

Implementing Management Strategies to Develop Nurse's Intern Managerial Skills

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Abstract: *Instead of waiting for challenges to confront nurses' interns during training at the hospital, Nurses managers should act in advance to optimize and sustain managerial skills for nurses' interns. This work highlights the importance of scenario managerial skills in hospitals and detects the extent effect of applying management strategy at the hospital for nurses' interns. Aim of the study: To develop a nurse's intern managerial skill through Assessing knowledge of nurse interns' regarding management, assessing managerial skills of nurse interns' and Implementing management strategies to develop a nurse's intern managerial skill, and measuring its effects on nurses' interns' managerial skills. Methodology: A quasi-experimental study was conducted at Damanhour National Medical Institute for internship nurses. The institute is affiliated to the General Organization for Teaching Hospital and Institutes and is considered the main teaching hospital in El-Beheira. Tools: self-administered questionnaire containing three major parts; demographic characteristics, knowledge questionnaire and Needs Assessment Questionnaire. 2nd tool: Observation Checklist for Nurse Interns' Managerial Skills. Results: 94.2%, 98.8% and 100% of studied subjects needed training in Management and its related concept, Organizing process and staffing, motivation, respectively. There was a highly significant difference between nurses' scores (pre, post and follow up) regarding planning, organizing, direction, controlling and documentation at p. value <0.01. There was a highly significant difference between nurses' scores (pre, post and follow up) regarding planning, organizing, directing, controlling & coordinating at p. value <0.01. There was a highly statistically significant positive correlation between practice post and knowledge post Conclusions: There was a significant improvement at nurses' interns' knowledge and skills level regarding managerial skills after implementing the managerial strategy. There was a highly significant relationship between the knowledge and skills level of nurses' interns.*

Keywords: Management Strategies, Interns, Skills

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I. Introduction

Management includes the activities of setting the strategy of an organization and coordinating the efforts of its employees (or of volunteers) to accomplish its objectives through the application of available resources, such as financial, natural, technological, and human resources. Management is a set of principles relating to the functions of planning, organizing, directing and controlling, and the application of these principles in harnessing physical, financial, human and informational resources efficiently and effectively to achieve organizational goals (Karamitri, Talias&Bellali, 2017). Management strategies, at their most boiled down, are a series of techniques for controlling and directing business to achieve a set of predetermined goals. They include strategies for goal-setting, leadership, business administration, and operational activities. Management strategies are techniques that are used to direct and control an organization to achieve a set of goals. These include strategies for leadership, administration and business execution (Rotter et al., 2017).

Management strategy aims to meet the requirements outlined in the university training plan and human resources strategies to enhance future individual performance to support the strategic aims of the university and to equip and support staff to be able to respond to the changing demands of their roles. Organizations need a process for developing the skills of their managers as these employees direct and organize the work of other employees. Additionally, if they want to retain the best managers and potential managers, most significant among their needs from work is the opportunity to continue their personal and professional growth (Wager, Lee & Glaser, 2017).

The internship is an obligatory period of experiential learning where the intern is guided to acquire the knowledge, skill, and competencies required to function as a professional nurse. This internship period is mandatory for graduates of Bachelor of Science in nursing program for taking the professional licensing

examination of the Ministry of Health. The internship program is the bridge between the undergraduate study years and the practical life after graduation; it facilitates transition and adjustment to staff nurse position. Student nurse interns integrate and apply all the skills they have learned during schooling in real-life situations under supervision (Ayaz-Alkaya, Yaman-Sözbir&Bayrak-Kahraman, 2018).

In addition, nursing interns are baccalaureate nursing students who start the role transition from senior student to professional nurse through an internship training program. One of the mechanisms considered and implemented to support new graduate nurses in the workplace is an internship program which is accessible by most hospitals in various format. The transition from student to skilled nurse is a stressful experience due to the increase in the newly graduated nurse's responsibility and accountability. Transition is a period of learning, adjustment and socialization, when the nurse applies, consolidates and increases their existing knowledge, gaining competence (knowledge, skills, and attitude) that is applicable to the nursing practice of the clinical situation or patient population in which they are expected to perform (Liu, Chen & Jin, 2018).

