

## FORMAÇÃO DO ENFERMEIRO ACERCA DO GERENCIAMENTO: ENTRAVES E PERSPECTIVAS

### NURSING TRAINING ABOUT MANAGEMENT: OBSTACLES AND PERSPECTIVES

### FORMACIÓN DEL ENFERMERO ACERCA DE LA GESTIÓN: OBSTÁCULOS Y PERSPECTIVAS

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#### RESUMO

**Objetivo:** Compreender como os enfermeiros vivenciaram o gerenciamento após sua formação. **Método:** Pesquisa de cunho qualitativo descritivo e exploratório com abordagem fenomenológica, com doze enfermeiros. Os dados foram coletados, por meio de uma entrevista semiestruturada e analisados utilizando a análise temática proposta por Minayo. **Resultados:** Para uma melhor compreensão dos dados coletados (visam a responder aos objetivos da pesquisa por relatos dos enfermeiros acerca de suas vivências como gerentes após a formação), eles foram sistematizados em três categorias, sendo elas: Vivenciando o gerenciamento após a formação: principais problemas e desafios; Identificando a organização e as exigências do gerenciamento desenvolvido pelos enfermeiros em seus locais de trabalho; O ensino do gerenciamento sob a óptica dos enfermeiros. **Conclusão:** Conclui-se que os sentimentos negativos no início de carreira do enfermeiro são inevitáveis, porém podem ser superados com perseverança, garra, determinação e busca por conhecimentos, de modo que, para a superação desses entraves, é fundamental a união entre os ensinamentos da instituição, a busca por saberes e as experiências adquiridas no dia a dia do enfermeiro para que, com isso, o profissional recém-egresso supere as angústias de seu começo de atuação.

**Descritores:** Organização e administração; Enfermeiros; Educação em enfermagem.

#### ABSTRACT

**Objective:** To understand how nurses experienced management after their training. **Method:** Descriptive and exploratory qualitative research with a phenomenological approach, with twelve nurses. We collected the data through a semi-structured interview and analyzed using the thematic analysis proposed by Minayo. **Results:** In order to better understand the collected data (aiming to respond to the research objectives using nurses' reports about their experiences as managers after their training), we systematized them into three categories. They are: living the management after they graduate: key problems and challenges; identifying the organization and management requirements developed by nurses in their workplaces; the management teaching from the nurses' perspective. **Conclusion:** We concluded that the negative feelings at the beginning of the nurses' career are inevitable, but they can be overcome with perseverance, determination, and search for knowledge. In order to overcome these obstacles it is essential to get together the institution teachings, the search for knowledge and the experiences acquired in the nurse's daily routine so that, with this, the newly graduated professional overcomes the anguish of its performance beginning.

**Descriptors:** Organization and administration; Nurses, male; Education, nursing.

#### RESUMEN

**Objetivo:** Comprender cómo los enfermeros vivenciaron la gestión después de su formación. **Método:** Investigación de cunho cualitativo descriptivo y exploratorio con enfoque fenomenológico, con doce enfermeros. Los datos fueron recolectados por medio de una entrevista semiestruturada y analizados a través del análisis de fases propuesto por Minayo. **Resultados:** Hay varios factores que dificultan la actuación del enfermero al inicio de la carrera, además de haber varias exigencias para conseguir poner en práctica la gestión. Y para que el recién egresado pueda superar estos desafíos y poner en práctica las herramientas necesarias para ejercer la gestión, es fundamental, la determinación y búsqueda de conocimientos. Las universidades, como instituciones formadoras, también deben contribuir para ello, deben propiciar vivencias prácticas y experiencias desde el inicio de la graduación. **Conclusión:** Se concluye que los sentimientos negativos, en el inicio de la carrera del enfermero, son inevitables, pero pueden ser superados por medio de la perseverancia, garra, determinación y búsqueda de conocimientos. Así, para la superación de estos obstáculos, es fundamental la unión entre las enseñanzas de la institución, la búsqueda por saberes y las experiencias adquiridas en el día a día del enfermero para que, con ello, el profesional recién egresado supere las angustias del comienzo de su actuación.

