



THE FORMATION OF THE MANAGERIAL COMPETENCIES OF NURSES: AN INTEGRATIVE REVIEW

A FORMAÇÃO DAS COMPETÊNCIAS GERENCIAIS DO ENFERMEIRO: REVISÃO INTEGRATIVA LA FORMACIÓN DE LAS HABILIDADES DIRECTIVAS DE LAS ENFERMERAS: UNA REVISIÓN INTEGRADORA

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ABSTRACT

Objective: analyzing what the Brazilian scientific productions have approached about training from nursing managerial competences. **Method:** a descriptive study of integrative review type, guided by the question << How has been discussed the formation of managerial skills of nurses in national scientific production? >>. The bibliographic search was conducted on MEDLINE, LILACS, BDNF and SciELO virtual library, from March to April 2012. There were analyzed 31 articles, grouped into categories based on their similar content. **Results:** category 1 << Formation of managerial skills at graduation >>; category 2 << Integration between teaching and service for the formation of managerial skills >>; category 3 << The role of institutions employers in training managerial skills >>. **Conclusion:** the managerial skills should be trained and developed, by the articulation of organized capacities, practices and knowledge built from the academic and permanently in professional nursing practice. **Descriptors:** Professional Competence; Nursing; Research in Nursing Administration.

RESUMO

Objetivo: analisar o que as produções científicas brasileiras têm abordado acerca da formação das competências gerenciais do enfermeiro. **Método:** estudo descritivo do tipo revisão integrativa, norteado pela questão << Como tem sido abordada a formação das competências gerenciais do enfermeiro na produção científica nacional? >>. O levantamento bibliográfico foi realizado nas bases de dados MEDLINE, LILACS, BDNF e na biblioteca virtual SciELO, no período de março a abril de 2012. Foram selecionados 31 artigos para análise, agrupados em categorias por similaridade de conteúdo. **Resultados:** categoria 1. << Formação de competências gerenciais na graduação; categoria 2. << Integração entre ensino e serviço para a formação de competências gerenciais >>; categoria 3. << O papel das instituições empregadoras na formação de competências gerenciais >>. **Conclusão:** as competências gerenciais devem ser formadas e desenvolvidas, pela articulação de capacidades, práticas e saberes organizados construídos a partir da formação acadêmica e de maneira permanente na prática profissional de Enfermagem. **Descritores:** Competência Profissional; Enfermagem; Pesquisa em Administração em Enfermagem.

RESUMEN

Objetivo: analizar lo que las producciones científicas brasileñas se han acercado sobre el entrenamiento de enfermería de competencias de gestión. **Método:** es un estudio descriptivo del tipo de revisión integradora, orientado por la pregunta << ¿Cómo se ha discutido la formación de capacidades de gestión de las enfermeras en la producción científica nacional? >>. La búsqueda bibliográfica se realizó en las bases de datos MEDLINE, LILACS, BDNF y en la biblioteca virtual SciELO, de marzo a abril de 2012. Fueron seleccionados 31 artículos para el análisis, todos agrupados en categorías basadas en su contenido similar. **Resultados:** categoría 1 << Formación de competencias gerenciales en la graduación; Categoría 2 << integración entre la enseñanza y el servicio a la formación de habilidades gerenciales >>; categoría 3 << El papel de las instituciones empleadoras en la formación de habilidades gerenciales >>. **Conclusión:** la capacidad de gestión debe ser entrenada y desarrollada por la articulación de capacidades, prácticas y conocimiento organizado, construido a partir de lo académico y de forma permanente en la práctica profesional de la enfermería. **Descriptor:** Competencia Profesional; Enfermería; Investigación en Administración de Enfermería.