Besides, the nurse manager is responsible for planning, organizing, directing, supervising, and controlling. The nurse manager coordinates nursing efforts to provide high-quality patient care and ensures meeting quality standards. Nurse managers have a variety of roles supervising as patient care responsibilities, as well as management and leadership functions (Doucette, 2017). A nurse manager is someone who often has experience and multifaceted knowledge of his or her field. This expertise is why nurse managers are often in charge of planning, interacting with patients and families, and managing nurses, as well as a host of other responsibilities for their day. These managers also are adept at working against a strict deadline. So, if nurses' interns are keen on becoming a nurse manager they must, ensure they have the following set of skills; planning, organizing, directing, controlling, reporting and recording (Phillips, Evans, Tooley&Shirey, 2018). (Phillips, Evans, Tooley&Shirey, 2018).

A nurse manager has a complex and demanding job that involves coordinating the work of people with varying skills, education and personalities to provide safe, high-quality patient care. Nurse managers must assume responsibility for staff performance, financial management, resource utilization, and patient outcomes, as well as ensuring that care is delivered according to standards of practice and organizational policy. A good nurse manager should provide leadership, ensure the unit or department runs smoothly and be a professional role model for her staff (Grubaugh& Flynn, 2018).

Newly qualified nurses, nurses' interns, and new nurse managers are often expected to hit the ground running with no management training, while Management skills are as important as leadership skills in addressing some of the failings. So a management framework is required to provide a consistent approach to management development for all staff in healthcare, irrespective of discipline, role, function or seniority. Nurse managers are responsible for a team of nurses and oversee the day-to-day operation of the facility, monitor patient care, and address inventory and budgetary concerns. This makes nurse managers a "vital link between the administrative strategic plan and point of care." Developing must-have nursing management skills allows you to lead, inspire and motivate your staff to provide the best care possible (Mackoff& Meadows, 2017).

Aim of the study

The study aimed to develop a nurse's intern managerial skill through:

- Assessing knowledge of nurse interns' regarding management,
- Assessing managerial skills of nurse interns',
- Implementing management strategies to develop a nurse's intern managerial skill, and measuring its effects on nurses' interns' managerial skills

Research Hypothesis:

There will be a significant difference between nurses' interns' management knowledge and managerial skill before and after the implementation of the educational intervention of management strategies.

II. Material And Methods

Study Design: A quasi-experimental design was utilized with pre and post-test.

Study Setting: The study was conducted at Damanhur National Medical Institute for internship nurses. The institute is affiliated to the General Organization for Teaching Hospital and Institutes and is considered the main teaching hospital in El-Beheira.

Study Duration: Academic year 2016-2017.

Subjects & selection method: A convenient sample of 170 nurse interns who spent the internship year at Damanhour National Medical Institute during the academic year 2016-2017 who agreed to participate constituted the study sample.

Tools for data collection:

The data was collected through:

Tool one: self-administered questionnaire containing three major parts:

Part I: This part included questions related to socio-demographic characteristics such as age, gender, working place, marital status, qualification and years of experiences.

Part II: Nurse Interns' knowledge questionnaire sheet which was used to assess nurse interns' managerial knowledge. It constructed in form of total of (60 items) multiple-choice questions, that included 6 aspects follows: management related concepts (7 items); planning (13 items); organizing (9 items); directing (13 items); controlling & coordinating (9 items); and documentation (9 items).

Part III: Nurse Interns' Needs Assessment Questionnaire Sheet aimed to determine managerial skills needed from the nurse interns' point of view. It was adapted from Bakr et al., 2013, the tool consisted of (22) items about managerial skills before the internship program.

