



Investigating the educational needs of nurses in intensive care units of hospitals of Tehran's Therapy General Office of Social Security Organization based on competence model in 2015

Dr lotfollah abbasi ¹, Marzieh karbasi²

1. servak ,educational managment, Assistant Professor of Islamic Azad university ,Department of education science, Central Tehran branch, Tehran, Iran

2. student of ethics science(M.Sc), Islamic Azad university, Central Tehran branch, Tehran, Iran

Abstract: The aim of this study was to assess the educational needs of nurses in intensive care units of hospitals of Tehran's Therapy General Office of Social Security Organization based on competence model. This study is applied in terms of goal and is descriptive-survey in terms of nature, and is cross-sectional in terms of time. The population consists of all employees and nurses of intensive care units of hospitals of Tehran's Therapy General Office of Social Security Organization who are 300 people. According to Morgan table the sample size was estimated to be 169. The Sampling method is stratified random sampling. In order to collect data, a researcher-built questionnaire including 103 questions was used. In order to improve validity of the questionnaire, the comments of 10 professors of the area of human resource management and top management of the organization and experienced and skillful people in the area of organizational training were used. The validity of the instrument was approved formally. Also CVR coefficient rate for all variables was more than 0.49, so the questions had the necessary content validity. The Cranach's alpha obtained (0.89) was higher than 0.7, so we can say that the questionnaire has had the necessary reliability. To analyze the data, one-sample t test using SPSS software was used. Results showed that in the knowledge aspect, according to the obtained level of significance for different needs, the most important of them include the principles of management and administration, human resources management in nursing, communications management, practical knowledge of medical equipment (maintenance and use ...), quality management in health care, and so on. In the skills aspect, training correct physical and chemical skills to the client, correct nutrition principles of the client, principles of mental and psychological support of the patient and his family and ... are among the most important educational needs. In terms of ability, neither of the trainings was acceptable. In terms of attitude, trainings of professional ethics, fairness in the provision of care, attention to the type of culture and habits of patients in provision of care, preferring community interests to individual interests, believe in accountability to the people and protecting the environment are from the most important educational needs. In terms of value, trainings of trust to God monitoring, and reliance to God are from the most important educational needs.

Keywords: educational need, competence components, intensive care units nurses, Social Security Organization

Introduction

Today, knowledge and skills of employees is considered the most important source of competitive advantage of the organization. Human resources, due to the scarcity, value, irreplaceability and inimitability are very important (Barney, 1991). One of the main and necessary tasks in any organization is staff training and the first step for training, is determining the educational needs. Educational needs assessment helps the

organization to know the levels of knowledge and skills of its members in order to develop the educational curriculum (Ebrahimi, 2007). The aim of educational needs assessment is to achieve some information about the main and practical tasks needed to perform the job role and knowledge, skills and attitudes necessary to perform those tasks (Abatt, 2010). From the basics of educational needs assessment, investigating models can be considered. One of the most important models to investigate described parameters is competence model. Competency is defined as any knowledge, skill or personal attribute that enables an individual to demonstrate successful performance (Government of Saskatchewan, 1998). It is more than two decades that competence has a basic role in choosing work force in organizations. These competencies facilitates the adjustment of learning new areas, creating new combinations of the assets, and new abilities in order to adjust with the needs of people. Competencies include knowledge, skills and attitudes competency that lead to the harmonization of the people in the organization in accordance with the changing conditions of the organization (Jazini and Navaee, 2014).

Using a model of competence in each of the human resource processes leads to added value in all stages of providing services and productions of an organization. Peters Waterman's studies have shown that successful organizations have operationalized two factors in human resource, firstly care in evaluation, selection and recruitment, and secondly, optimal and efficient use of human resources (Afzalabadi et al. , 4-8).

Social Security Organization as the largest responsible organization in treatment after the Ministry of Health and Medical Education, is responsible of providing treatment services to its insured people and the treatment services of this organization are provided in two sectors of indirect treatment (buying the service), and direct treatment (civilian treatment centers). Tehran's Therapy General Office is a subset of direct treatment sector of Social Security Organization. This office, having eleven hospitals and 26 outpatient treatment centers (De clinics, polyclinics and clinics), is responsible for providing health care services for the insured and their families.

