Aspects Related to Nurse Leadership in Several Places of Action:

Literature Review

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Abstract

It is an integrative review in order to analyze aspects related to the leadership of nurses in the last ten years. The search was carried out from July to August 2019 in Portuguese, English and Spanish. LILACS, BDENF and SCIELO were used as database. For the selection of articles, the descriptors "Perception", "Leadership" and "Nursing" were combined, of which 46 met the inclusion and exclusion criteria, which were analyzed using a Preferred Reporting Items for Systematic Review and Meta-Analyzes checklist - PRISM. As a result, 23 articles were included for the discussion of the theme from four categories: Perception about Leadership, Challenges faced; Communication in interpersonal relationships and Professional qualification. It is noticed that, still, the need to reflect on the work process of nurses so that they have the necessary conditions to deepen their scientific research, developing safe and quality care and a management committed to professional and social valorization.

Keywords: Perception; Leadership; Nursing; Health Services Administration; Nursing Research.

1. INTRODUCTION

Leadership consists of the art of influencing people through ideas and actions, being an essential tool for the nurse's work process that can be innate to certain people or acquired during academic training (BALDONADO, SANTOS, 2015).

It is linked to different human organizations, when an individual seeks to influence the behavior of another in relation to activities within an institution. (CARDOSO, RAMOS, D´INNOCENZO, 2014). Therefore, the leader needs to know human nature and know how to lead people, in addition to planning and coordinating activities related to the professional environment (OLIVEIRA, MISUE, PAGLIARINI, 2011). Currently, in addition to the technical competence and scientific knowledge acquired by the nurse, the nursing team seeks to value a series of other characteristics referring to the good leader, among which are: communication, interpersonal relationships, decision making, teamwork team, as well as making it possible to readjust behaviors and actions that favor themselves and the multidisciplinary team, and they must be able to assume leadership positions, always bearing in mind the well-being of the community (CARRARA et al., 2017; AMESTOY et al., 2009; DIAS et al., 2017).

Among the types of leadership that exist according to the behavior of the leader, democratic leadership stands out, characterized by the group's participation in decision-making; permissive or laissez-faire, whose

leader adopts a passive posture and delegates control of the group to the team, with little interference in the work process and autocratic leadership, which consists of centered decision making by the leader without the participation of the other followers (FARAH , 2017).

Regarding contemporary theories, the following stand out: the situational, where the leader adapts to different leadership styles according to the situation to be solved, the transformational, the leader inspires his followers positively to achieve goals and objectives (FONSECA, PORTO, BORGES, 2015).

In this context, the performance of this professional during management in the work process transcends a relationship of authority to the other members of the team. This is due to the way little understood as being a complementary dimension during the assistance provided to the client towards the management of care (REIS, 2019; SANTOS et al., 2019; CHRISTOVAM, 2012).

Considering the importance of the role of the nurse leader in the nursing team, the question is: how many scientific productions address the role of leadership in nursing in the last 10 years? Thus, it is proposed as a general objective to analyze aspects related to the leadership of nurses in the last ten years.

2. METHODOLOGY

The study consists of an integrative literature review - (RIL) which makes it possible to analyze the founds of different researches on a given subject and points out gaps in the knowledge that need to be filled with the realization of new studies, based on systematic and strict steps .(SOARES et al., 2014; SOUZA, SILVA, CARVALHO, 2010).

Then, we elaborated guiding question: how many scientific productions do they address about the leadership of nurses in the last 10 years?

The descriptors chosen were "Perception", "Nursing", "Leadership", "Health Services Administration" and "Nursing Research" associated and carried out combinations with the Boolean operators "AND" and "OR". The investigation for the collection of data was in July until December of 2018.

To search for the papers, were used the databases of Latin American and Caribbean Literature in Health Sciences (LILACS), Nursing Database (BDENF) and the Virtual Scientific Electronic Library Online (SciELO). The choices of the sources were intentional in order to identify scientific productions that were in accordance with the proposed theme and within the inclusion criteria.

