

Original article

Management competences and teaching strategies for undergraduate nursing students: the teachers' view

Competências gerenciais e estratégias de ensino para estudantes de graduação em enfermagem: visão de docentes

Habilidades gerenciais y estrategias de enseñanza para estudiantes universitarios de enfermería: el punto de vista de los profesores

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Abstract

Objective: to describe the managerial skills developed in the training of nurses focused on the hospital context and the teaching strategies for their strengthening from the teacher's perspective. **Method:** exploratory, qualitative study. Twelve nursing teachers from a Public Higher Education Institution participated. The collection took place in 2020 through focus groups. For data analysis, inductive thematic analysis was used. **Results:** elucidated priority managerial skills, such as: Communication; Management decision making; Leadership and Interpersonal Relationships. Among the strategies for its improvement, the following stand out: simulation, clinical case studies, in addition to restructuring the internship and the training curriculum. **Conclusion:** the research results contributed to the reflection of the necessary skills for teaching, and to the reflection of nursing training centers regarding the reorganization of the curricula, including active teaching strategies that facilitate the development of competences. In addition, it is expected to sensitize the hospital community about the improvement of skills.

Descriptors: Professional Competence; Nursing Students; College education; Hospitals; Research in Nursing Education

Resumo



Objetivo: descrever as competências gerenciais desenvolvidas na formação do enfermeiro voltadas ao contexto hospitalar e as estratégias de ensino para seu fortalecimento na perspectiva docente. **Método:** estudo exploratório, qualitativo. Participaram 12 docentes de enfermagem de uma Instituição de Ensino Superior Pública. A coleta ocorreu em 2020 por meio de grupos focais. Para análise dos dados, utilizou-se análise temática indutiva. **Resultados:** elucidaram competências gerenciais prioritárias, como: Comunicação; Tomada de decisão gerencial; Liderança e Relacionamento Interpessoal. Dentre as estratégias para o seu aperfeiçoamento, destaca-se: simulação, estudos de caso clínico, além de reestruturação do estágio e do currículo formativo. **Conclusão:** os resultados da pesquisa contribuem para reflexão das competências necessárias ao ensino, e para reflexão de centros formadores em enfermagem quanto a reorganização dos currículos, incluindo estratégias de ensino ativas que facilitem o desenvolvimento de competências. Além disso, espera-se sensibilizar a comunidade hospitalar sobre o aprimoramento de competências.

Descritores: Competência Profissional; Estudantes de Enfermagem; Educação Superior; Hospitais; Pesquisa em Educação de Enfermagem

Resumen

Objetivo: describir las habilidades gerenciales desarrolladas en la formación de enfermeros enfocados al contexto hospitalario y las estrategias didácticas para su fortalecimiento desde la perspectiva docente. **Método:** estudio exploratorio, cualitativo. Participaron doce profesores de enfermería de una Institución de Educación Superior Pública. La recolección se realizó en 2020 a través de grupos focales. Para el análisis de los datos se utilizó el análisis temático inductivo. **Resultados:** fueron dilucidadas habilidades gerenciales prioritarias, tales como: Comunicación; Toma de decisiones gerenciales; Liderazgo y Relaciones Interpersonales. Entre las estrategias para su perfeccionamiento se destacan: simulación, estudios de casos clínicos, además de reestructurar la internado y el currículo de formación. **Conclusión:** los resultados de la investigación contribuyen a la práctica de las habilidades necesarias para la docencia, y a la reflexión de los centros de formación de enfermería en cuanto a la reorganización de los currículos, incluyendo estrategias de enseñanza activa que faciliten el desarrollo de habilidades. Además, se espera sensibilizar a la comunidad hospitalaria sobre la mejora de habilidades.

Descriptores: Competencia Profesional; Estudiantes de Enfermería; Educación universitaria; hospitales; Investigación en Educación en Enfermería

Introduction

Training based on competences is capable of qualifying students to act in line with the demands of the hospital sanitary reality,¹ since competence-based education aims at the job market and, in this way, can offer trained professionals to meet their needs. In this context, the development of a curriculum based on knowledge, skills and attitudes has taken place in the training centers aiming to reorient education in order to prepare for work.

