El ensino de la gestión en Enfermería y las necesidades del mercado: una revisión integrativa

Danielle Wisniewski, Marília Angelina Ferreira Papa, Kelly Cristina Inoue, Yolanda Dora Martinez Evora, Laura Misue Matsuda

Resumen

Objetivo: verificar si el ensino de la Administración en los Cursos de Graduación en Enfermería atiende las necesidades del mercado de trabajo de enfermeros brasileños.

Métodos: revisión integrativa. La presente investigación tuvo como pregunta guía << ¿La enseñanza de Administración en los cursos de Enfermería brasileños instrumentaliza a los enfermeros para el trabajo?>>. La muestra se compuso de 14 artículos publicados en el periodo de 2001 a 2011, obtenidos en la base de datos PubMed, en la biblioteca virtual Scielo y en el Portal Capes, siendo realizada análisis de contenido temático.

Resultados: emergieron dos categorías temáticas: 1. Enfermero Administrador de Enfermería y 2. Enfermero Gerente y el Mercado de Trabajo. Conclusión: el ensino de la Administración en los cursos de Enfermería no atiende al que se exige del enfermero en el mercado de trabajo.

Descriptores: Enfermería; Administración; Mercado de Trabajo.

Abstract

Objective: to check whether the teaching of management in Nursing undergraduate courses meets the needs of the Brazilian job market.

Methods: integrative review. The following guiding question framed the research design: << Does the teaching of Management in Brazilian Nursing Schools properly prepares nurses to work?>>. The sample was composed of 14 articles published in the period from 2001 to 2011. We consulted the following databases: PubMed, SciELO, and the Capes Portal. Thematic content analysis was carried out.

Results: From this process, two thematic categories emerged: 1. The teaching of Management in Nursing and 2. The Nurse Manager and the Job Market. Conclusion: The teaching of management in nursing undergraduate courses does not meet the requirements of the nursing job market.

Descriptors: Teaching; Organization and Management; Nursing; Job Market.
INTRODUCTION

Education is considered to form the basis of a nation's social, economic and political development. Thus, promoting the formation of critical and reflective workers, who are not only able to learn but are also able to transform their own lives and the lives of others, is of paramount importance in professional training. For this, it is necessary that the political-pedagogical proposals of higher education institutions include processes of teaching and learning that are integrated with the local reality.

In order to deliver quality services that meet customer needs, health care organizations have been demanding skilled professionals, who are ready to enter the job market. Thus, pedagogical practices based on the mechanized and fragmented delivery of information are being remodeled so that the teaching practice and the course content of nursing undergraduate courses are organized according to regulations of the National Curriculum Guidelines.

Education encompasses formative processes that are developed in collective contexts. Thus, as stated in Law 9394, of 20 December 1996, which sets the Guidelines and Bases of National Education, in order to achieve a good education, the teaching should be linked with the world of work and the subject's/learner's social practice. Article 43, item II of this document states that:

[...] Higher education aims to prepare graduates in different fields of knowledge, to make them suitable for inclusion in professional sectors and for participation in the development of Brazilian society, and to collaborate in their continuous training.

Nursing higher education is based on Resolution CNE/CES 3, of 7 November 2001, of the National Council of Education, which established the National Curriculum Guidelines (NCDs) of the Nursing undergraduate course.

The aforementioned Guidelines state that the professional profile of nurses should be directed to a generalist, humanist, critical and reflective training, based on scientific and ethical principles; aimed at developing skills and abilities in health care, as well as at decision-making, communication, leadership, administration, management and continuing education.

With respect to Nursing graduates, the Curriculum Guidelines state that nurses should be equipped with an academic and professional profile that will enable them to enter the job market. Thus, the DCNs state that, in order to ensure the delivery of comprehensive, high-quality and humanized care, it is necessary that the schools' curricula address competencies and skills that equip the nurse with the with the adequate academic and/or professional skills and abilities, focusing on the Unified Health System (SUS) and on the the population's prevailing and priority needs. It is noted that the dialectic relationship among Education, Health and Nursing Education, guided by Social Policies, constitutes the tripod which shapes nurses' education, whose final goal is the practice.