**Descritores:** Organización y administración; Enfermeros hombres; Educación en enfermería.

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## INTRODUCTION

Management is imperative in the nurses' daily practice and its trajectory began with Florence Nightingale, the pioneer of nursing care when in the mid-19<sup>th</sup> century, she was invited to direct the military hospitals of Scutari in the Crimean War. For the rehabilitation of the patient, Florence emphasized the importance of systematization and supervision of the activities. Therefore, from the need to organize hospitals that the importance of management emerges within the daily practice of nursing and today, the management is not restricted to the organization of hospitals, but to all the care assigned to the patient and, for this, it is essential to perform the management of the unit and the management of care, since the objective of the nurses' performance is qualified and resolute care<sup>(1-2)</sup>.

For the execution of the qualified care, the management of the unit and of the care of integral way is fundamental for an efficient and quality assistance. For this assistance to be effective, it is necessary for the nurse to be able to organize and coordinate the activities and to enable the performance of the team in a planned and efficient manner, seeking the resolve, customer satisfaction and providing motivation and recognition of his team<sup>(2-3)</sup>.

Management in nursing is necessary in the hospital environment and in collective health, requiring professionals to have varied skills that allow professionals to carry out strategies to solve the problems found in the reality lived by the institution<sup>(1)</sup>.

For these professionals to develop strategies to solve problems, and to be able to intercede according to what is requested, with a critical and reflective view, it is fundamental that during graduation, there is integration between the university and health services both in the hospital and in the collective environment, favoring the reflection of the students about the health/illness process of the patient, family or community so the health actions developed to the patients are according to their reality and needs.

Nursing graduation have subjects with both theoretical and practical activities, and it is essential that the contents and competencies addressed in the curriculum provide the capacity of the academic and future nursing professionals to perform their duties, especially those of

managing and leading, to achieve the sublimity in their profession.

For the nurses to achieve excellence in their duties, they must be a motivated, creative, innovative leader aiming at ethical and qualified care. These functions along with management skills such as planning, making decisions, interacting are essential for their performance. However, there is a lack of security, anxiety of the newly formed nurses, as they are in a transfer period due to them leaving the academy and entering the job market. This period is considered challenging because of the wide range of responsibilities entrusted to them. The professional is exposed to a new reality, with an amount of demands and skills<sup>(4)</sup>.

The concern with this moment is something commonly observed for undergraduates and graduates, as a result of the requirement for qualified, competent and up-to-date nurses. There are some difficulties of these professionals to assume their managerial function since they have restrictions in making decisions, and to position themselves for the team, due to the need to improve their skills regarding some techniques, procedures, and behaviors with the team and their unit of work<sup>(5)</sup>.

In this context, the possible question arises: How did nurses experience the management of care and health services after their graduation?

The literature shows that when starting their profession, many nurses report finding several obstacles because they arrive at the job market with ideas, knowledge, and views built in graduation often different than the routine of the place in which the new professional will be inserted. When these new professionals want to put into practice all the knowledge and experiences acquired in the academy, they find obstacles that range from uncertainty in certain procedures to the difficulty of successfully carrying out their abilities: health care, decision making, leadership, permanent education, communication, and management. These situations often cause anguish and anxiety, because the recent graduate professional has many expectations<sup>(3)</sup>.

It is expected that the newly graduated student is prepared to take up his duties, and the university as a training institution needs to enable students to work in their professional lives. In this research, it is intended to help universities in the preparation of students in their abilities, and

possible challenges that they may find in their professional lives. It also aims to contribute to the scientific environment so newly graduated nurses have knowledge about the probable impasses found in the beginning of their careers, so they influence them to seek to overcome them, by means of the search for knowledge and experiences to be able to execute with excellence their profession and promote the satisfaction of their staff and their patients.

## METHODS

This is a descriptive and exploratory qualitative study with a phenomenological approach. The research was carried out in a municipality located in the Northwest region of the State of Rio Grande do Sul, from July 3 to 16. The selection of the subjects was done through the convenience sample, in which the subjects' participation was voluntary, and individuals who had less than 6 years of training were chosen because of their interest in contributing to the research. Of the 55 nurses working in the municipality, 12 nurses participated in the study, of which 10 were in the hospital and 2 in the Family Health Strategies. Of these 12 individuals, four were men and eight women.