Tool two: An Observation Checklist for Nurse Interns' Managerial Skills: This tool aimed to assess nurse interns' performance regarding managerial skills. It was adapted from Kahouei et al., 2013. The tool consisted of two parts:

Part I: This included data related to nursing interns' code, unit name, time, and date of observation. While

Part II: consisted of a total of 83 items grouped into 5 related aspects as follows: planning (34 items); organizing (10 items); directing (12 items); controlling and coordinating (10 items); and documentation (17 items).

Ethical Considerations

The research approval was obtained from the Faculty Ethical Committee before starting the study. The ethical research considerations include the following:

- The researchers have clarified the aim of the study to nurses' interns included in the study before starting.
- Oral consent was taken from each participant. They were informed that the data collected will be used for the research only, and confidentiality is assured.
- The nurses' interns were informed that they have the right to withdrawal from the study at any time.

Pilot Study

The pilot study was carried out on 17 nurses who represent 10% of nurses' interns at the previously mentioned setting to test the applicability of the constructed tools and the clarity of the included tools. The pilot has also served to estimate the time needed for each subject to fill in the questionnaire.

Content validity and reliability:

It was ascertained by a group of experts in administration nursing (3). Their opinions elicited regarding the format, layout, consistency, accuracy, and relevancy of the tools. Reliability the pretest was carried out to test the reliability Cronbach's Alpha for questionnaire = .862 and Cronbach's Alpha for checklist = .761.

Filed work:

- An official letter was issued from the Faculty of Nursing Damanhour University, and Damanhour National Medical Institute, to carry out the study.
- All nurses who were included in this study have been informed about the purpose and the nature of the study.

I. Assessment phases:

- Firstly, the researchers distributed the knowledge questionnaire tool to the nurse interns in their training setting. The questionnaire sheet was distributed three times through the study phases: pre phase, post phase, and three months after the
- Secondly, the researchers observed nurse interns performance of managerial skills using the observation checklist. Each nurse intern was observed in the training place three times in each phase of the study. The observation was done during morning shift. The observation was taken within 60 to 90 minutes. The first distribution was at the beginning of November 2016.

2- Planning phase:

- Planning phase: Based on the analysis of the data obtained through the assessment phase, literature reviews (Khalil, 2007, Hodges, 2015, Parson & Stonestreet, 2015, and Armstrong, 2016) and after analysis of the results of initial data collection (the interns' level of knowledge, skill, needs assessment).
- Developing Intended Learning Outcomes for the workshop based on the participants' needs and aim of the study.
- The researcher designed the program about managerial skills for nurse interns. A schedule was set and the place to carry out the program was booked, after consultation with the nursing director, and coordination with the head of the staff development department. The audiovisual aids as data show also booked.

- Choosing the relevant active teaching strategies according to the information presented (lecture, question and answer, role play, and group work. Also teaching aids integrated as PowerPoint slides, handouts, a reference list of sources cited in the workshop, and sources for additional content.
- 3- Implementation phase:** In this phase,
- The program was implemented for the nurse interns at the study setting and implemented throughout three months, started from the beginning of February, 2017 till the April 2017.
 - The program day was decided and the announcement was made one week before the training program day, by hanging advertisement on the hospital's building walls to notify about the date, time and place of the workshop.
 - Nurse interns divided into five groups, each group attended one session every week.
 - The researcher explains the program into two groups every day three times weekly. The first group started from 11 a.m. to 1 p.m., the second group started from 1:30 p.m. to 3:30 p.m.
 - At the beginning of each session the aim of the study, program objectives, plan, and content of the session were explained. After the last activity, the content was summarized along with the outcome of the activities.
- 4- Evaluation phase:**
- After implementing the training program, evaluation of nurse interns' knowledge regarding management was done immediately after the program and after three months of the program, by using the same data collection tools used at the assessment phase for measuring knowledge questionnaire and managerial skills.

Statistical analysis

Data collected from the studied sample was revised, coded and entered using Personal Computer (PC). Computerized data entry and Statistical analysis were fulfilled using the Statistical Package for Social Sciences (SPSS) version 22. Data were presented using descriptive statistics in the form of mean and S.D. Spearman correlation measures the strength and direction of the association between two ranked variables. The Friedman test is a nonparametric test that compares three or more matched or paired groups.