A study conducted with 34 nurses evidenced the approximation between the concepts and guidelines of the DCNs and the SUS, and professional practice. However, the reports of certain graduate nurses still show clear contradictions between the theoretical and practical training, and reality, such as: lack of information on the applicability of the Laws and Guidelines of the SUS; reduced practical training hours; students have little hands-on experience in specialized units. To alter this reality, it is suggested that undergraduate course professors adopt different pedagogical strategies, such as the so-called active methodologies; greater integration between students and professors in the production of knowledge relevant to health needs in the fields of practice, articulated with public health policies.

The National Council of Education, under the topic “Nursing Sciences”, in Resolution CNE/CES 3, Art. 6 - which addresses the essential content for Nursing Undergraduate Courses - postulates about the content of Management in Nursing and establishes that this academic subject should encompass management theory and practice, in the whole process of work as well as in nursing care.

Nursing is a human science and should not be limited to the use of knowledge related to the natural sciences. It should, however, be improved by the use preexisting scientific conceptions and ideas relating to the care of human beings, because scientific knowledge provides the nurse with the necessary foundation to be able to delivery quality care. Accordingly, there are many possibilities of investigation in the field of Nursing. However, Nursing as a profession needs to consolidate its own body of knowledge and its own specific ‘language’. This will allow nurses to better understand their profession and thus put them in a position to provide significant care, effectively meeting the care needs of human beings.
When referring to Nursing as the "Science of care and comfort, which promotes safety and well-being to individual persons and to the collectivity», we indicate that nursing depends on a socially constructed and scientifically structured knowledge. This scientific character is anchored to its theoretical basis, the academic subject ‘Management in Nursing’, which is the linking component that integrates and makes viable the development of other Nursing subjects such as Nursing Fundamentals, Nursing Care and Nursing Education.

The teaching of Management in Nursing is essential to nurses’ education because it contributes to the performance of their activities, which are established by law and regulated by Decree Law No. 994406, of 08 June 1987. Among the guidelines of this document are the direction of the Nursing Board that is part of the basic structure of the health institution; the organization and direction of nursing services and its technical and auxiliary activities; and the planning, organization, coordination, implementation and evaluation of nursing care services, including consultation, auditing and the issuing of opinions on matters of Nursing.

After searching the Virtual Health Library/BVS/BIREME, PubMed, ScieLO and Capes Portal databases, we found that studies on the Teaching of Management in Nursing are scarce in the Brazilian literature. Thus, this study, which focuses on the teaching of management and its impact on nursing practice, the conduction of this study is justified because the results may subsidize reflections about and changes in the content of this academic subject, as well as in the way it is taught in Nursing Undergraduate courses.

The aim of this study is to:

- check whether the teaching of management in Nursing undergraduate courses meets the needs of the Brazilian job market.

**METHODS**

Integrative Literature Review (RIL) developed in six stages. Each stage will be described according to the activities carried out in this study. In stage six, Review Presentation, the data were analyzed using Bardin's thematic content analysis method.

**Stage 1:** Formulation of the guiding question: Does the teaching of Management in Brazilian Nursing Schools properly prepare nurses to work?

**Stage 2:** Literature search: Inclusion criteria were: full scientific articles, indexed in Brazilian journals, regardless of language, relevant to the central theme of this research, published between April 2001 and April 2011 (10 years), obtained from the electronic databases Virtual Health Library BVS/BIREME, PubMed, ScieLO and Capes Portal, using the following keywords: Teaching; Management in Nursing; Job Market; and Professional Practice. Searches were done with different Boolean expressions. Literature Review articles were excluded. This search resulted in 19 articles. Five were excluded because they were repeated ones. Thus, our final sample was constituted by 14 articles.

**Stage 3:** Data collection: The articles were randomly identified by using sequential letters of the alphabet (A, B, C, … N). Reference and structural data information (journal, author(s), title, year of publication, theoretical framework, objective(s), methodology, key findings, conclusions and recommendations) were compiled in Microsoft Office Excel. In order to organize the articles found, we completed a validated data collection instrument.