Data collection was carried out at the place of preference of the participants through semi-structured individual interviews, so the semi-structured script combines open and closed questions for management and early career that were conducted informally through a conversation, during between eight and thirty minutes. The questions were asked orally and the answers recorded with tape recorder, remembering that the goal was to seek data and not discuss it.

The data analysis was carried out through a thematic analysis proposed by Minayo<sup>(6)</sup>, which allowed the interpretation and description of the data obtained through interviews, through identification, analysis, and description, enabling to organize the collected data and to answer to the research objective.

This research involved human beings along with other information and materials, therefore, full compliance with resolution 466<sup>12 (7)</sup> governing human research was assumed. The project was also qualified by a teachers' bank, and after acceptance, it was sent to the Research Ethics Committee of the Regional University of Alto Uruguai e das Missões - URI, Frederico Westphalen campus for the consent and approval

of those responsible, and the project obtained a favorable opinion under registration: CAAE 66597817.1.0000.5352.

All participants read and signed the informed consent form.

The research ensured the privacy and confidentiality of the respondents and the data provided by them, as well as the freedom to participate or to withdraw from the interview at the time they desired. The data was manipulated only by the researcher to ensure the safety of participants' anonymity.

## RESULTS AND DISCUSSION

The data collected were systematized into three categories to be understood, which aim to answer to the research objectives, through the nurses' reports about their experiences as managers after the training:

### Category 1. Living the management after they graduate: key problems and challenges

Concluding an undergraduate course is a unique moment of great achievement and personal satisfaction, where the newly graduated person feels enthusiastic and victorious for the achievement of his higher education. It is an odd moment of satisfaction, but this moment is also highlighted by anguish and anxiety, as the newly graduated nurse knows the importance, seriousness, commitment, and responsibilities that his profession demands. As a result of these demands that nursing covers in the professional work of the nurse, the first job is seen as a challenge with the recent graduates in their first months of work<sup>(8)</sup>.

This action starting is highlighted by a great anxiety and fear, as they have several difficulties that begin with the admission process and continue with their adaptation to the health service. When assuming the role of a nurse, the first impasse arising is the insecurity related to the new environment where the new graduate person needs to assume the routine, the control of the environment and his resources to ensure a qualified assistance<sup>(8)</sup>. The following are the statements of two nurses describing how they lived when they entered their first job and the insecurity they felt when they were responsible for their duties as managers of a unit of service:

"[...] I think at first you do not know what the sector is like, you do not know how the employee is like, and you still have that insecurity of just graduated."(E09).

"I did not understand anyway, I did not know where to begin to manage. So, as soon as I started working, I felt lost [...]" (E10).

In the statements mentioned above, it is possible to observe the insecurity in assuming their functions, especially those of management that require the nurse's ability to know how to plan the work, the demands of services and the resources available. Thus, for this to become possible, it is necessary to a proper disposition of the tasks and organization of the team, where the nurses must know how to coordinate the work and delegate tasks, duties to the service colleagues so the objectives of their work are executed with quality. However, this is something that leaves newly graduates afraid, as they often have restrictions in making decisions and giving orders<sup>(5)</sup>. Below, there are the lines of two individuals interviewed who mention fear in making some wrong decision:

"When I graduated, after I started working, management is very complicated because we are still very insecure when we do things right, so we have this fear of doing something wrong, that you delegate some wrong thing for someone [...]" (E09).

"[...] it was something that I had enough difficulty at the beginning of knowing how to give order, it is not about how to do it, you know how to delegate, you know how to give it to him: you have to do this and that" (E05).

As mentioned above by the subjects interviewed, the fear is a common feeling to the newly graduate person when assuming his functions. According to the literature, professionals are afraid to take wrong actions, delegating tasks in the wrong way. The delegation of tasks is part of the work, the managerial activity of the nurse, being essential for a productive service, with the involvement of the entire team. When the nurse delegates activities, he multiplies his time by dividing his assignments with others. However, when delegating a task, responsibility for it still belongs to the nurse, and often, the fear of the new graduates. When the nurse delegates tasks appropriately, it is possible to achieve a qualified and beneficial care and also to promote the interaction between his or her work team<sup>(9-10)</sup>.