In this research, we attempt to, based on the capabilities and competences of the employees, discover and propose appropriately the main educational needs of the jobs, so that in some issues such as people dissatisfaction from health care services, placement and promotion, empowerment and increasing productivity of human resources and development of key performances of the organization in political and economic crisis and ..., we can take a scientific and practical step to help managers to make appropriate decisions. Thus, the present study is going to fully understand the educational needs of nurses in intensive care units of Tehran's Therapy General Office of Social Security Organization based on competence model in a special period of time.

Research questions

The main question

What are the main educational needs of nurses of intensive care units based on their competency model?

Subsidiary questions

What are the most important educational needs of nurses of intensive care units in the knowledge dimension?

What are the most important educational needs of nurses of intensive care units in the skill dimension?

What are the most important educational needs of nurses of intensive care units in the ability dimension?

What are the most important educational needs of nurses of intensive care units in the values dimension?

What are the most important educational needs of nurses of intensive care units in the attitudes dimension?

The empirical literature of the research

Rahnavard (2011) performed a study entitled "educational needs assessment of senior managers in the public sector of Iran". The findings of this research show that designing the educational system of the managers, as a subsystem in the successful management of public affairs, is a strategic necessity. It is expected that people who develop the policy, through designing the educational system of managers, create a suitable ground for the proper conduct of the activities.

Aminorroaya et al. (2011) performed a study titled "educational needs assessment of nurses working in psychiatric sections of hospitals of Isfahan"; and according to the needs declared by nurses in three areas (identifying the diseases), (nursing cares) and (drug and non-drug cares), suggested that in order to improve knowledge and skills of nursing staff and improving the delivery of nursing services to patients, more

attention be paid to the mentioned needs, and short-term and long-term educational courses be held for nurses.

Torkzadeh et al. (2014) performed a study entitled “educational needs of research experts of Yazd University using the pattern of job and practitioner”. According to the results obtained and considering the conditions of Yazd University, some solutions in order to improve the performance of research experts of the university were considered; 1) educational-normative needs identified in this research, be used as the basis of periodical educational needs assessment of research experts of Yazd University; 2) assessment of professional competences of research experts of Yazd University using the identified educational-normative needs; 3) according to the unfolding of educational-normative needs of the experts having different educational qualifications and work experiences in the research, educational programs be designed and implemented for them.

According to Dyson et al. (2009), continuant education for nursing workforce in order to ensure improvement of knowledge in order to optimize caring from patients in intensive care units is necessary. The high costs of education for organization and individuals lead to choosing affordable, relevant and appropriate educational programs. According to researches, educating nurses is not always systematically planned and often is based on the desired area and the evaluation of nursing educators. This study has enumerated the educational needs of nurses in intensive care units.

The results by Keshtkar et al. (2013) show that hospital managers as managers of health care systems, sometimes consider the most complex and expensive services as the educational need of this group. So, it seems that the ongoing needs assessment should be done in this area.

Temporin and Marcolongo (1999) aimed to identify the educational needs of nurses; needs such as identifying vital signs. The average level of performance for skills was obtained, by a panel of experts who were responsible of the questionnaire to identify the basic skills required by emergency nurses and setting the level of performance standard. The special area of managing patients with cardiac arrhythmias, sink syndrome, and metabolic disorders need special strengthening with ad hoc courses. The pattern of competence of understanding for nurses who work in emergency, is similar in the emergency services and first aid groups, while a better level of performance was seen in nurses working in emergency services.

Theoretical framework and conceptual model of research

Based on research which was done in order to assess the educational needs of the managers of Regional Power Bureau of Mazandaran based on competency model, the competencies were formatted in 5 general clusters of self-management, labor management, human resources, cognitive and interpersonal and were included in a schematic model which is shown in Figure 1 (Khoshnoodifar, 2012).