III. Result

Table no 1 Shows that the mean age of studied subjects was 21.54±1.91, 64.7% of them were female. Regarding qualification before faculty enrolment, this table showed that 70.6% of them had secondary education. While 44.2% of them had good scores. Regarding training courses, 92.4% of studied subjects not attended training courses.

Characteristics	No	%
Age		
21 - < 22	81	47.6
22- < 23	70	41.2
≥23	19	11.2
\bar{x} S.D	21.54±1.91	
Gender		
Male	60	35.3
Female	110	64.7
Marital Status		
Married	11	6.5
Not Married	159	93.5
Qualification before Faculty Enrolment		
Secondary education	120	70.6
Technical nursing degree	50	29.5
Cumulative Grads		
Excellent	32	18.8
Very good	44	25.8
Good	75	44.2
Acceptable	19	11.2
Attending Training Courses About Managerial Skills Before Internship Program		
Yes	13	7.6
No	157	92.4

Table no 1: demographic characteristics of the study subjects (n=170)

Table no 2 Illustrated that 94.2%, 98.8% and 100% of studied subjects needed training in Management and its related concept, Organizing process and staffing, motivation, respectively. Also, 91.2% and 94.2% of them needed training courses about controlling process and human resources estimation.

Table no 2: Nurse Interns' training needs regarding managerial skills from their Point of view before the intervention (n=170)

Items	Needed N (%)	Not needed N (%)
Management		
Management and its related concept	160 (94.2)	10 (5.8)
Management functions	157 (92.3)	13 (7.7)
Planning		
Planning and planning process	143 (84.1)	27(25.9)
Nursing care assignment	133(78.2)	37(21.8)
Time management	155(91.2)	15(8.8)
Time scheduling	133 (78.2)	37(21.8)
Organizing		
Organizing process	168(98.8)	2(1.2)
Staffing	170(100)	0(0)
Human resources estimation	160 (94.2)	10 (5.8)
Material resources estimation	157 (92.3)	13 (7.7)
Patient classification system	145(85.3)	25(14.7)
Directing		
Directing and its elements	128(75.3)	42(24.7)
Leadership	139(81.8)	31(19.2)
Supervision	151(88.8)	19(11.2)
Communication	148(87)	22(13)
Delegation	143 (84.1)	27(25.9)
Motivation	170 (100)	0(0)
Controlling		
Controlling process	155(91.2)	15(8.8)
Budgeting	149(87.6)	21(12.4)
Performance appraisal 3	130(76.5)	40(23.5)
Reporting and Recording		
Reporting and its types	155(91.2)	15(8.8)
Recording and its types	157(92.3)	13(7.7)

Table no 3 Shows that there was a highly significant difference between nurses' score (pre, post and follow up) regarding planning, organizing, direction, controlling and documentation at P. value <0.01.

Table no 3: Nurse Interns' mean of performance regarding managerial skills throughout the intervention phases (n=170)

	Pre	Post	Follow up	Friedman test	
	Mean S.D	Mean S.D	Mean S.D	X ²	p.value
Planning	14.56±1.99	27.48±3.75	25.32±3.11	9.57	.001**
Organizing	4.78±0.87	8.77±0.91	8.21±1.00	7.56	.005**
Directing	6.19±2.01	10.45±0.89	9.68±1.08	8.14	.003**
Controlling & coordination	5.43±1.13	9.20±0.80	8.87±0.91	8.92	.002**
Documentation	8.55±2.03	14.67±1.99	13.84±2.26	11.68	.000**
Total	40.71±7.34	72.55±6.06	67.14±8.13	14.08	.000**

Figure no1 Shows that the mean scores of the performance of nurses' interns were 40.71± 7.34 at pre, 72.55±6.06 at the post and at follow up 67.14±8.13.