The relationship between the team is also essential to carry out an effective care. However, this beginning of relationship, this insertion with the team is challenging, it is a goal of the newly graduated in nursing to be reached, when he

needs to become familiar with and be inserted with the team, with the new reality. This insertion is considered an obstacle by the recent graduates. Below, there is the speech of a individual talking about this feeling:

"You have all this, besides your work, you still had to make people respect you, accept you, so it was very difficult because sometimes you come to work with a person who has 25 years of experience in the house and then you are new [...]" (E04).

According to the previous speech, the new graduates feel insecure, afraid of the insertion and acceptance of their work team. According to the literature, this is due to the anxiety of the newly graduated in being able to perform their tasks in the best possible way and also by the lack of preparation to face this reality, since many new graduates lack the mastery and the necessary security to manage and the lack of preparation to manage a workgroup leaves the newly graduated nurses afraid, apprehensive<sup>(11 12)</sup> as reported in the speech of the below:

"We arrive with fear, I was very afraid. Besides from assistance doubts, there were a lot of things that were new to me, you quit college many times without a preparation to work, and besides, managing your team is very complicated" (E03).

Managing the work team is hard for the new professionals, since they feel inexperienced and, even not prepared to take on this assignment. However, according to some authors, these professionals need to seek strategies to exercise management of their staff, because it is the responsibility of the nurses to coordinate their technical and nursing assistants, so they must lead these individuals to be able to exercise a qualified care process. However, the research shows that the management of the team at the beginning of nurses' career is highlighted by collections and mistrust from colleagues with more experience, more "home" time<sup>(13)</sup>. Below, there are the speeches of two subjects interviewed that prove the lack of confidence, the disbelief of the team with the newly graduated in nursing in its beginning of action:

"At the beginning, everyone knows that you are newly graduated, it is already obvious on you, and your colleagues who are already working are looking at you with a different look, you know, the nurse is newly graduated, let's test her, let's see if she knows [...]" (E11).

"[...] Ah they test you, you have to know how to explain to him why he is doing it because he can sometimes even know it but he will test you to see if you know" (E05).

According to the above, being accepted, welcomed by the team at the beginning of the nurses' career is challenging, as there is resistance from co-workers, mainly because the newly graduated is younger and to assume a position of greater responsibility, such as the subject interviewed below:

"You graduate, in my case I was 22 and my first job was with people who were already graduated a lot longer, they were even older than me, I was the youngest in the unit and I joined the function of nurse, it was very challenging, because, since nursing techniques, it was not that acceptance before having a nurse" (E11).

According to the above speech and the previous two, the beginning of the insertion, the acceptance of the nurse by the colleagues is not easy, because the recent graduated is usually young and inexperienced and this causes resistance and mistrust by the team, so these professionals do not trust the knowledge and skills of their manager. The literature informs that this objection, by the service partners, leaves the nurses worried, with fear, to be welcomed and accepted by the colleagues is an important step for the good functioning of the service, as well as for the personal satisfaction. For this acceptance by the team, it is essential that the nurse as a manager seeks to demonstrate both theoretical and practical competence and knowledge, so with time and experience built every day, this professional shows that he knows, that he is capable, and thus he builds his history, his image and aim for space and respect in the team and in the institution as manager, leader of a working group<sup>(8)</sup>.

Managing and leading a service team requires a lot of responsibility, knowledge, cost enhancement and concept assessment so the group works motivated, instructed to achieve qualified care. This quality care becomes possible by the team when the nurse manager knows how to lead. Leadership comes from the administration and is one of the duties of the nurse that contributes to the effective and satisfactory management. However, leading a team is also seen as a difficulty in the nurses' early career, as they prefer not to present safety to exercise this competence soon after graduation<sup>(5)</sup>. Below, there is the report of a

subject interviewed mentioning the insecurity in leading soon to start the professional action:

"[...] you are young, you have the aspect of leadership, it is already embedded that you are already a team leader, you do not have technical capacity yet, you are already a leader and this is very challenging" (E11).