Figure 1: Competency model of managers of Regional Power Bureau of Mazandaran

Competency model of managers of Regional Power Bureau of Mazandaran:

Self-management- interpersonal- human resources- labor management- cognitive

- self confidence
- flexibility
- honesty and truthfulness
- self-scrutiny
- strictness
- accountability
- being exceptionable
- managing stress

-
- leadership
 - communicative competence
 - customer-orienting
 - participation
 - team leadership
 - motivation

-penetration
-emotional intelligence

-empowerment
-managing employees
-managing conflicts
-managing performance
-managing differences
-mentoring
-modeling
-delegating

-managing change
-strategic management
-resources management
-result-orienting
-information management
-Project management
-risk taking
-the ability of planning
-professional knowledge
-time management
-innovation
-control
-continuant improvement

-innovation
-systemic view
-acumen
-conceptual thinking
-critical thinking
-reasonable thinking
-insight
-decision making
-axial learning

Given that this study for the first time was performed within the specified statistical population, the following conceptual model is derived from the relevant thematic literature and in the primary model of the research and based on studies, only three components of knowledge, skills and abilities are considered but after reviewing scientific texts and other researches and inter-organization identifying through experts and specialists, two components of value and attitude, regarding the nature and sensitivity of the activities of analysis units (intensive care units staff) were added to the model. The research framework and its main model in Figure 2, as the conceptual model for studying the educational needs of nurses in intensive care units of Tehran's Therapy General Office of Social Security Organization based on competence model in 2015, was selected as the executable model of the present study with 5 components of competency (skill, knowledge, ability, value and attitude), and educational need.

Figure 2- Conceptual model of research

Educational needs of nurses in intensive care units: Competency:

Knowledge

Skill

Ability

Attitude

Value

The definition of concepts

Educational needs: saying educational need, we mean those needs that can be resolved through education. These kinds of needs are proposed only in the knowledge, skills and attitude areas (Abbaszadegan, Torkzadeh, 2007: 58). In this research, saying educational need, we mean those needs that can be resolved through education which can be identified by job description and individual characteristics and its competency, and in this research, we mean the testees' answer to the questionnaire that based on available documents and expert's opinion, its compilation and reliability and validity have been proven.

Nurses of intensive care units: here by intensive care units nurses we mean nurses in ICU, CCU and NICU units in therapy centers of Tehran's Therapy General Office of Social Security Organization. This is a special branch of the nursing course which through optimizing nursing cares from critically ill patients who need intensive cares, provides the strengthening of the managerial-research aspects, ethics and professional behavior, reducing mortality and complications of disease in special units (The Ministry of health and medical training). In this study there is a structure which through application of secondary data taken from data base related to Tehran's Therapy General Office of Social Security Organization, is identified and measured.

Competency: by competency we mean power, ability and capacity of performing a task. In other words, competencies are method, skills, abilities, and job-related behaviors that an employee uses in his work in order to perform his responsibilities in a level higher than average (Khorasani and Eydi, 2010: 243). In this study, there is a structure through which, skills, knowledge and information, attitudes, abilities and job related behaviors which are measurable and are used for achieving goals, can show the difference between people with high and average performance that its most important aspects are knowledge, skill and attitude.

Research Methodology

This study is applied in terms of goal and is descriptive-survey in terms of nature, and is cross-sectional in terms of time. The population consists of all employees and nurses of intensive care units of Tehran's Therapy General Office of Social Security Organization who are 300 people. According to Morgan table with reliability level of 95%, 169 people were defined as the statistical sample. The Sampling method is with probable approach and stratified random sampling method. In order to collect data, a researcher-built questionnaire was used. For the knowledge variable, 23 questions, capabilities variable (two aspects), intellectual ability, 6 questions, emotional ability, 10 questions, skills variable (three aspects), technical, 24 questions, humanistic, 16 questions, and cognitive, 7 questions, attitude variable (three aspects), attitude towards job and organizational position, 4 questions, attitude towards organization employees, 3 questions, and attitude towards society, 6 questions, and the values variable, 4 questions were formulated. In this study, in order to improve validity of the questionnaire, the comments of 10 professors of the area of human resource management and top management of the organization and experienced and skillful people in the area of organizational training were used. The validity of the instrument and variables was approved formally. Also CVR content validity test was used for measuring the validity. For 10 people of the experts, the minimum of this coefficient is 0.49, and as was seen, the CVR coefficient rate for all variables was more than 0.49; so the questions have the necessary content validity. The Cronbach's alpha obtained to be 0.89 and since this is higher than 0.7, we can say that the questionnaire has had the necessary reliability. To analyze the data, one-sample t test using SPSS software was used.