**Stage 4:** Critical analysis: All 14 selected articles were registered and classified according to their respective research methods; to the Qualis stratification of journals (Coordination of Improvement of Higher Education Personnel - Qualis CAPES); and to their level of evidence, as shown in Figure 1.
Given that the level of evidence classification scheme is based on the type of study design and on its ability to assert cause-and-effect, levels I and II are considered to be strong levels of evidence, levels III and IV are moderate, and levels V to VII are weak.13

Stage 5: Discussion of results We compared the results of the articles analyzed, focusing on congruences and divergences.

Stage 6: Review Presentation: Bardin's thematic content analysis method12 was chosen as the data analysis method, because it allows the identification and categorization of meaning units. Thus, we followed the following steps: Pre-analysis - the articles were selected according to their title, abstract and keywords; then we performed a 'floating reading' (brief/superficial reading) of all articles and a thorough reading of all abstracts. Next, the selected articles were read thoroughly and identified by using 14 sequential letters of the alphabet (A, B, C, D, … N);and the content was transformed into coding/record units. Two thematic categories emerged: The teaching of Management in Nursing; and The Nurse manager and the job market. Subsequently, we discussed the results. We summarize data, make inferences, and interpret the articles' content. Moreover, we analyze other studies on this topic.

RESULTS AND DISCUSSION

The articles were categorized according to their identification (alphabetic letter), reference, Qualis-CAPES stratum and level of evidence.

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### Table 1. Level of Evidence

<table>
<thead>
<tr>
<th>Article</th>
<th>Reference</th>
<th>Estratum*</th>
<th>Level of Evidence</th>
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<tbody>
<tr>
<td>L</td>
<td>Peres AM,Ciampone MHT. Management and general nursing</td>
<td>A2</td>
<td>VI</td>
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</tbody>
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In Brazil, the Qualis classification of journals was created by the Coordination for Improvement of Higher Education Personnel (CAPES) to evaluate (Strictu sensu) Postgraduate Programs and journals. In this sense, the classification of journals is arranged by areas of knowledge and divided into seven strata (A1, A2, B1, B2, B3, B4, B5 and C). The highest value (100) is attributed to journals classified as A1 and the lowest value (zero) is attributed to journals classified as C. This classification is based on the international impact factor of journals indexed by the Institute of Scientific Information (ISI). The replacement of the Minimum Curriculum by the Curriculum Guidelines in 1996 triggered deep changes in higher education courses. Its aim was to promote students’ continuous intellectual and professional development. These Guidelines recommend the integration of academic subjects covering, among others, ethical and humanistic dimensions. Their aim is the development of attitudes and values that are important for professional training and also for citizenship.

Based on the principles established in Opinion CNE/CES 776, of 3 December 1997, the Curriculum Guidelines of Health care Undergraduate courses started giving emphasis to the concept of Health, addressed in the Constitution and in the guidelines and principles of the SUS. The goal was to cause changes in the training of professionals and thus better respond to the needs of the job market where these professionals are ‘included’. The teaching of management in nursing

in the teaching of management in nursing and the inclusion of the nurse in the job market, given that the goal of qualitative studies is to achieve a deeper understanding of the phenomenon being discussed. The teaching of Management in Nursing

The teaching of management in nursing has undergone several changes and become more and more valued over the years. The curriculum modification, approved by Ordinance No. 1721, of 15 December 1994, promoted advances in this area, because it included the academic subject of management into the minimum curriculum. Care, teaching and research are parts of this subject. The aforementioned ordinance states that the premise of education is the possibility of transformation, focused on the critical reflection of experiences lived by students and the commitment to society. In this sense, we can say that, over the years, the teaching of Management has become more present in nursing education, as required by the curriculum guidelines. The replacement of the Minimum Curriculum by the Curriculum Guidelines in 1996 triggered deep changes in higher education courses. Its aim was to promote students’ continuous intellectual and professional development. These Guidelines recommend the integration of academic subjects covering, among others, ethical and humanistic dimensions. Their aim is the development of attitudes and values that are important for professional training and also for citizenship.

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The reconfiguration of the teaching of management in the Nursing curriculum aims at improving the quality of management of the work process in nursing, as seen in the following excerpts:

[...] It is essential to promote proper management, reconciling administrative and health care aspects (A).

[...] the knowledge and skills specific to the area of nursing management [...] should privilege technical and scientific, ethical and political, social and educational behaviors, in order to allow the future professional to recognize health as a right, and to work to ensure the provision of quality care [...] (G).