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INTRODUCTION

The word competence can be understood as the mobilization of knowledge, skills and attitudes in the workplace. Approaching this concept to the field of management, it is understood that competence is knowing how to act responsibly and be recognized in order to add economic value to the organization and social value to the individual.¹ In Nursing Administration, it is perceived as a condition of fact, when competence is reflected in management as a strategy for change in search of qualification of care as the primary purpose of nursing work.^{2,3}

From the 1980s, the challenges arising from the capitalist model, in which production processes are continually restructured reach the demands of health care, which in turn, are enlarged and increasingly complex. With this, new standards for the nursing management across the adaptation of changes occurring in the business world and the approach / paradigm of comprehensive health care were required. These new standards include the skills of teaching and learning, resource management, integrated management processes, flexibility, creativity, customer focus, knowledge acquisition, commitment, entrepreneurship, negotiation and strategic vision.^{4,3} Thus, in contemporary times, the notion of competence has evolved for understanding the ability to achieve results through the transformation of knowledge. Being competent means that the individual is able to choose to transmit knowledge, as required context to his performance.⁵

There is an urgent need to rethink the processes inherent in the formation, mobilization and development of managerial skills of nurses. These may not be limited to graduation, for those who can effectively exercise them as students because the improvement of these skills should be a personal commitment of nurses and attend the employing organizations, through the formation of a network of permanent knowledge.⁶ With this, for the nursing managerial competences are developed in its entirety, should be coherence between their academic path, the labor market, the attitude of professionals throughout his career and commitment of health institutions.⁷

OBJECTIVE

♦ Analyzing what Brazilian scientific productions have approached about training of nursing managerial competences.

METHOD

This is a descriptive study, of an integrative review type of the literature, which allows the synthesis of multiple published studies and provides general conclusions about a particular area of study. For its construction had to go through six distinct stages, similar to the stages of development of a conventional research: (1) preparing the guiding question; (2) sampling or literature search; (3) categorization of studies; (4) critical analysis of included studies; (5) the interpretation of results; (6) presentation of an integrative review. This last step is the preparation of the article.⁸

Guiding question for this integrative review was elaborated: as the formation of managerial skills of nurses in national scientific production has been addressed?

To obtain the sample in order to get the highest number of publications on the subject, were crossed descriptor nursing professional competence with the descriptor as well as the keyword managerial skills with the descriptor nursing in the databases of MEDLINE (International Literature Health Sciences), LILACS (Latin American Literature on Health Sciences), BDENF (database of Nursing), and the virtual library SciELO (Scientific Electronic library Online) between March and April 2012.

Importantly, it was not used as a keyword, the term 'management competence' in the singular, as the authors point out that nurses must have knowledge and mobilize countless skills and managerial skills in the profession.⁶ This is verified by indeed to obtain a larger number of manuscripts when the keyword 'management skills' is used, than when using the term in the singular.

The inclusion criteria used in the search and selection of manuscripts were manuscripts published in journals that address the theme of nursing managerial competences; that are fully available online, with no access restrictions; published in Portuguese, from January 2002 to January 2012; indexed in the abovementioned bases. The year 2002 was selected for the beginning of the sample period because it was following the implementation of the Undergraduate Nursing National Curriculum Guidelines (DCNs) by the National Council of Higher Education year. In its Article 4 predict: "The nurse training aims to equip the professional knowledge required to perform the following skills and general skills: health care, decision making, communication, leadership, administration and management, ongoing education".⁹

The exclusion criteria were: manuscripts those did not approach the chosen topic those did not answer the main question, non-available online in full, out of the established period, written in a language other than Portuguese.

For the categorization of studies was structured in a database format Excel spreadsheet program from Microsoft®, this easy access and management. Thus, it was possible to organize the information in a concise way to reach the proposed goal. This step was the definition of the information to be extracted from selected manuscripts, which included location (database), year of publication and journal authors; goal; methodology, and main outcomes. Therefore a thorough evaluation of the selected

manuscripts step that corresponds to the critical analysis of the included studies occurred. This analysis was finally interpreted as the information in response to the research question. The interpretation of that information manuscripts summarize the similarity of content into categories, these will be presented in step discussion of the results.

RESULTS

In search of the manuscripts bases BDENF, LILACS, MEDLINE and SciELO repository, according to the descriptors and keywords used, there were found 202 full-text publications; of these 171 were excluded after reading the abstracts (Table 1). Thus, only 31 publications met the inclusion criteria.

Table 1. Selected publications in databases MEDLINE, BDENF, LILACS, and SciELO virtual library, according to keywords and descriptors used, Brazil - 2002 to 2012, (N = 202).