Research findings

Tables 1-5 at the 95% confidence level and 5% error level, shows the most important educational needs in different dimensions. The obtained rates in t test with freedom degrees of 169 and confidence level of 95% in range of two domains between 1.96 and -1.96 , extracted from standard t student table, were studied and the results that are in this domain and their level of significance are more than 5%, show the acceptance of the considered test and variable.

The first question

What are the most important educational needs of nurses of intensive care units in the knowledge dimension?

According to Table 1, the test results show that in the knowledge aspect, training the principles of research in medical and nursing sciences, specialized medical and nursing language, informatics (Statistical

Information System) in nursing, patient care process management, principles of controlling infection and the general principles of nursing care and intensive cares are from the most important educational needs.

Table 1. The most important educational needs in knowledge aspect

Education type	Result	T table rate with error level of 5% with freedom grade of 169		t rate	Significance level (p-value)
		Top domain	Bottom domain		
Management and supervision principles	Acceptance	1.960	-1.960	-1.173	0.242
Human resource management in nursing	Acceptance	1.960	-1.960	-1.99	0.058
principles of research in medical and nursing sciences	Rejection	1.960	-1.960	-5.151	0
specialized medical and nursing language	Rejection	1.960	-1.960	-3.27	0.001
Communication management	Acceptance	1.960	-1.960	-1.827	0.069
informatics (Statistical Information System) in nursing	Rejection	1.960	-1.960	-3.751	0
Practical knowledge of medical equipment (maintenance and use...)	Acceptance	1.960	-1.960	0.692	0.49
Quality management in health care	Acceptance	1.960	-1.960	-0.764	0.446
Knowledge management in health care	Acceptance	1.960	-1.960	-1.183	0.238
Medical and nursing professional behavior	Acceptance	1.960	-1.960	0.907	0.365
Principles of health care in infectious diseases	Acceptance	1.960	-1.960	1.673	0.096
Efficiency of treatment and	Acceptance	1.960	-1.960	-0.971	0.333

health care					
Managing the process of caring the patient	Rejection	1.960	-1.960	2.396	0.018
Principles of time management	Acceptance	1.960	-1.960	-0.911	0.364
Principles of health care in non-communicable diseases	Acceptance	1.960	-1.960	-0.71	0.479
Environmental health principles (HSE) in intensive care unit	Acceptance	1.960	-1.960	0.82	0.414
Processes and diagnosis of nursing	Acceptance	1.960	-1.960	0.736	0.463
Preventing and control of danger factors of heart diseases	Acceptance	1.960	-1.960	0.543	0.588
Pharmaceutical calculations	Acceptance	1.960	-1.960	0.639	0.524
Nursing pharmacology	Acceptance	1.960	-1.960	1.556	0.122
Infection control principles	Rejection	1.960	-1.960	2.915	0.004
General principles of health care in nursing and intensive cares	Rejection	1.960	-1.960	2.694	0.008
Monitoring principles in nursing in intensive cares	Acceptance	1.960	-1.960	0.192	0.848

The second question: what are the most important educational needs of nurses of intensive care units in the skill dimension?

According to table 2, the results of the study show that in the skill dimension, the trainings of appropriate physical and chemical control of the client, correct nutrition principles of the client, principles of mental and psychological support of the patient and his family, principles of training to the client, documentation, self-care, leadership and motivating, crisis management, and principles of speech skills and interpersonal relations, are from the most important educational needs.