Regarding the eligibility criteria, complete articles were selected and available in the databases that corresponded to the proposed objective according to the descriptors, free articles, in Portuguese, English and Spanish with publication date between the years 2008 to 2018 carried out in Brazil. The criteria for ineligibility were abstracts, theses, dissertations, works published in annals of events and literature reviews. Regarding the selections of the articles, the Preferred Reporting Items for Systematic Review and Meta-Analyzes - PRISMA (2015) flowchart was used, containing four steps: identification of the studies found in the databases, selection through the thorough reading of the titles and abstracts, eligibility of the articles selected in the previous step in which it was analyzed in general to identify the studies that would be added and the inclusion that is the final stage of the process with the number of studies included in the research. About the analysis of the data, the checklist instrument PRISMA was used, which contains 27 items of information extraction which allowed to have a critical evaluation of the scientific productions.

A critical analysis of the selected articles is described through an exhaustive reading, filling in the instrument, organization of the studies regarding the hierarchical level of evidence, presentation of the results by discussing the findings in the literature in order to respond to the object of study (GALVÃO, 2006).

During the database search, forty-six articles were found in the databases. Of these, twenty articles were excluded for not meeting the eligibility criteria, resulting in twenty-six articles, as shown in the figure below adapted to the PRISMA model.
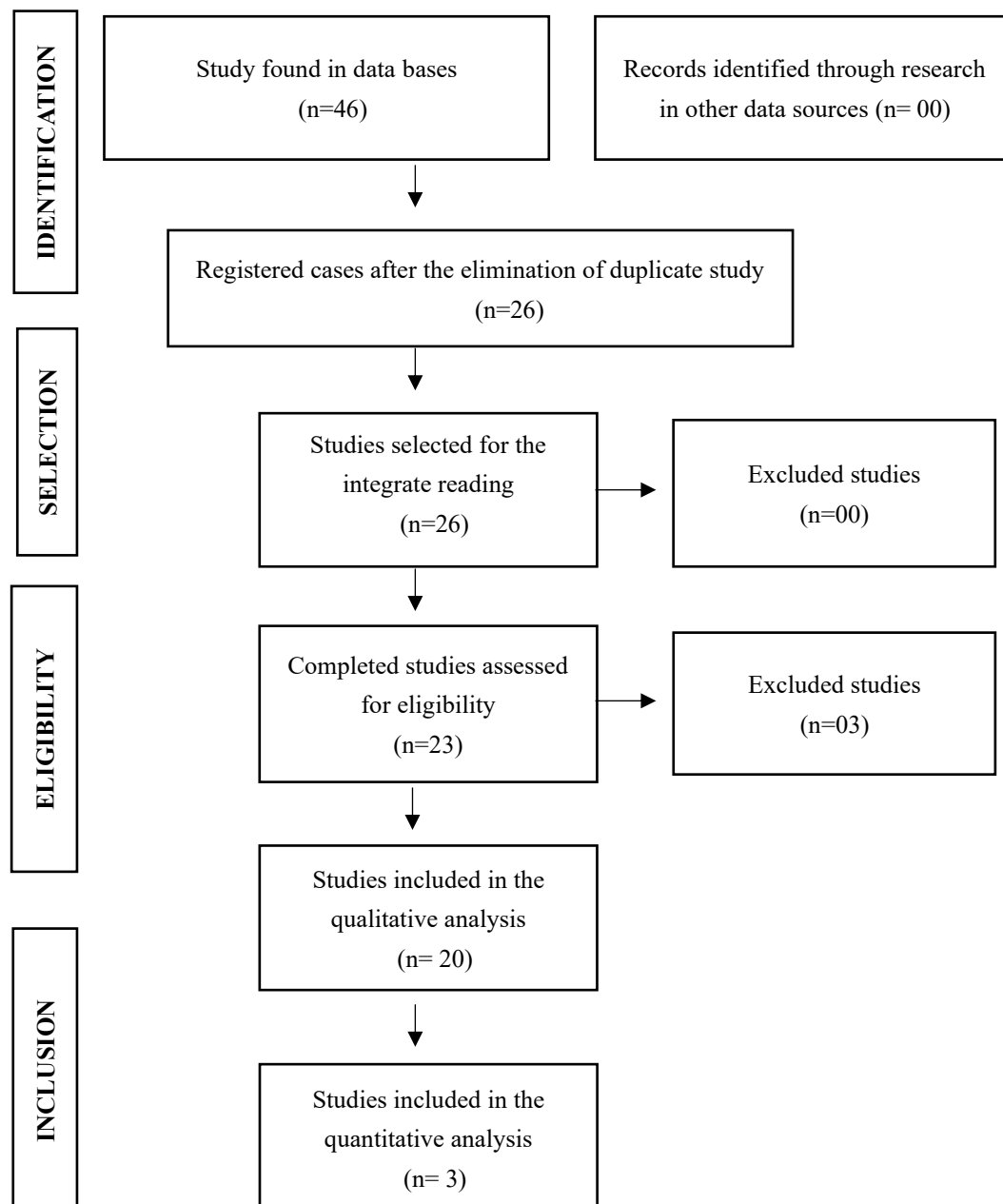
3. RESULTS AND DISCUSSION

There were included in this review 23 articles that attended the eligibility criteria, 17 in Portuguese, 06 in English and 02 in Spanish, as for the database, selected from LILACS (13), SCIELO (04) and BDENF (08).