Keyword: Managerial Skills/Descriptor: Nursing				
Database/Collection*	MEDLINE	LILACS	BDENF	SciELO*
Publications found	-	19	02	11
Selected publications	-	15	-	8
Descriptor: Professional Competence / Descriptor: Nursing				
Database / Collection*	MEDLINE	LILACS	BDENF	SciELO*
Publications found	10	109	20	31
Selected publications	-	15	8	7

As already noted earlier, some publications were not selected for reading and analysis did not meet the inclusion criteria. The

justifications for the exclusion of these are described in Table 2.

Table 2. Reasons for exclusion of the selected publications on the development of managerial competencies of nurses, Brazil - 2002 to 2012. (N = 202).

Explanation	MEDLINE	LILACS	BDENF	SciELO
Found in the databases / Collection *	10	128	22	42*
Non-thematic study proposal	6	85	14	26
Repeated in the databases	-	10	7	14
Year of publication < 2002	4	3	1	-
Total excluded	10	98	23	40

DISCUSSION

The descriptive analysis of 31 selected manuscripts allowed the interpretation of the results and possible to group them into 3

categories on the training of nursing managerial competences. The number of manuscripts that substantiate each category is indicated in Table 3.

Table 3. Categories and their respective numbers of manuscripts on the formation of managerial competencies of nurses, Brazil - 2002 to 2012, (N = 31).

Categories	N° of manuscripts	%
The formation of managerial skills at graduation	11	34,4%
Integration between teaching and service to the formation of managerial skills	09	31,2%
The role of institutions employers in training managerial skills	11	34,4%
Total	31	100%

♦ **Category 1: The formation of managerial skills at graduation**

The managerial authority exercised by the nurse is praised as one of the essential built throughout his academic training based on the National Curriculum Guidelines (DCNs) and assured in their work by the Professional Practice Law.^{9,10}

In nursing education, the contribution of DCNs are mainly in guiding and guide the

development of trained to meet the demands of health services, which have become increasingly complex workforce, with direct impact on the process of managerial work nurse. Its consolidation is linked to political and pedagogical changes that fostered the Brazilian Sanitary Reform and the Unified Health System (SUS).¹⁰ With this, graduation, in order to meet the new demands of health services, DCNs point to the exercise of following general skills and skills of health

professionals: health care, decision making, communication, leadership, administration and management and continuing education.⁹

Featured, skills and intrinsic to nursing management skills include: decision-making as regards the training of future professionals to assess, organize and decide the most appropriate practices based on scientific evidence; communication to interact with other professionals and to the general public; leadership in multiprofessional teamwork, involving the commitment, responsibility, empathy, the ability for decision-making, communication and management effectively and efficiently; administration and management of the workforce, the physical and material resources and information, as well as an ability to entrepreneurship, management, employer or to be a leader in the healthcare team.

Assuming that managerial skills are required in all work processes of nurses falls to the responsibility of forming schools provide to students, technical-scientific, ethical and political behaviors and socio-educational in order to allow the future nurses, recognize health as a universal right, exercising the profession in order to ensure the quality of health care at all levels of care, using the planning, organization, management and evaluation of the process of nursing work. For both, the contents of management should permeate throughout the course, the realization of the proposed curriculum and make the dialogue with other disciplines in order to promote an integrated and contextualized education that contribute to the formation of individuals most capable of transforming social reality.¹¹⁻¹³

The studies showed that since the implementation of DCNs in undergraduate curricula occurred right forward regarding the development of managerial skills. But at the same time, new challenges for Higher Education Institutions (HEIs) and there is still a need for reflection and discussion in the broad contexts of practice.¹⁴

Assume a teaching competency refers to the breaking of old concepts, new proposals with a view to training and professional performance based on innovative teaching methods and finally, a new curriculum with new proposals. For example, methods of questioning and integrated curriculum contribute to the formation of subjects better able to transform social reality, ie, training in critical, reflective, dynamic, active, given the demands of the labor market, able to "learn learning", to assume the rights of freedom and

citizenship, including the current world trends and development needs of the country.

♦ Category 2: integration between teaching and service to the formation of managerial skills

The formation of managerial skills is not restricted to graduate. The complexity of the world of work in health, the importance of their contributions to the identification of needs for training and development of skills in professional practice infer the need to integrate teaching and service.