[...] The teaching of management is a fundamental element in nursing education, and is increasingly present in the practice of this professional [...] as a guiding locus of the work process [...] (D).

In the context of nursing education for the world of work, the teaching of management in nursing may institute itself as a differential in mobilizing knowledge for the managerial performance of nurses at various levels of health care. In line with the aforementioned excerpt from article A, a reconfiguration of nurses’ training process through the development of competences is of paramount importance.

Also in line with the excerpt from article D, another study on the teaching of Management in nursing stated that the content of this academic subject subsidizes nurses’ managerial education, which is fundamental for their professional practice and for quality care.

A study on managerial and care dimensions in nursing work exposed that divergences found between them in the field of work of nurses compromise the quality of care and cause conflicts at work, both with regard to the practice, and in the relationship with the nursing staff and the health care team.

In the aforementioned context, it becomes clear that, in the process of teaching management in nursing, it is essential that there is an articulation between care and managerial aspects, in order to equip nurses to improve the work process, as shown in the excerpt from article A.

Other studies show that competence-based education during academic training promotes the articulation and the strengthening of the theoretical and practical bases of management in nursing:

[...] the development of managerial competences, consistent with modern administrative trends, is a key element for solving the existing problems in health care units (H).

[...] need to implement a training program that includes the development of competences, also as a strategy of reinsertion of nurses in the institutional context (J).

We observe that competence-based education, although slowly, is being incorporated in nursing education, in order to meet labor needs. Creativity and innovation, as managerial competences, are important to the work of nurses. These skills can be encouraged through the adoption of certain strategies during nursing training, such as: Group Dynamics; Individual Development Plan; Reflective portfolio; final term paper; and Plan of Care Based on Evidence.

In the aforementioned context, the concept of competence is defined as:

[...] Ability to face a set of similar situations, mobilizing, in a correct, fast, relevant and creative way, multiple cognitive resources: knowledge, skills, micro-competences, information, values, attitudes, and perception, evaluation and reasoning schemes. (21:19).

Among the general competences of a nurse, which are dictated by the DCNs in order to be able to work in health care, we highlight communication, decision making, leadership, administration, management and continuing education. Therefore, the administrative activity performed by nurses should be achieved through the management and administration of human, physical, material and information resources. Nurses should also have the ability to work as managers, employers or leaders in the team care team. The contributions of competence-based training are different for each institution, however, the improvement of service quality is considered to be one of them.

It is noteworthy that, in recent decades, the administrative role of the nurse has been more and more valued in practice settings. This can be noticed by the increase in the number of program content hours of nursing undergraduate courses, with expectation of meeting the real needs of the market. Nevertheless, the teaching of this academic subject does not seem to correspond with what was just stated.

[...] The teaching of management in nursing would be one of the horizontal axes in the curriculum (C).

[...] recommendations [...] in the sense of integrating the teaching of management at different moments of the curriculum, due...
ordinance no. 1721, of 15 december 1994, of the ministry of education and sport, prescribes a minimum of 15% of the course load to the subject of management in nursing. however, despite this requirement, studies have shown that the teaching of this subject is usually concentrated in the last modules of the curriculum. it is therefore necessary to redesign the curricula in order to incorporate the subject of management in nursing into other course subjects and in different moments of the course.

other that teaching management at different moments of the course, it is observed that it is necessary to change the methodology used to teach this subject:

[…] the adoption of critical-reflective pedagogical conceptions is an option to make the changes that are necessary in the health sector […] teaching methodologies play a priority role in the teaching-learning relationship (c).

we understand that there is a yearning to prepare critical and reflective professionals, who are able to act with competence and meet the demands of the job market, as shown in the excerpt from article c. however, the articulation between theory and practice; a critical view of reality; and the integration of health problems through the teaching-learning process is still considered a challenge.

as for the teaching methodologies, although there are difficulties in breaking with the traditional teaching methods, several educational and health care institutions recognize the need for changes in professional education and practice. however, whether due to the lack of training, interest and/or resources, what we see are adaptations of the active methodology done by the professor himself, with dubious results.

some punctuate that both active methodologies and conservative methodologies bring benefits for professional training, there should not be, however, an overvaluation of practice at the expense of the theoretical activity. accordingly, in an attempt to minimize these difficulties, curricular proposals have adopted strategies that articulate and promote both skills, in order to promote the training of students in the practical, communicational and socio-affective dimensions.

some studies show that, in addition to a change in methodology, it is essential to change the content and the time when management is addressed in the nursing course:

[…] there are different points of view on the content of management courses taught in the university; some think it is appropriate, others believe it is insufficient (a).