Although the search for this review covered the period from 2008 to 2018, the selected articles fall within the period from 2009 to 2018.

About the level of evidence, III- pilot study of the quasi-experimental type and IV- correlational study were classified, with a greater predominance of qualitative articles, at the level of evidence V (GALVÃO, 2006). As for the publication period, all 46 initial articles appeared in the LILACS, SCIELO and BDENF databases as of 2008. After analyzing the data, it obtained as a final sample (2) articles published in 2018, (5) in 2017, (6) in 2016, (2) in 2015, (1) in 2014, 92) in 2013, (1) in 2011, (2) in 2009.

The results were grouped into four thematic categories: Perception about Leadership; Challenges faced; Communication in interpersonal relationships and Professional qualification.

Table 1: Bibliographical search

Authors/ Year	Databases	Outline / Level of Evidence	Synthesis of Results
Camargo FC et al., 2017	LILACS	Pilot study Almost Experimental / III	The development of new research that includes Evidence-Based Practice in units headed by nursing leaders is encouraged.
Balsanelli AP, David DR, Ferrari TG, 2018	SCIELO	Correlational Qualitative / IV	It was dechated in greater predominance as being the ideal leadership style for nurses, those who seek only to preserve their job and their interest in the service and in the team members is irrelevant.
Knop ALK, Gama BMBM, Sanhudo NF, 2017	LILACS	Qualitative / V	It was identified as challenges in the development of leadership: the participation of the team and the interpersonal relationship of the group.
Rigobello JL et al., 2018	LILACS	Qualitative / V	The internship is an environment conducive to learning the profession and developing managerial skills, however.
Souza LPS et al., 2015	LILACS	Qualitative, descritive/ V	It was detached the need to reformulate academic training, in addition to building strategies for integrating students into the world of work, anticipating what they will find and how they should act in the face of this transition.
Amestoy SC., 2013	LILACS	Qualitative / V	It became relevant to rethink the teaching-learning process of leadership, in order to contribute to the development of this professional competence.

Souza RB, Ilha S, Lima CLF et al., 2013	LILACS	Qualitative / V	It was detached he need for professional preparation with regard to leadership skills, so that administrative and managerial nursing actions are viewed in a natural and encouraging way.
Costa DG, Dall'Agnol CM, 2011	LILACS	Qualitative / V	The involvement of nursing professionals in issues related to teamwork and group dynamics is an important condition to revitalize the participatory perspective of the leadership process.
Dalcól C, Garanhani ML, 2016	LILACS	Qualitative / V	Others studies pointed that explore the images and perceptions of nurses in relation to the weaknesses in the unit's management process, the challenges of teamwork and the needs of continuing education.
Barreto MS et al., 2015	LILACS	Qualitative / V	The relevance of nurses' assistance in emergency situations is perceived by the team, but the perceptions about their role as manager are still conflicting.
Walter RR, Gehlen MH, Ilha S et al., 2016	LILACS	Qualitative / V	The importance of a qualified team for the implementation of the Standard Operating Procedure is evidenced, by means of protocols within the units, thus reducing existing problems regarding patient care, prioritizing the quality of care.
Cardoso MLAP, Ramos LH, D'Innocenzo M, 2014	LILACS	Quanti- / Qualitative V	It was pointed out that communication is an essential competence in the leadership process for nurses. The QUAPEEL and QUEPTAELL instruments can be inserted in hospitals as strategies for mapping the nurse-leader and to identify the effects of adopting practices that influence the coaching process.
Amestoy SC, et al., 2009	SCIELO	Qualitative / V	It was noticed that there are still great difficulties in understanding the meaning of leadership, mainly to put it into practice.
Soares MI., 2016	SCIELO	Qualitative / V	It was revealed the need for teaching to be closer to practical problems is. Thus, the working institutions must review the skills of their professionals, implementing strategies to effectively achieve the excellence of the quality of care provided.
Jabur MRL, Dusso MS, Haro MC, 2009	BDENF	Quantitative and Qualitative / V	Difficulties in exercising leadership were identified: professional inexperience, interpersonal relationships with the team and authoritarianism. It is suggested to increase the workload and diversify the presentation of

