> • Dissociation between teaching and service; • Lack of professional commitment of the nurse; • Lack of human, physical and financial resources; • Lack of support from the superior.
Collective construction of a guideline	--

With this, emerged themes, such as: permanent program for the development of managerial skills; partnership with the human resources service; involvement and support of the direction, nursing management; use of active learning methodologies; tools for evaluation of the program and; mapping of competencies, which were used to promoting and broadening the discussion on the development of managerial skills of nurses in the logic of permanent education; as well as, to build a guideline in a collective way.

The Guideline sets up a Permanent Education program that walks through the following steps: *Situational Diagnosis, Elaboration of the Programme; Implementation of the Programme; Evaluation Purpose of the Program and Report* (Figure 1). As well, it aims to promoting continuous improvement, from the significant learning in the development of managerial competencies of nurses, in response to the needs of internal and external environments of organizations and the demands of these professionals, with a view to permanent education.

Figure 1. *Guideline for the Development of Managerial Competences of the Nurses*



Discussion

A **permanent program for the development of managerial skills** corroborates with the logic of permanent education, as it is a training and a development strategy in which the educational process is characterized by being continuous, critical-reflective for transformation of individuals, and therefore for their performance on the world of work is in line with organizational changes and achieving excellence (Brazil-Ministry of Health 2009).

The *partnership with the human resources department* can be understood as a way of the guideline and the permanent education service itself being in tune with the people development policy of the institution. The psychologist in this sector, as suggested by the participants, can contribute to the search for appropriate mechanisms for the achievement of objectives and organizational goals.

The *involvement of managers and other ways of managements, as well as nursing management*, has the assumption of continuing education service to establish, even if indirectly, a line of authority and support for the implementation of the directive or any other program of training and development, with a view to obtaining success in implementation and acceptance of the guideline (Peres et al. 2012).

Already, **the need to seeking for active teaching methods** indicates that the guideline must be based on the dialogical conception, and the questioning as a guideline of various actions teaching/learning. This is not only to transmit knowledge but rather to allow the experience, the context and the work in teams to build knowledge, providing conditions for nurses acquire the ability to obtain solutions to the problems of their professional practice. Thus, the guideline should have methodologies that accord the development a critical-reflective vision; and therefore a transforming consciousness (Brazil-Ministry of Health 2009).

The *tools for evaluation of the structure* of the guideline for the development of managerial skills in prospect of Permanent Education correspond to the use of indicators, evaluations of reaction, as well as the relevance of the syllabus, the appropriateness of teaching strategies and human and material resources with the needs identified in Stage 1 (Situational Diagnosis). Similarly, it should be considered as a process of nurses' feedback on development, providing essential information for decision-making in the planning of future proposals (Peres et al. 2012).

Regarding *the mapping of competencies of nurses*, this was suggested in order to better adapt the proposal for the development of exigencies of organizations. In this perspective, the mapping skills align training and skills development of the definition of the organizational strategy. The organization situated in an institutional environment determines its strategy and skills necessary to implement it in a permanent learning process (Brandão 2012). In the outcome of the construction of the guideline, the survey respondents listed as *challenges* to its application: acceptance and participation of nurses,

as well as the support of nursing management, this already discussed; and, as a **contribution**, the visibility of the work process of permanent education and improvement of the working process of the nurse.

Conclusions

The research-action has positioned itself as an opportunity for reflection about the reality of managerial process of nurses, as well as facilitated the mobilization of knowledge, expanded the view of the members of the NEEP/PR and allowed the construction in the consensus guideline, contributing to the production of knowledge, confirming the need for and importance of changes in educational and evaluation processes based on methodologies and tools that allow the development of professionals according to the policies of human resources and contemporary organizational.

It is considered the need for further researches, especially in relation to the evaluation of the impact of managerial skills development programs conducted; owning as criteria the national and international policies of permanent or continuing education in healthcare.

It is concluded that it is possible constructing a guideline for the development of managerial skills of nurses in a participative manner and in the logic of permanent education. However, it is necessary understanding these competences, not only as an individual attribute of acquisition and construction of nurses' knowledge, but contextualized with base on the demands of the real situations of labor practice.

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