As already described, the context of health services is altered because of changes in the world of work, which is also due to the redesign of care model proposed by Brazil to the Unified Health System. This movement is distinguished by its added to the insertion of new required for the performance of different health professions knowledge technological impact, requesting all healthcare professionals, especially nurses, a more adaptive and flexible profile.¹⁵ Thus, conventional administration, imposed through regulations developed by, has been, in actuality, increasingly replaced by the use and articulation of concepts such as learning, knowledge and competence, in order to secure the advantage of placing contemporary organizations. In this context, the knowledge required of nurses has increased the administrative level, which progressively reflects the need for readjustment of its formative process.¹⁶

In this empirical setting, highlights the need to implement joint planning between the subjects involved in training (students, teachers and educational institution) and praxis (nurses and health institutions), integrating teaching and service. For this, the teaching-learning should be aimed at questioning the situations experienced in the daily work of that involved.¹⁷

Education should establish relations with the labor market, to broaden the appreciation of nursing managerial competences beyond the technical dimension, considering the dimensions: communication, ethics, politics and citizenship development. However, the literature points to the difficulty of nurses perform their managerial duties because of the dichotomy between managerial models presented at graduation and those on the world of work. So, today, comes into question nursing education curricula and the fact of their courses meet the demands of health services related to the health needs of the population, which sometimes conflict with the immediate demands of the work world.¹⁸⁻²⁰

♦ Category 3: the role of institutions employers in training managerial skills

Besides the integration between teaching and service training in managerial skills, too, it is necessary for nurses to seek improvement to be gained from managerial practice or specialization courses; good as the hospitals affirm their co-responsibility and its commitment to the development of managerial employees, since the nurse has strategic situation for structuring a management system compatible with the demands and institutional demands.²¹

To ensure that nursing at any level of activity, promote actions based on scientific knowledge, it is essential to acquire knowledge and technical skills, management and leadership development as their primary work activities needs. In this perspective, health institutions, play a preponderant role to develop and step up managerial training of nurses, as this results in expansion of knowledge that will serve as references, may be applied in the workplace and, therefore, contribute to the quality care and effective health needs of the population.²¹⁻³

Continuing education is presented as valuable to achieve this change of conduct instrument. Manuscripts highlight the need to change educational practice in the workplace, considering, creating workplace conditions that allow the professional develop skills from practice, through practice and practice.^{24,25}

From the perspective of health services, the expansion and improvement of knowledge with regard to the managerial skills and grounded in continuing education remit benefits that go beyond the professional and organizational fields. These also extend to patients and society, as are directly related to the quality of care in health services developed.^{26,27}

For managerial skills are developed in hospitals is critical that form part of a project to a constant "learning to learn". Thus require investment, encouragement and implementation of continuing education programs to enable the mobilization of managerial skills and therefore the ability of nurses to assume new roles in the face of new demands of the working world.

The continuing education of nurses in employing organizations should be part of thinking and doing workers for the purpose of providing personal and professional growth of self and contribute to the organization of professional practice, through steps that can transform them into innovative agents transformers and their reality, ie capable of

producing changes, strengthening reflection in action, work in teams and manageability.

CONCLUSION

With the study, revealed that the formation of managerial skills of nurses should happen since the graduation training and continuous services. The formation and development of managerial competencies are considered continuous processes because composing a system of world evolution (adaptation to changes and differences), while rupture, because it breaks with the traditional nursing education in graduation, and creates needs for new careers and management models that require nearly a "deconstruction" to a "reconstruction" grounded in knowledge mobilization permanently schemes. These evolutions of the system indicate challenges that relate to the need to define the necessary skills to professionals, their formation processes, continuous and permanent education and new management models for nursing, which specifically meet the demands of this every day.

For this, the managerial skills should be trained and developed through the joint capabilities, practices and organized knowledge built from the academic and permanently in professional nursing practice. Thus, the great challenge of training these skills is the development of consciousness of individuals and institutions directly related to this process on its context and responsibility. So, urges the need to revise the methods used at graduation and employer organizations to which the formation of competences effectively is permanent; i.e. a systematic and participatory process, in all spheres of learning, having as scenario the own workplace itself, where the thinking and doing are the essential ingredients for learning and working for the transformation of reality.

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