In this regard, the National Curriculum Guidelines (NCG) instituted general competences for the training of nursing students, such as: health care; decision making; Communication; leadership; administration and management and continuing education. Of those described, only health care is not directly related to nurses' management. When it comes to the hospital context, specific skills are required of the future nurses, and in this

regard, it is emphasized that despite being a topic discussed in recent years, there is little evidence that deals with the management theme under the hospital environment. Furthermore, the latest NCG publications focus on a core curriculum and the term 'competence' was not thoroughly discussed.²⁻³

The term competence refers to a set of knowledge, skills and attitudes that the professionals have to carry out the work process, and in the area of nursing. Specifically in the management area, it can be associated with commitment, attention, continuing education, ethics, leadership, harmonious relationships, material management and effective communication, which is the theoretical framework for this work.⁴

In hospital institutions, there are several complexities and situations that require skills from the professionals. In this regard, nurses are required to play the role of managers of the care provided and the nursing team. Such action must be a collective process of cooperation and articulation of these professionals with the nursing and health team and managerial skills are essential for this to occur effectively, which can be developed even during academic training.⁵⁻⁶

In this sense, teachers from higher education institutions describe that academic training in undergraduate nursing is mainly focused on assistance and that the contents that discuss care permeate almost the entire undergraduate course, with management themes, which leads the students to have few opportunities to discuss and develop management.⁷

In this line of thought, it is considered that the method of teaching and education by competences must involve teachers who provide criteria for the expression of the decision shared with all the subjects who participate in the teaching-learning process. Thus, it is necessary to rethink the methodological proposals used in nursing education, taking actions beyond traditional teaching, as recommended by teachers, and implementing the development of managerial skills. However, this change is arduous, as it requires a rupture with the proposed traditional teaching models that are focused on the fragmentation of knowledge. In view of this, the difficulty that teachers face to improve the quality of teaching is evident, even with their recommendations.⁸

In this direction, considering the complexity of the hospital environment and the numerous duties of nurses, conducting research that encourages the implementation of strategies for the development of knowledge, skills and managerial attitudes in

undergraduate students is essential to guarantee the effective performance of the future nurses, in addition to contributing to making education systems more flexible for training professionals with profiles that respond to the demands of the job market. As previously mentioned, the NCG points to some managerial competences in a general way, but it is clear that it is a topic that needs to be deepened in the hospital area. It is known that these skills should enable the development of sustainable competitive advantage for hospital organizations.

In view of these considerations, this study presents the following questions: From the perspective of teachers in the area of nursing administration and supervised hospital internship, which managerial skills are considered a priority for undergraduate nursing students? What teaching strategies do teachers consider appropriate for the development of these skills? The identification of managerial skills necessary for future nurses should allow training centers to reflect on gaps in their curricula, as well as in their teaching methodologies, with a view to preparing professionals with innovative and creative performance, capable of social and critical reflection/action constructor individuals of knowledge for the practice of nursing. This study aimed to describe managerial competences developed in the training of nurses aimed at the hospital context and the teaching strategies for their strengthening in the teaching perspective.

Method

Research carried out in accordance with Resolution 466/12, approved by the Research Ethics Committee of the proposing institution according to official letter number 0280/2019 on January 15, 2021. The participants signed the Informed Consent Term, and the confidentiality of the answers was ensured. In order to preserve the anonymity of the participants in this research, we chose to use the terms "FG", of Focus Group, followed by a number according to the increasing chronological order in which the groups were carried out, for example, FG1 (Focus Group 1), and so on.

This is an exploratory study using a qualitative approach to data. A methodological framework⁹ was used, which guides the necessary procedures in carrying out Focus Groups (FGs), following the stages: 1st stage: Period of sensitization, selection and assembly of the FG;

2nd stage: Development of the FG: organization and composition of the environment and 3rd stage: Implementation of the FG.