[…] the practical teaching of the subject of management is concentrated in the last semester of the course (a).

[…] the program contents showed that, at undergraduate level, the topics addressed […] are not problematized considering the current health and education policies in the country […] (c).

in order for the graduate nurse nurse who is entering the job market to meet professional and institutional needs, it is necessary that educational institutions, along with health services, through open and frequent dialogue, promote the adequacy of academic training to the lived reality of professionals.

♦ the nurse manager and the job market

despite its importance, our results indicate that there is a certain distancing between the teaching of management in nursing and the demands of the job market, which reveals that there are gaps in nursing education.

[…] are not prepared to perform administrative activities until that time, students are quickly prepared to plan and manage care only in the last practical training (8th semester) of the course (a).

[…] there is a confrontation with the reality experienced in the daily lives of the newly graduated nurses, which evidences gaps that must be filled by the training process (k).

as noted in the excerpt from article a, although the dcn of the nursing undergraduate prescribe the gradual approach of theoretical and practical management contents, developed throughout the training years, and supervised practical training in the last two semesters, what is seen in most schools is the inclusion of this subject only in the final year/semester of the course, which effectively does not enable the student to exercise this function. in line with studies a and k, one study on the teaching of management in nursing schools found that the teaching process, and the conceptual, methodological and pedagogical bases in the investigated settings did not correspond with what was required in nurses' administrative professional practice, especially in the context of sus services and human resources management.
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The development of critical and reflective skills, as well as the articulation of theory and practice, which are propitiated in academic training, associated with the opportunities to participate in health education programs offered by the institutions in which they are study, contributes to the academic transition and professional development, and are factors that facilitate their insertion in the job market.26

The excerpts of articles C and L reveal the difficulty of dealing with theoretical and practical management issues in nursing work. [...] difficulties in articulating the content and practices of the subject of management and the content and practices of subjects that focus on health care provision [...] (C).

 [...] the dissociation between theory and practice is evidenced when the newly graduated student coming from a traditional education is faced with the world of work (L).

The difficulties in the articulation of theory and practice of management in nursing, which are shown in the excerpts above, are consistent with the findings of a study27 that identified that management activities were considered by nursing students as essential to professional training, because they enabled them to reflect on real situations caused by their experiences in practical training classes. However, they considered the teaching-learning process difficult, due to the great demand of time required, and the need for constant contact with professors, which was often not made available by the educational institution.

The teaching of management must equip future nurses to develop skills that are necessary to their professional practice. This idea is shown in the following excerpts:

 [...] approaches related to program content enable reflections on the process of management of nursing services, in the face of changes in the Brazilian health care system (C).

 [...] managerial competences are required in all work processes of nurses, and it is the responsibility of training schools to provide students with the necessary conditions to develop these competences (K).

Despite the responsibility of schools to pass on the relevant nursing management content, professionals and institutions should not place the responsibility of fully preparing nurses for work on formal education alone, as stated in the excerpt from article K. Thus, it is important to implement actions aimed at continuing health education, which is considered as a space for discussions in health institutions, involving:

 [...] the multiprofessional team in educational processes, in order to transform work processes and the reality, with an intersectoral vision, based on population health needs and comprehensiveness of care.28,461

Nurses' entrepreneurial vision should be should start during the undergraduate course. They should learn that the nursing profession is something far beyond the institutionalized service. In order for students to grasp this understanding, it is necessary to encourage the practice of creating strategies to solve problems experienced during training. This gives them more space and voice to concerns of professional practice.29

We know that is unusual that newly graduated nurses feel confident at work, given that the health care team does not recognize their role. Moreover, their role requires a high degree of technical and scientific knowledge; responsiblity; quick decision-making, among others.26

 [...] the major difficulties faced when starting a professional career are: lack of acceptance by the medical and nursing staff; difficulty taking initiative and insecurity, lack of leadership and expertise in the area of management (B).