As mentioned in the above speech, leadership is a nurse skill that is completely related to management, being essential in the daily practice of this professional, but to exercise this attribution is something that leaves the newly graduated afflicted, because it is difficult, he requires preparation and support by the university and also search for knowledge by the professional. For the nurse to seek this knowledge, he must invest in practical and research theoretical learning to improve his/her responsibilities, evaluate his/her concepts so the care is decisive and the nurse can lead his team. Also, for nurses to exercise good leadership, it is fundamental that this professional provides a favorable environment for the execution of the activities so he must seek to transmit safety to his team by making everyone work for the best personal and professional result, achieving excellence in care<sup>(13)</sup>.

Resolution and integral assistance is what is expected of the newly graduated nurse. Together with this capacity, the professional is expected to have the knowledge to manage his team, his unit, and care. However, studies show that managing at the beginning of the career is an obstacle since the professionals during graduation receive the necessary theoretical background and some practical experiences, but sometimes they have different situations of the expected one and the nurse has to solve them. For the nurse to solve these problems, he needs many theoretical knowledge and knowledge acquired from practice<sup>(11)</sup>. Below, there is the report of an individual interviewed referring to this need:

"And we are actually learning management over time, we come and do not have much sense of how everything will be, from personnel scale. We learn everything, but when it comes to practice, you really start to experience it" (E01).

As reported in the above speech, at the beginning, the nurse does not have effective knowledge to manage, because, often, he does not have sufficient practical experiences and also for their inexperience. This generates anxiety in the beginning of the action and is overcome with time, through the acquired experiences, being

assertive or not, for the search of the help of more experienced professionals and, mainly, for the search for update, strategies, and knowledge by the nurse. When the nurse seeks to invest in knowledge, his managerial performance is performed in a qualified, ethical, safe, resolute and differentiated way<sup>(14)</sup>.

### **Category 2. Identifying the organization and management requirements developed by nurses in their workplaces**

The execution of managerial skill by the nurse is of extreme importance, so the care is qualified and resolute since the management in nursing aims to organize the work and the human resources, with the purpose of creating and implementing adequate conditions of service to the workers and patient care<sup>(15)</sup>.

The organization of work is one of the basic functions of management in all institutions because it is possible to plan and systematize human, technological and material resources, ensuring a safe and quality care, and satisfying the needs of the patients assisted<sup>(14-15)</sup>. Studies point out that for the patient to be adequately assisted and according to his/her needs, it is imperative that the nurse as manager be committed and responsible<sup>(16)</sup>, as reported below by one of the individuals interviewed about the understanding about the requirements necessary to put into practice the management in their work environments:

“Responsibility, commitment, assiduity that I think is very important, commitment to work and with patients mainly, because we work in the SUS area, so people have a great demand and a great need for care and attention, too” (E12).

There are many requirements for the managerial work of nurses to be productive and efficient. It is required that the nurse manager be committed, creative, motivated, ethical, agile, communicative leader among other characteristics that, when well employed, they allow quality work, harmony and success in their activities. Also, skills such as perception, communication, and quick thinking are expected so professionals are able to devise alternatives that contribute to the institution's growth<sup>(17-18)</sup>.

For nurses to contribute to the expansion of their workplace and carry out their activities with excellence, besides to the above-mentioned requirements, it is essential that the nurse is aware of the fact that when nurses have mastery of their skills, environment, and profile of his

patients, they are able to perceive the needs of the individuals and to solve them. He is also able to handle contingencies and perform tasks expected by his profession. Below, there are three individuals' lines that emphasize the importance of knowledge within the nurse manager's daily practice:

“Ah, I think it is practical theoretical knowledge and to know the environment in which you are inserted, the patient you have, know how to evaluate the technician, the environment, the patient, everything” (E07).

“You may be the best person to pass the probe, but if you do not have the knowledge, mainly the theory, if you do not have this theoretical knowledge, it does not work and you have to be humble, too, to speak that you do not know, we will seek, we learn together” (E04).

“The main requirements, first we have to have a strong hand or else we will not be able to impose the respect that we need for the technicians because we have to demonstrate first that we know and that we have confidence of what we are doing, right?” (E09).

According to the above statements, the importance of knowledge, both theoretical and practical, is perceived so nurses perform their duties with excellence, provide qualified assistance and show safety in their roles and responsibilities.