The methodological choice was intended to deepen the analysis of the managerial competences necessary for nursing students, and for that, extensive investigation was needed using Focus Groups (FGs), in order to raise situations of group debate and problem situations. The survey followed the list of criteria included in the Consolidated Criteria for Reporting Qualitative Research (COREQ), which addresses the quality and transparency of qualitative research reporting.

The scenario was constituted by a Public Higher Education Institution (HEI) in the countryside of São Paulo. HEI is a public nursing university that offers two types of courses: "Bachelor" and "Bachelor and Licentiate". Data collection took place from February to April 2020. It is worth noting that the decree of the SARC's COV 2 pandemic came into force on March 20, 2020, however, the period when the FGs were carried out was prior to the closing of the universities, making it possible to carry out collection in face-to-face mode.

The HEI had 108 teachers in all areas of nursing (e.g. children's health, women's health, management, hospital supervision, among others), working as permanent and temporary staff. According to the selection criteria, only teachers from the areas of administration and management in hospital nursing and from the subject 'Curricular Internship in hospital nursing' who had more than two years of experience were selected (as it was considered that these professionals would have greater educational and practical experience), totaling 23 teachers. Teachers who were on vacation or away due to illness and maternity leave, or who did not accept to participate due to lack of time were excluded from the research; they totaled 11, four of which were on leave and the rest were unavailable.

After prior conversation and authorization from the institution, the groups were held at the selected HEI in a respective classroom with a round table, which had favorable characteristics for carrying out FG. The teachers were formally invited, personally by letter of invitation or electronically, to participate and schedule the research activity to be carried out. For data collection, the FG technique was used, which took place in the job environment, according to the availability of teachers.

Three FG meetings were held with four teachers per group. This division and ratio of the number of teachers by meetings is justified by the fact that the participants were available

in terms of date and time, as it was difficult to get schedules with all the participants. The FGs had a total mean duration of 50 minutes.

The groups were led by the researcher (moderator) and a research assistant (observer) in order to describe the situations identified by the participants and the speeches were recorded. All FG discussion and mediation was mediated by a guide built by the first author. The guide has the systematized steps for carrying out the FG and the guiding questions previously listed in the introduction.

After collecting data from each group, the recordings were transcribed and added to the notes and reflections of the moderator and the observer. Inductive thematic analysis was used to interpret the data, following these stages: transcription and reading; encoding interesting features of the data systematically across the entire set of notes; search for themes through grouping codes; reviewing themes to verify that they responded to coded extracts; ongoing analysis to improve the specifics of each theme; and final analysis of selected excerpts related to research questions and literature, producing an analysis report.¹⁰

Results

Twelve teachers participated. Regarding the sociodemographic profile, there was a predominance of females 11 (91%), with ages ranging from 36 to 64 years and time elapsed since graduation of 14 to 43 years. All participants had a PhD degree, since it is a requirement to hold the position as a professor at a public HEI, 5 (41%) had a post-doctorate degree, and 7 (58%) were full professors.

Furthermore, 9 (75%) of the participants had postgraduate studies at the *Sensu Lato* level, in different specializations. The courses reported were: specialization in Hospital Administration; Nursing Management; Cardiovascular Nursing; Public health; Health Informatics; Occupational Nursing, Intensive Care and Nursing in Infectious Diseases. Most of these teachers had more than one type of specialization.

The time working in the selected HEI ranged from 2 to 16 years, and they were involved in theoretical and practical subjects, according to their area of specialization, with 7 (58%) were working with administration and management in hospital nursing, and 5 (41%) were working in curricular internships in hospital nursing.

Among the theoretical subjects taught, the following were highlighted: Administration

applied to hospital nursing; Organization and Management in Health and Nursing in Hospital Care I; Innovation and Entrepreneurship in Health and Nursing. Regarding the practical subjects taught by the teachers, the following were highlighted: Organization and Management in Health and Nursing in Hospital Care; Organization and Management in Health and Nursing in Hospital Care II; Curricular internship in hospital nursing; Fundamentals of Nursing; and Comprehensive Care for Adults and Elderly in Clinical Situations.