Figure no 1: Nurse Interns' mean of total performance regarding managerial skills throughout the intervention phases (n=170)

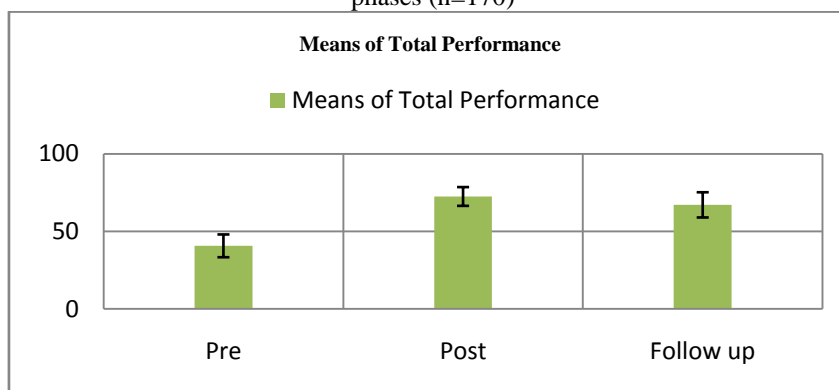


Table no 4 Clarify that there was a highly significant difference between nurses' score (pre, post and follow up) regarding planning, organizing, directing, controlling & coordinating at P.value<0.01. There was a slightly significant difference between nurses' scores (pre, post, follow up) regarding management related concepts and documentation at p. value <0.05.

Table no 4: Nurse Interns' total knowledge mean scores regarding managerial Skills by the main categories throughout the intervention (n=170)

	Pre	Post	Follow up	Friedman test	
	Mean S.D	Mean S.D	Mean S.D	X ²	p.value
Management related concept	3.55±0.54	6.11±0.22	5.97±1.01	3.08	.010*
Planning skills	6.17±1.25	11.40±0.99	10.05±1.42	7.61	.005**
Organizing	3.02±2.70	7.95±0.74	7.16±0.91	6.32	.007**
Directing	7.19±1.04	10.87±1.01	9.48±1.60	9.05	.002**
Controlling & coordination	4.01±1.55	8.15±0.60	8.16±0.21	10.84	.000**
Documentation	3.45±1.88	6.97±1.04	7.01±1.00	2.66	.017*
Total	29.56±7.08	52.44±8.12	49.31±6.02	13.504	.000**

Figure no2 Shows that the mean scores of the performance of nurses' interns were 29.56±7.08at pre, 52.44±8.12 at the post and at follow up 49.31±6.02.

Figure no 2: Nurse Interns' mean of total knowledge regarding managerial skills throughout the intervention phases (n=170)

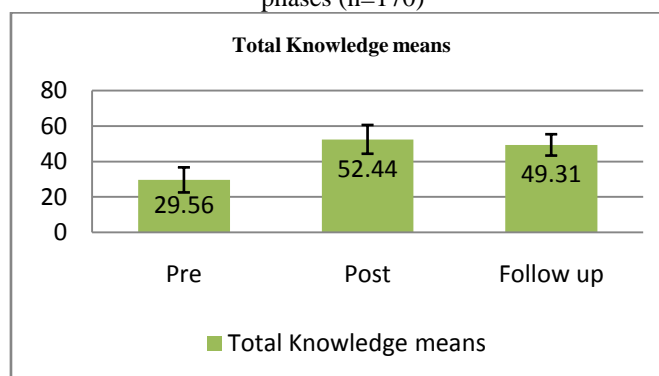


Table no 5 Shows that there was a highly statistically significant positive correlation between practice post and knowledge post, practice follow up and knowledge follow up. While, there was a slight significant positive correlation between practice pre and knowledge pre, practice post, and knowledge pre

Table no5: Correlation between nurse interns' knowledge and their performance throughout the intervention (n=170)

	Practice pre	Practice post	Practice Follow up
Knowledge pre	r. 0.356 p.value .018*	r. 0.547 p.value .026*	r. 0.468 p.value .013*
Knowledge post	r. 0.133	r. 0.736	r. 0.710

	p.value .058	p.value .001**	p.value .007**
Knowledge follow up	r. 0.146	r. 0.678	r. 0.819
	p.value .055	p.value .009**	p.value .000**