			the content and that it is linked to clinical practice.
Leal LA, Camelo SHH, Santos FC, 2017	BDENF	Qualitative / V	Professors in the area must rethink their educational practice and training centers to reflect on the establishment of pedagogical strategies for improving the skills of their training body.
Vendruscolo C et al., 2016	BDENF	Qualitative / V	It was noticed that permanent education has been gradually incorporated into the work of professionals, especially in nursing, by recognizing their role in leading health management processes.
Dias AKG. et al., 2017	BDENF	Qualitative / V	It was noted that nurses do not clearly have knowledge about their managerial skills and role.
Farah BF et al., 2017	BDENF	Qualitative	Leadership was understood as: being at the head of the team; lead group of people; be an example; motivate and stimulate the team. Autocratic and democratic styles predominated in the study.
Braga DD et al., 2016	BDENF	Qualitative / V	I was emphasized is placed on a leadership linked to dialogue that helps in overcoming difficulties and enhancing this professional competence in the work environment.
Amestoy SC et al., 2016	BDENF	Qualitative / V	It was noticed that nurses have difficulties in leading and managing conflicts in the hospital environment. Studies that seek to encompass the team's professionals are recommended, in order to get to know their understanding of the nurse's leadership and broaden their views regarding the object studied.
Kian KO, Matsuda LM, Waidmann MAP, 2011	LILACS	Qualitative / VI	There were many factors related to the performance of the nurse leader: inexperience of the team, exhaustive work hours, working conditions, remuneration and personal characteristics of the nurse and the interference or not of the position in the quality of life.
Spagnuolo RS et al., 2012	LILACS	Qualitative / VI	Technical and scientific knowledge is detached as an important competence among others linked to relational practices.

3.1 Perception about Leadership

In the undergraduate course, a gap was noticed in academic education that would help the academic to exercise leadership and that the nursing course still focuses on technicality and biomedical models, leaving managerial knowledge to the background, which makes it difficult for the academic to develop leadership. (KNOP, 2017).

Other studies point to the exercise of developing the leadership skill in the supervised curricular internship

discipline, where it allows the student to have a view on the role of the nurse leader during the practice (AMESTOY, 2013). Thus, it is important that the preceptor nurse is trained, because when observing the attitudes and postures adopted by him, the trainee student relates theory and practice, especially in relation to leadership, which can help him understand how to lead a team (JABUR, DUSSO, HARO, 2009).

However, the challenge of this professional to perform it effectively persists. Many of them feel difficulties in exercising it due to lack of experience, which generates insecurity and consequently the resistance of employees to the acceptance of professional leadership, another factor that makes it difficult to know how to deal with different personalities within the same team (RIGOBELLO, 2018) .

The nursing team understands that being a leader is to lead a team with responsibility, working in the collective and being ahead of the whole process, being a reference for the group members, however, another study points out that many still confuse it with the concept of management , and even authoritarian because they think that the leader only has some kind of influence on the followers as a result of their social position, position and title (AMESTOY et al., 2009; DIAS et al., 2017). Thus, by not understanding what leadership is, the professional ends up having difficulty in applying it.

According to Farah (2017), the ability to lead can be achieved and learned, but it is not an easy task, as it involves several aspects in the individual, relational and organizational spheres. For this reason, it is essential that nurses have a perception of leadership consistent with the concept in the literature, so that they can develop this skill and, thus, provide qualified and effective nursing care to the population.

3.2 Challenges Faced

It appears that the theme proposed in the study is little studied at graduation and for this reason the nurse in his first job ends up having difficulties in leading the team, especially when his colleagues have many years of experience at work. Thus, the newly graduated needs to face this challenge, that is, to lead a working group of the most experienced middle level and will only be able to obtain the necessary knowledge to manage nursing care and thus perform work with quality and safety (AMESTOY, 2016).

The professional needs to qualify, as many nurses during the research did not understand about the subject and that the work overload led to a lack of time for active search and critical analysis of scientific evidence, in addition to conditions of inadequate infrastructure, insufficient material, personnel, equipment and supplies; discouraged professionals, work overload and lack of training for the position of supervisor, which also hinders the development of skills and abilities to lead (SOUZA, 2013; FARAH, 2017).