The FGs elucidated priority managerial skills for hospital performance, worked on for the development of nursing students, in the context of graduation: Communication; Management decision making; Leadership and Interpersonal Relationships.

Leadership and decision-making were managerial competences cited as essential to be developed because they are associated with private activities of nurses in the hospital context, but they are complex competences that require specific knowledge to approach and manage the team, as well as to solve problems assertively:

I would at least highlight the issue of decision-making and leadership, because these are two competencies that permeate the work of nurses all the time, and making decisions for the student is very difficult, so I think they are contents that we have to work during graduation. Leadership is very complex, complicated, and encompasses everything, I think it's a much broader concept, because the leader has to know how to communicate, he has to know how to make decisions, he has to know how to relate, and that's what a true leader is. (FG1)

I think leadership and decision-making are a priority competence, because for you to be able to lead or influence a work group and from there or make an assertive decision you need knowledge and experience, and this experience that students do not have much of practice, so we have to know how to lead and develop it very well in internships and classes. (FG2)

Still on the topic of leadership, there was the justification of being one of the most relevant competences for the development of the student because it is a topic that cannot be exhausted in the undergraduate environment, and because of the small amount of workload:

I don't think even leadership, we as teachers can't exhaust this content in graduation and it's not even possible for us to do that [...]. And I even believe that the content is very incipient, but we learn on a daily basis by working. The difficulty that we have in the case of competence to lead is the difficulty of finding good leaders in the practice of internship with students. (FG3)

Interpersonal relationships were also considered an essential competence to be developed with undergraduate students, especially in the context of conflict management, in order to create positive relationships in the work environment:

The issue of relationships needs interpersonal relationships, and for that the student will need to have empathy, interpersonal skills, things that are sometimes difficult for the manager not to be influenced by various forces that exist within the service. (FG1)

Since the student has no practice as a nurse, he does not know how to handle conflicts, create a harmonious environment, so the issue of relationship is essential for him to develop and reflect on it, because what I see is that our students often do not have much time and we do not moments of reflection, but guided reflection as the colleague said, because often the student needs the professor to help start the reflection. (FG2)

Finally, another managerial competence highlighted by the teachers was communication, which must be effective, clear and cohesive, which permeates the entire process of the nurse's work.

I think that one of these priority managerial skills is communication [...] we see that nowadays it is very difficult to communicate assertively [...] and communication happens by all means sometimes today more than ever by messages and there are often some obstacles in this communication that can jeopardize a shift, for example [...]. So I think that students should be able to communicate and express themselves clearly to minimize these occurrences [...] among nurses among themselves, or with the medical team or professionals and also with family members, with patients. (FG1)

I would already list communication as a priority, I am not saying that the other skills would not come, but I think that communication is intertwined with each other, it has an impact on the entire care process and especially on the issue of patients' safety. (FG3)

This difficulty in mobilizing skills was an aspect widely discussed by the groups, demonstrating that the student profile has been changing and there is a certain difficulty in dealing with various issues, whether institutional, personal, economic, social and/or emotional:

I think it's not just about training, I can't make a section between academic training and the person's training, I think it's just one thing [...] there's a generation today that has difficulty making decisions, and they have a much greater dependence, a difficulty, and we are having a lot of students with anxiety and depression problems, and we are having a very critical moment in their training. (FG1)

This difficulty comes since high school because there are different learning lines of curriculum learning and then I see in schools, there are schools that already teach students to work in groups, to share information. (FG2)

It occurred to me that even in today's generation they receive everything very ready, today it is more comfortable for the students, perhaps there is a lack of encouragement for them to pursue the things they want. (FG1)

In view of the elucidated competences, teaching strategies were discussed,

highlighting simulation and case studies:

Combining our teaching experience with simulation, I think this has been an actively great deal from the point of view of lessening this shock a little, but it's still not enough. (FG2)