Today's society is always changing, as a result of the changes that occur in the areas of communication, technology, and economics, and these changes increasingly require professionals to have knowledge and seek updates to perform their respective functions, monitor and specific demand of the profession<sup>(19)</sup>.

The search for knowledge and updating scientifically supports the managerial performance of the nurse, being essential for this professional to be able to successfully execute his or her duties and to respond in a concise manner to the requirements requested by the profession, as currently stands out the nurse manager who is able to create innovative and efficient solutions to solve the impasses of the work environment, which has broad vision of the institution and the service demands<sup>(13-19)</sup>.

Given the above approaches, it is possible to understand that managing is an extremely important assignment in the nurses' professional performance because when the nurse manages, he is able to perform his functions efficiently, associating skills and knowledge to solve

problems, deal with contingencies and perform tasks expected by his profession.

### **Category 3. The management teaching from the nurses' perspective.**

In our country, nurse graduation is based on the National Education Guidelines and Bases Law 9394/96<sup>(20)</sup>, which aims to train generalist, humanist, critical professionals capable of acting in an ethical and qualified manner, so they are capable of identifying and solving patients' problems with responsibility and commitment, respecting the values and standards of the profession<sup>(21)</sup>.

Therefore, it is fundamental that during graduation, the curricular contents address themes that enable students to understand the health/illness process of individuals and their conditions, allowing undergraduates to provide care focused on the totality of the individual, using available resources. Management is one of the topics covered in curriculum content that helps students to have this broad view of the patient, and also the knowledge about their resources<sup>(21-22)</sup>.

Management education is extremely important for the graduation and performance of nurses since it allows the professional to manage his team, his unit and the assistance of the patient<sup>(22)</sup>.

Management is considered to be a private nurse's skill, in compliance with Law 7,498<sup>(23)</sup>, and it must be worked on at the undergraduate level, so nurses' actions are scientifically grounded and also professionals are aware of their attributions and be prepared to act professionally. However, according to the interviewees' speeches, the undergraduate program addresses the importance and requirements of management, but universities as graduate institutions should charge more of the students and also seek ways that enable a better experience and understanding of the graduate person with society, that is, a greater interaction between theory and the reality of patients and services<sup>(16)</sup>. Below, there are the lines of the individuals, reporting this feeling:

"Look, some things do, but management at graduation is very theoretical there, you have some forms of management that they teach you, but when you come to practice, it is very different. There we learn the correct thing, but, there are some things that appear in front of you

as soon as you "putz", I never thought it would happen to me" (E03).

"The more realistic our view in the undergraduate is better because later we already have an idea of how it works, right, it is not new at work" (E05).

As described in the above statements, graduation allows graduates a view of the importance, seriousness, and requirements necessary to manage, but the individuals interviewed also refer to the need for a greater practical experience to facilitate understanding about their responsibilities and possible challenges, contributing to better managing performance and a critical view of its functions.

It is necessary that the graduation institutions seek to provide a greater experience to the students with the reality of the patients and the work environment of the nurses to have a better reflexive critical perception and a better exercise of their managerial competence. For this, it is necessary that the university seeks union with the health service, both in the hospital and in the collective environment to favor the reflection of the students about the health-illness process of the patient, family or community so the actions developed to the patients according to their reality and needs and also providing the students with the experiences and knowledge that will assist them in their work as professionals<sup>(24)</sup>. Below, there are three lines of interviewed people, reporting the importance of the union between teaching and services to provide practical experiences, through internships:

"I think I had to get on internship, right, on that side. I do not remember having had much of that in college when I did it, I do not remember having had much internship of living with the nurses at the basic units and the hospitals their work. I remember we went and did the practice, the technique, the procedures, but I do not remember having seen much the management of a nurse who had worked knows in a hospital" (E05).

"I think I had to have more at the internship, I do not remember having had a lot of training on the management part [...] So that's why often at the beginning you are lost a little, you have a bit of difficulty, precisely because you leave without much experience. I think that would be missing, you have more internship in the area. To know how to handle, to have at least a notion and to know how to handle when you are working because to do a procedure if you do

not know you ask someone, someone helps you learn, but managing is different” (E04).

Through the above reports, the graduation institutions are essential for graduating students to have constructive and beneficial experiences that will assist them in their professional work, and therefore, this importance provides these insertions, through the realities of services and communities.