IV. Discussion

According to the characteristics of studied nurses' interns, the current study revealed that the mean age of them was 21.54 ± 1.91 years, about two-thirds of studied nurses' interns were female and the vast majority of them were not married. This results because it is still more belonging to the nursing profession and more applicants to faculty of nursing females. Their delay in marriage may be due to the difficulty of studying at college and need more concentration. These results supported by Aboshaiqah&Qasim, 2018, who reported that the vast majority of studied nurses' interns at age category 20-25 years and more than three quarters were female. Also, agreement with Bektaş&Yardımcı, 2018, who revealed that the mean age of studied subjects was 22.44 ± 1.72 years.

According to qualification before faculty enrolment, the current study revealed that more than two-thirds of them had secondary education and almost all of the nurses' interns not attended training courses about managerial skills before the internship program. This result may due to the Ministry of Higher Education determines the proportion of students from technical nursing about 20-30% and Interest in clinical skills is more than management skills. This results supported with the study performed by Seada&Bayoumy2017, who reported that more than half of studied nurses' interns had secondary education before faculty enrolment.

Regarding Nurse Interns' training needs regarding managerial skills, these results reported that 94.2%, 98.8% and 100% of studied subjects needed training about Management and its related concept, organizing process and staffing, motivation, respectively. Also, 91.2% and 94.2% of them needed training courses about controlling process and human resources estimation. These results may due to the most of them do not attend training courses on managerial skills. These results consistent with the studies performed by Peres et al., 2017, and Basiony, 2018, who reported that there were more than three-quarters of studied interns needed training courses related to planning, organization, and documentation.

According to Nurse Interns' total performance regarding managerial skills throughout the intervention phases, the current study showed that there was a highly significant difference between nurses' scores (pre, post and follow up) regarding planning, organizing, direction, controlling and documentation at $P. < 0.01$. These results may due to used group discussion during the session, allowed to ask illustrative questions and applied some managerial skills during the training session. These results supported by Ahmed, Zaghlol&Tawfik, 2018, who found there was highly improvement in nurses' intern's skills after the educational program. Also, these results agree with the study performed by Wallace, 2016, who represented that the internship program had a positive impact on nurses interns skills.

Regarding Nurse Interns' total knowledge regarding managerial skills throughout the intervention phases, the current study showed that there was a highly significant difference between nurses' scores (pre, post and follow up) regarding planning, organizing, directing, controlling & coordinating at $P. < 0.01$. There was a slightly significant difference between nurses' scores (pre, post, follow up) regarding management related concepts and documentation at $P. < 0.05$. These results may due to Prepare a training program based on the needs of nurses, depending on their knowledge and skills level at pre-test, used presentation skills to clarify the educational program. This result supported with the studies performed by Eldeeb&Bakeer, 2016 and Wu et al., 2017, who reported that management program, had high impact on knowledge of nurses' interns regarding management skills.

Regarding the correlation between the studied variable, the current study showed that there was a highly statistically significant positive correlation between practice post and knowledge post, practice follow up and knowledge follow up. While, there was a slight significant positive correlation between practice pre and knowledge pre, practice post, and knowledge pre. These results consistent with the studies performed by Basiony, 2018 and Ahmed, Zaghlol&Tawfik, 2018, who found there was highly significant relationship between knowledge and skills level of nurses' interns regarding managerial skills.

V. Conclusions

There was a significant improvement in nurses' intern's knowledge and skills level regarding managerial skills after implementing the managerial strategy. There was a highly significant relationship between the knowledge and skills level of nurses' interns.

VI. Recommendations

According to the results of the current study, the following recommendation is suggested:

- Extra training about managerial skills during an orientation program for nurses.
- Continuous evaluation of managerial skills for head nurses.

- Further researchers, about managerial skills of nurses' interns with increasing sample size and different settings.
- Preparing of continuous awareness workshop about organizational skills.

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