I also think it is important to develop strategies with a management aspect, such as case studies, which, although dealing with a theoretical aspect, bring the reality that the student can discuss how based on theories, how we can treat and direct those cases to him, that we can bring this to the discussion, in which way we can observe that experience there that is being brought up and with that we can direct what would be the best strategy for that action. (FG3)

At the same time, the simulation was pointed out with caution, as it is considered that this tool does not replace the immersion of the students in the hospital clinical scenario, and should be considered with prudence:

At the same time, the question of simulation worries me a lot because I left the clinic and we introduced some simulation laboratories, we have been able to do so at the expense of taking practical opportunities from the students in the field, we already live a curriculum that has reduced the workload, then suddenly you give up another day of the student at the hospital for him to do a simulation laboratory I think this has to be very well thought out, discussed and articulated [...] but I believe that simulation is a powerful tool but it does not effectively replace the student experience in practice and sometimes it scares me. (FG4)

It is not about replacing everything with simulation, he [the student] needs to have the real experience, because the more we take from him the real experience as soon as he is faced with reality, he will not even be able to associate it. (FG2)

The teachers pointed out that although it is essential to use these strategies, the ideal place for effective consolidation is in the immersion field, requiring a thorough monitoring during the internships. In this regard, a possible proposal would be to leave students in the practical field of management for a long time and under the supervision of nurses, as happens in the curricular internship in other periods of graduation, not restricting only to develop everything in the last year of graduation:

The noblest place to develop these managerial skills are services, internships, and of course we have the theoretical, the readings and the simulation, but the daily experience is essential, sometimes allowing the opportunity for management internships in the 2nd and 3rd year, not leaving it for the last year only. (FG3)

At the end of last year I paid a visit to another university and there they organized themselves so that their students would stay longer in the hospital, have more time of clinical and managerial experience, there they have nurses hired to spend more time with a student in the Internship. (FG2)

Increasing exposure [practice] would be good, if this student, throughout the

course, increases exposure to be able to see beyond what the course requires.
(FG4)

The clinical field added to the supervision and adequate guidance and supported by competences contributes to the improvement of the students for the managerial scope.

Discussion

Although there are studies that deal with the managerial competences^{2,4} of the future nurses, these were not identified from the perspective of teachers in the administration area, as well as using the methodology of focus groups. In addition, there are questions about the students if they are actually able to learn and develop these skills during graduation, or only in the job market.¹¹⁻¹²

The teachers identified were predominantly female, a cultural characteristic of the profession. Furthermore, it can be seen that the participants had a mean age of 47 years, and training time of at least 14 years, and these characteristics corroborate other findings of a study at a public university.¹³

It is necessary to reflect on the differences between the profiles of teachers at public and private universities, since for public universities there is a longer period of training, a multiplicity of specializations and *Sensu Lato* titles, and an obligation to have a PhD degree,¹³ which is the case observed in the present study.

In terms of undergraduate nursing education, teachers mention that there is a need to prioritize skills such as leadership, decision-making, communication and interpersonal relationships, which they consider essential for hospital practice.

Leadership, as punctuated by the analysis and by the NCG, is a theme that never ends during the teaching period, and authors at an international level conceive the term as capacities to influence, enable, motivate a team to achieve a specific objective and, that receives external recognition of its role, through rewards or awards. In addition, the nurse leader is the one who has the potential for persuasion, strategic planning, negotiation, clear communication, and good ability to relate and resolve conflicts, with a view to the quality of health care for the individual and his family.¹⁴

Teachers attribute the difficulty in developing this competence at graduation to the bad examples of leaders that students may have contact with during their learning. This fact

corroborates other studies in which the graduating student has difficulty in developing this competence due to inadequate models of supervisors in the internship practice, non-acceptance of the trainee student's work team, problems in the relationship and in the organization and planning of the content by the professor.¹⁵⁻¹⁶ Unfortunately, this reality is common in an internship practice environment, where nurses are found to belittle students, do not support their development and maintain negative attitudes towards them,¹⁷ being the internship practice with other nurses essential for full development of managerial skills.