It is fundamental that the universities present a general education and also they seek to enable diverse practical and theoretical experiences during graduation, providing graduates with broad and concise knowledge. However, the search for knowledge is not only the responsibility of the universities but also of the undergraduates, so it is also up to these individuals to seek knowledge and know how to use them<sup>(22-24)</sup>. Below, there are the lines of an individual who reports this view:

“[...] the graduation will not give you everything, it's you who have to go after, every student has to look for his line and has to search, has to seek, will do internship, will inform but a lot we can get more I believe, until we charge more, I think as an student, we can charge more yes” (E11).

According to the above, it is fundamental the search of the graduating student for knowledge, so when the undergraduate teaching is combined with the student's demand, his training becomes more extensive, which will aid him in his professional activities, enabling the individual to know how to use his skills to benefit the management of his team, unit and consequently patient care. It is up to the universities to give subsidies to undergraduates, to motivate future professionals so they have a broad view and the ability to employ their skills in the best possible way. However, it is also up to undergraduates, during graduation and in their performance as nurses, to seek knowledge for be prepared to respond to the problems and challenges that will be imposed<sup>(16)</sup>.

Through this approached in this category, it is perceived that it is essential the search for knowledge by the graduate person and the search for methodologies that offer greater experiences to the students. Thus, university education should allow a critical view of the profession, showing the importance of the social and political role of nurses in care, management, teaching, and research, to value professionals and

achieve better working conditions and graduation<sup>(15-16-24)</sup>.

## CONCLUSION

In this research, it was possible to understand that management is an essential and predominant activity in nurses' work, so nurses must be aware of the meaning and responsibilities tied to management, to exercise their profession effectively and qualified.

Nursing practice with quality and efficiency is the goal of the newly graduated nurses since they aim to perform a work of excellence. However, this nurses' career is a period experienced by fears and uncertainties, so in this study, it was identified that once they assume the role of managers, the newly graduated nurses feel insecure to assume the responsibilities and demands of the service, so this beginning of a professional career is highlighted by factors that hinder and challenge the performance of the in the research. They are: fear in making decisions, fear of positioning themselves for the team, anguish in delegating tasks in the wrong way, concern to manage team, distress in assuming the responsibility of leader, and apprehension in being inserted, accepted by his co-workers, mainly by the fact that they have age and experience inferior to the other working professionals, which results in resistance and distrust of the other individuals in the work group.

These obstacles that defy the beginning of a career are common to all nurses in their first job, due to inexperience, and cause the same feelings in all of them, but it is something that when the newly graduated has the determination, he will to do the difference, and to move on can be overcome, day by day, of new experiences and also, through the search for updating and knowledge both theoretical and practical, which, over time, will make the nurse to acquire skills and shows that he has the knowledge and skill to perform his duties.

Also, this study enabled to understand that the management exercise requires the organization of human, technological and material resources, ensuring a quality service and meeting the needs of the patients, so the needs of patients and staff are met when the nurse organizes, plans and uses the necessary tools to put into practice the management.

This research also identified that the management considered as a private skill of the

nurse must be worked during graduation to better prepare the new graduate to exercise this assignment. However, according to the reports of the interviewed participants, the universities allow nursing students a view of the precise requirements to perform the management, but they refer to the lack and necessity of a practical experience, which would help the undergraduate students to have a greater understanding of their responsibilities and potential challenges, contributing to better managing performance and a critical view of their functions.

For graduates to have a better reflective critical perception and to develop skills to manage satisfactorily, it is necessary for universities to seek broad and concise experiences and knowledge, but the responsibility for the search for an expansion of knowledge is not just an obligation of the university as well as the recent graduate, because when it comes to the combination of the knowledge that comes from the university with the search for knowledge by the newly graduated, the nurse, this professional becomes more prepared to respond to the problems and challenges that will be the knowledge, practices and skills developed, from graduation, training and, in a constant way, to the nurses' daily practice.

As a limitation of this study, it is highlighted the performance in only one municipality, and then the number of professionals with little training time is small. Therefore, there is the need to develop other research in other scenarios, since it is known that the greatest difficulties found by the nurses are in the first years of training.

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