 [...] conflicting expectations in health care practice, in which the job market points out the shortcomings of professionals with regard to autonomy and their decision-making power (N).

The content of the excerpts presented above corresponds with the results of a study conducted with newly graduated nurses. It reveals that the insertion of the newly graduated professionals in the job market can trigger feelings of personal insecurity when facing a new situation and/or responsibilities that were previously shared with the professor. To minimize this situation, the authors state that it is important for nurses to act based on common sense, generosity and attention to what others says. Moreover, they suggest that education, as far as possible, should be based on practical reality and on the conduction of extracurricular practical trainings.26

One factor identified as a driver of quality of service/care is the acceptance and welcoming of newly graduated nurses by the health care team.26 Based on what the authors say and in the excerpt from article B, some factors seems fundamental for nurses to be accepted by the health care team, such as demonstration of technical and scientific competence, humility, companionship and self-confidence. These factors also contribute to a good professional performance.26
The deficiency of managerial contents and the limited experience of nurses may also be factors that cause dissatisfaction in health care units, which require work-ready professionals and do not wish to invest in trainings.

The job market prefers to purchase 'finished' knowledge and work-ready professionals, instead of making investments in the training process (N).

[... ] The professional who had a professional learning focused on 'content', aimed at meeting the immediate needs of the market, quickly becomes obsolete, being discarded by it (N).

[... ] prepare nurses primarily for political and communicative dimensions, and citizenship development, the nursing job market aims to absorb professionals who have the proper technical competence (N).

The excerpts above reveal that the job market searches for 'finished' or work-ready professionals who have sufficient 'content knowledge'. However, these professionals become obsolete after a short time, perhaps because of the little concern showed by institutions to improve the knowledge and practice of its professionals. In this aspect, as an alternative to the inclusion of nurses in management, the excerpt below, from the publication I, reveals:

We recommend the teaching-learning of a managerial administration that offers emotional and survival technology for the new nursing job market, with the development of citizenship between user and server as the value that governs the behavior of this professional class (I).

Another means to supply, at least in part, the deficiency of the management education in Nursing are postgraduate programs. However, it is known that many differences exist among them.

As for postgraduate programs [... ] schools A, C, F and H offered subjects related to management in nursing. The number of hours of these academic subjects corresponded to 435 hours, 45 hours, 480 hours and 108 hours, respectively. Schools B, D, E and G did not offer management subjects in the Postgraduate programs (C).

The excerpt of article C reveals the discrepancy between the number of hours dedicated to the teaching of management in nursing courses. This subject was even found to be absence in some courses. From another perspective, a study on the "ACCESSIBILITY AND CONTENT OF ELECTRONIC INFORMATION ABOUT SPECIALIZATION COURSES IN NURSING ADMINISTRATION" found that this subject has been taught in order to prepare the nurse to meet the expectations of the job market. However, despite the inclusion of new subjects and contents, they are not fully addressed in these courses. 30

CONCLUSION

We found that, in Brazil, despite the increase in course load in the curricula, as determined by law, the teaching of management in nursing does not meet the market demand, because it there is a difficulty in articulating theory and practice; there is a lack of integration among the subjects that make up the curriculum; and the subject of management is not approached at different moments of the undergraduate course.

Regarding the inclusion of nurses in the job market, we could identify that there is a difficulty in accepting newly graduated professionals, due to the deficiencies related to their managerial training and few practical skills, which are aggravated by the feeling of insecurity and lack recognition by the health care team. A paradox observed in the studies is that the job market requires a work-ready professional after completion of the undergraduate course, so that investments in trainings can be saved. However, due to this lack of training, professionals soon become obsolete.

In order for the teaching of management in nursing to equip nurses to properly carry out their activities and meet the real needs of the job market, we suggest that educational and health institutions rethink ways to make the teaching-learning process truly effective; to make course curricula in health care more flexible, in order to integrate theoretical and practical contents that foster competence-based professional training; to allow a more intense articulation between pedagogical project, social reality and the population's health care needs; to make the teaching of Management in Nursing occur in an integrated and continuous way, throughout the undergraduate course, through the experience of practical problem-solving by the students, according to a multidisciplinary perspective.

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