The teaching of leadership is seen as a challenge because it must not only be supported theoretically, but also in practice. Therefore, it is worth noting that the importance of leadership is included in the scale as a horizontal foundation and should not be seen as an isolated issue. According to this view, the development of a nurse-leader depends on training that promotes the teaching of leadership throughout the curriculum, in order to engender a critical and reflective view of reality.¹⁵

The development of stimulus for reflection and problematization with greater opportunities for the evolution of the leader's posture will impact on the best preparation of the undergraduate student for practice, in addition to contributing to the formation of good new leaders. The analysis of the groups of teachers showed that the leader, when leading and influencing his team, makes managerial decisions, as punctuated by the NCG. Thus, managerial decision-making is also a priority competence to be developed for nursing students.

In this line of thought, it appears that the act of deciding is a complicated cognitive process, being formally defined as the choice of a certain direction for the acts. Solving problems is part of the decision process and represents a systematic process that focuses on analyzing a difficult situation. Decision making is usually something triggered by a problem, although it can be done in a way that does not focus on the real cause of the conflict, or chooses to do nothing about the problem.¹⁸

It is observed that for some time, the learning of decision making was omitted in nursing training. Unlike experienced nurses who often resort to intuition to make decisions, nursing students do not have practical experience to support themselves in choosing the best decision; thus, when faced with complex or unfamiliar situations, they tend to respond using the theoretical knowledge and psychomotor skills they have, instead of demonstrating a

decision-making directed to the complex and multidimensional nature of the situation.¹⁹

As it is a fundamental competence for professional practice, nursing courses need to include programs related to learning management decision-making. These must provide knowledge related to this competence that can be applied in work practice. It is important that the academic curriculum contemplates learning experiences in the classroom that are closer to clinical practice, as they improve the learning of the best resolution.²⁰ The strategies most evidenced in the literature for the development of this competence are simulation and problem-based learning “ Problem Based Learning” (PBL).²⁰⁻²¹

Another primary competence mentioned by the teachers was the interpersonal relationship, which is the ability to manage conflicts, establishing a harmonious, stable relationship. In this regard, we have the concept of relational competence that emerged in psychology, being defined as the ability to form and maintain a relationship between close peers, regardless of the type of relationship.²²

Due to the fact that nursing students do not have practical experience, it is common for them to present insecurities and lack of ability to handle conflicting situations and relationships with their work team; Furthermore, it must be considered that many of these students are young and have never had a job. In this sense, researchers have shown that the student has this difficulty due to issues related to communication, self-knowledge, practical skills, motivation and lack of articulation between the professor and the supervisor, being essential the alignment of perceivers and teachers in the integration of all content offered for critical reflection from reality.²³

It is noteworthy that the interpersonal relationship with a focus on conflict management, for the hospital nurse, constitutes an essential competence for the quality of care and the performance and organization of work, which makes it essential to be developed in graduation. In this logic, the nurse, as a manager of his team, when managing conflicts, must have an ethical attitude to achieve the organization’s objectives and thus guarantee excellence at work,²⁴ and for this, another competence is presented as crucial: interpersonal communication.

Communication, already seen by the NCG, was one of the managerial competences highlighted in all the FGs of the teachers, as associated with other competences and essential for the praxis of the hospital nurse’s work. Communication as a competence can happen in

several ways, such as verbal, face-to-face and written, such as nursing records. However, these forms can be considered insufficient when used exclusively, compromising the organization's objectives.²⁵ In this context, it is observed that good communication, in addition to promoting the relationship with the internal and external public, can also standardize actions and share knowledge and values.

However, this issue is not recent, and researchers have demonstrated that nurses lack communication skills due to inadequate training or a lack of appreciation of the importance of patient-centered communication.²⁶ Teaching and training how to communicate effectively can be complicated due to the variety of potentially difficult conversations that nursing students may face in clinical contexts.²⁷ This situation constitutes a challenge for university teachers responsible for training nursing students, who must use a variety of teaching methodologies and real case situations to foster the development of this competence.²⁸ The need for training and specialization is a constant reality in the work of nurses and teachers, since in the face of various cultural and technological changes professionals must follow up and adapt to guarantee effective work.

