

# NURSING DISSERTATION SAMPLE

The importance of human resources has grown rapidly due to the new place and role of man in all activities in society. Especially in workplaces where employees adapt to changes in the organization's environment and try to create a comfortable atmosphere to achieve better results that work with great motivation for lifelong learning and professional development with different forms of learning. Lifelong learning is a prerequisite for more job-finding opportunities for each individual and increases competitiveness, but also the foundation for realizing individual potential and an important element of the active citizenship. The dynamics, flexibility and expertise of the most knowledge-based social communities is strongly correlated with the degree of involvement of citizens in different forms of lifelong learning (Groff, 2013). Closely related to the concept of lifelong learning is the acquisition of key (core) competencies that are a portable, multifunctional set of knowledge, skills and attitudes needed for each individual for personal fulfillment and development. However, nurses who are far more than some other professions educated and trained in different studies do not admit or give great importance to society and the working environment, that is, organization and institution. It is therefore necessary that the position and participation of nurses in different segments of work in the institutions they work and work, because they have acquired the necessary competences of academic qualifications and invest many of their own resources in their further education. The goals of education and lifelong education are the creation of experts with a broad and well-organized knowledge base on facts, issues and problems that helps them to be better at day-to-day work with users who can provide as much health care and care as possible. In a career where opportunities for advancement are often needed to reduce their tendencies because the structure of most working environments resembles a pyramid in which there are jobs executives and other high positions. Each person has in mind their wishes and opportunities to choose the profession they will be concerned with and the degree to which they will be educated. Each organization, taking into account environmental requirements and available resources, decides how to set up its organizational structure, define workplaces and develop an education management process. Given the purpose of education, its objectives, the content of that group of workers / employees for whom it is intended, we apply different ways of transmitting knowledge and adjusting the content of education to ensure the optimal effects of education (Henard & Leprince-Ringuet, 2008). Below I set out a set of terms that define different ways of transferring knowledge, or learning forms. In addition to these terms, the definitions of general and special education are given below, which are essential to the management of education and the management of education costs.

Development Seminars:

- All seminars, trainings, lectures, workshops for acquiring the necessary knowledge and the adoption of theoretical concepts and skills development
- As a rule, the same seminar for the same employee / worker is not repeated in the development plan in the period of 2 to 3 years after seminar attendance, but it is desirable to continue developing the same competence by using developmental activities or some other form of learning
- may be internal and external.

Development activities:

- Deal into the deeper into the behavior of workers / workers because they involve learning through practical / experiential situations
- Mostly defined as part of regular business tasks
- Most often take place or repetitive over a longer period of time
- Apart from adopting those skills and skills which require more practical repetition for a longer period of time, are also appropriate when it is necessary to influence the attitudes, personal values and beliefs of the worker.

A combination of development seminars and development activities (the so-called blended learning method):

- Effective for the development of more complex skills
- Facilitates the process of applying knowledge gained at development seminars.

E-learning:

- An educational channel that provides educational content at the workplace / attendee computer, through nurses' chambers / intra-hospital infections / HACCAP.
- It is suitable for delivering educational content in situations where a large number of workers / workers are required to be educated for a short time as part of the blended learning method when the same level of knowledge of the targeted group of participants / before classroom training or to take content of procedural character.

Educational program:

- a set of different seminars, development activities and / or other forms of learning
- specially designed to achieve the specific goals of certain groups of attendees / attendants - specialties of nurses - collection of points for extension of the license
- can be internal and external program of introduction, management development, development for individual profession, teamwork on the ground, and external - formal education, professional exams and certificates and licenses for nurses, etc.).

Coaching:

- Developmental activity carried out by a manager / manager or an expert / expert according to a specific structure with the aim of directing the worker towards achieving specific development
- Nurses within the workplace of the specificity of the development of the profession (every week, month, current year).

The elements of the education management system relate to the organizational unit for education management in an institution operating within Human Resource Management, and its main elements are the examination of educational needs and the planning of the education, preparation, execution and evaluation of the education of the participants (López, Peón & Ordás, 2006). In co-operation with executives, educational needs are identified and activities are planned for the development of important competencies needed to achieve better employee performance in working with customers. Leaders in their organizational unit must encourage workers to personal growth and development and participate in evaluating the success of educational activities and actively monitor the costs of education and adhere to guidelines for budget management for education. They also co-operate with external organizers and education providers, involving various agencies, schools and faculties in our community. They organize various development seminars, workshops, development activities and other forms of learning, conducted by internal and external trainers. Also, each departure to education outside the institution at home and abroad should be approved by the management prior to attending with a brief explanation of the necessity of education and the need to participate.

#### References

- López, S. P., Peón, J. M. M. & Ordás, C. V. O. (2006). Human Resource Management as a Determining Factor in Organizational Learning. *Management Journal*, Volume: 37 issue: 2, pp. 215 – 239.
- Henard, F. & Leprince-Ringuet, S. (2008). *The path to quality teaching in higher education*. Paris: OECD.
- Groff, J. (2013). *Technology-Rich Innovative Learning Environments*. Paris: OECD.