In recent years, the managerial responsibility of nurses has been increasing, and with this a new challenge arises, how to coordinate the Family Health Strategy team, where the professional is faced with multiprofessionality in various social scenarios, that is, a team to which was not prepared, corroborating the difficulty in exercising this role (SOUZA, 2015).

Soares (2016), defends the idea that to perform the leadership, the professional needs to have new ideas, always be in dialogue with the team, understanding and knowing the needs of each person, seeking the resolution before passing on a problem situation.

3.3 Communication in interpersonal relationships

Based on the discussions of Soares (2016) and Jabur (2009), during the exercise of leadership, this

professional needs to perform skills and competences to improve interpersonal and interprofessional relationships in the work process, however, it is still a challenge for these professionals to place in practice this managerial knowledge due to the difficulties encountered in daily life, such as professional inexperience, authoritarianism and interpersonal relationships with team members. Thus, leadership, communication, teamwork and personal interaction need a different perspective by students, teachers and managers, since the teaching-learning process (KNOP, 2017; RIGOBELLO, 2018).

It is noteworthy that the leadership skill does not only cover criteria of techniques and management, but also factors that encompass characteristics personal, behavioral and interpersonal relationships, which are acquired from experiences (LEAL, 2017; BRAGA, 2016). Among them, there is an appreciation and the importance of dialogue in the relationships between professionals, in order to create bonds that enable the understanding and satisfaction of all (AMESTOY et al., 2009)

According to Carrara (2017), when a nurse is unable to establish a trusting relationship between his team, he may have difficulties to lead, as working in places where people are suspicious of each other prevents work from flowing at the normal pace. Thus, a good leader must establish an assertive communication with the other members of his team so that they have clarity in the message transmitted, in addition to establishing a relationship of trust during the work process (SOUZA et al., 2013).

3.4 Professional Qualification

According to Dias (2017), the globalization and the advancement of research, the search for knowledge and professional preparation become an inherent process in an individual's career. Therefore, the training of nurses in the management of their team brings the need for improvement even in undergraduate courses in order to establish a relationship between theory and the reality of the practice, since leadership is an inherent skill in this profession (BRAGA et al., 2016).

It was noted that there is still a lack of strategies that encourage interaction between the teacher and the student during the insertion of activities related to the internship (SOUZA et al., 2015). The relationship between the need for knowledge and professional development must be associated with training in the area of interpersonal communication, 51 thus implying in their academic training and the profile of the future professional (BARRETO et al., 2015; FARAH et al., 2017).

In order to materialize any knowledge, it is necessary to always put it into practice and, for this, permanent education appears as an ally in this challenge, enabling the acquisition of knowledge about new technologies to the work process of nursing professionals, new tools for the patient care and positioning towards your team (SOARES et al., VENDRUSCOLO et al., 2016).

In a recent search, there was positive evidence regarding the reliability and applicability of the instruments used in the face of the coaching leadership process. Thus, coaching practice has proven to be an essential tool about the development of leadership skills, in addition to promoting behavioral and learning transformation, directly reflecting within organizations (CARDOSO et al., 2014).

4. CONCLUSION

Even though nurses understand that leadership is beneficial in their performance, there is still a difficulty

in developing it with their team members. Among the difficulties, the close interpersonal relationship with the team, authoritarianism and professional inexperience predominated. However, some tools that contribute to the exercise of leadership were identified: autonomy, teamwork, support from higher management and continuing education.

Thus, both professionals and the organization must be attentive to the quality of interpersonal relationships with other colleagues and their team, as their behavior and the way it is interpreted reflects the success or failure of quality care. In this sense, it is necessary that nurses have the ability to adapt to different scenarios of their performance, that is, adopting a style that is consistent with the reality portrayed in order to minimize personal conflicts.

It is also perceived the need to reflect on the work process of nurses so that they have the necessary conditions to deepen their scientific research, developing safe and quality care and management committed to professional and social valorization. It is hoped, therefore, that the study can contribute to new research aimed at leadership in nursing and promote a reflection by managers, teachers and students for personal and professional improvement.

Therefore, the importance of effectively teaching leadership since the period of the graduation is emphasized, with the development of scientific knowledge in the nursing care practices portrayed in several areas of activity.

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