The current challenges imposed on education have led to the search for strategies that enhance the teaching-learning process. The large volume of information currently available and the ease of access to digital technologies generate new ways of expressing thoughts, beliefs and goals, and influence the forms of interaction, relationships and knowledge. Thus, it is possible to observe that it is increasingly common for students to have previous baggage of some information. On the other hand, authors from the fields of psychology, education and neurosciences show that the knowledge process is individual, and is related to cognitive and emotional connections. Thus, each person learns what is most important or makes sense to them.²⁹

Thus, new reformulations of the nursing curriculum are under constant discussion, and it is known that the students' profile has been changing. However, the new reformulations of the NCG do not make clear the organization of a curriculum by competences,³ showing that the theme professional and managerial competence was not deepened in order to structure and prepare the professional future in terms of his competences. Therefore, there is an urgent need to review the methods used in graduation and in employing organizations so that the formation of competences is effectively

permanent.

In addition to changes in teaching methodologies, it appears that the profile of the students today is marked by emotional turmoil that affect their learning ability, and as evidenced in the study, the students face emotional overload, family conflicts, psychiatric diseases such as depression and anxiety, and, often, they want 'ready-made' information.³⁰ In this line of thinking, students in the digital age value quick information and, due to internal conflicts, tend to prefer learning "comfortable" teachings, that is, those that do not require a lot of cognitive effort, a fact that could be proven in the present study, in which the speeches showed that students prefer teaching offered in a "chewed" way, that is, facilitated.

However, it is known that this traditional teaching model, which has the proposal of education centered on the professor, who teaches the subject through lectures, leaving the students in charge of viewing and performing repetitive exercises, is not the most appropriate to encourage discussions and critical reflections on a subject that would awaken the students to awareness and future changes in their knowledge and attitudes. This lack of motivation and enthusiasm of the students themselves to reflect on the contents exposed in the course can directly impact their abilities to develop some managerial skills.

In this line of thought, it is important for teachers to know different teaching strategies to implement undergraduate teaching. In this way, corroborating this reflection, the teachers cited strategies for the development of the listed managerial competences that are in line with the evidence of the literature at an international level, such as high-fidelity simulation, role-playing, combined learning environment, cooperative learning method and study of managerial cases.²⁸

Furthermore, training centers at undergraduate and graduate levels must be concerned with developing and/or implementing active teaching-learning methodologies for future professionals in their curricula, such as the use of innovation with group techniques, multidisciplinary discussion groups; and the use of information and communication technologies with WhatsApp, with the aim of strengthening the working practice.²⁹

This research has the limitation of having been carried out in a single HEI, not covering the analysis of new teaching institutions, private and/or Federal. Furthermore, the theme should be explored in the view of other participants such as students, nurses and graduates. This investigation was carried out with the exclusive participation of teachers who work in the

management area. Thus, we emphasize the importance of carrying out complementary studies in order to cover several areas of teaching, in order to verify if there are differences in the identification of managerial competences and strategies for teaching at graduation. Analyzing managerial competences that are a priority for teaching should allow identifying gaps in learning and, thus, proposing teaching strategies to qualify managerial training in nursing and graduate professionals prepared to face daily work.

Conclusion

The results showed findings regarding the priority management skills for undergraduate students, such as: Communication; Management decision making; Leadership and Interpersonal Relationships. Training based on competency-based teaching should equip the future nurses to work, not only in the hospital context, but in medium and low complexity health units. In this direction, the choice of teaching strategies that respond to the demands of students, as well as the health work market, are fundamental in this process, as is the case of realistic simulations in teaching laboratories and managerial clinical case studies.

In this way, nursing training centers can help the job market, by training thoughtful, collaborative professionals who serve as agents of transformation in the world of job, preparing them with a profile desired by health organizations without losing sight of the needs of users.

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