Table 2. The most important educational needs in skill aspect

Education type	Result	T table rate with error level of 5% with freedom grade of 169		t rate	Significance level (p-value)
		Top domain	Bottom domain		
Considering level of consciousness (GCS control)	Rejection	1.960	-1.960	4.374	0
Performing first evaluation according to standards	Rejection	1.960	-1.960	3.431	0.001
General and special care of the client	Rejection	1.960	-1.960	2.449	0.015
Appropriate physical and chemical control of the client	Acceptance	1.960	-1.960	0.952	0.342
Observing the appropriate principles of using suction	Rejection	1.960	-1.960	2.711	0.007
Correct nutrition principles of the client	Acceptance	1.960	-1.960	0.983	0.327
Reassessment of the patient (recording vital signals, Adsorption and desorption, follow up and ...)	Rejection	1.960	-1.960	2.94	0.004
Principles of oxygen therapy	Rejection	1.960	-1.960	3.074	0.002
Observing principles of medical samplings (blood, CSF, tissue and ...)	Rejection	1.960	-1.960	2.322	0.021
Complete basic care of skin and prevention of bedsores	Rejection	1.960	-1.960	3.944	0
Ventilator application and setting principles	Rejection	1.960	-1.960	4.488	0
Basic care of counters and connections of the patient	Rejection	1.960	-1.960	4.433	0
Principles of	Acceptance	1.960	-1.960	0.37	0.712

mental and psychological support of the patient and his family					
Pain control and relief	Rejection	1.960	-1.960	4.172	0
Cardiopulmonary resuscitation (CPCR)	Rejection	1.960	-1.960	7.11	0
Principles of monitoring and evaluation in intensive care unit	Rejection	1.960	-1.960	3.747	0
Principles of administrative correspondence	Rejection	1.960	-1.960	-2.805	0.006
Observing standard reporting principles	Rejection	1.960	-1.960	3.215	0.002
Principles of patient education	Acceptance	1.960	-1.960	1.316	0.19
Principles of working with peritoneal dialysis	Rejection	1.960	-1.960	-3.659	0
Documentation	Acceptance	1.960	-1.960	-0.755	0.451
Interviewing	Rejection	1.960	-1.960	-2.648	0.009
Administrating the sessions	Rejection	1.960	-1.960	-2.932	0.004
Self-care	Acceptance	1.960	-1.960	-1.792	0.075
Leadership and motivating	Acceptance	1.960	-1.960	-1.855	0.065
Versatility	Rejection	1.960	-1.960	-3.101	0.002
Rhetoric and speeches	Rejection	1.960	-1.960	-3.455	0.001
Participation	Rejection	1.960	-1.960	-2.372	0.019
Team building (teamwork)	Rejection	1.960	-1.960	-3.062	0.003
delegating	Rejection	1.960	-1.960	-2.794	0.006
Crisis management	Acceptance	1.960	-1.960	-0.727	0.468
Principles and techniques of negotiation	Rejection	1.960	-1.960	-3.563	0
Asking techniques	Rejection	1.960	-1.960	-4.717	0
Conflict management	Rejection	1.960	-1.960	-4.638	0
The art of listening	Rejection	1.960	-1.960	-2.733	0.007

Principles of verbal skills and interpersonal relations	Acceptance	1.960	-1.960	-1.88	0.062
Self-management and self-control	Rejection	1.960	-1.960	-3.143	0.002
Control and appropriate expressing of emotions and feelings (emotional intelligence competencies)	Rejection	1.960	-1.960	-2.921	0.004
Decision making skill	Rejection	1.960	-1.960	-2.167	0.032
Troubleshooting and problem analysis and problem solving	Rejection	1.960	-1.960	-3.493	0.001
Analysis of opportunities and threats of external environment of the organization	Rejection	1.960	-1.960	-3.097	0.002
The ability to analyze issues	Rejection	1.960	-1.960	-4.509	0
The ability to understand the organization issues and its relationship with the external environment	Rejection	1.960	-1.960	-5.542	0
Political skills (assessment of the impact on beneficiaries)	Rejection	1.960	-1.960	-4.725	0
Decision-making in situations of uncertainty	Rejection	1.960	-1.960	-3.595	0
The ability to think and reason	Rejection	1.960	-1.960	-4.741	0
Activism	Rejection	1.960	-1.960	-2.78	0.006

The third question: What are the most important educational needs of nurses of intensive care units in the ability dimension?

According to Table 3, the results of the study show that in the ability dimension, neither of the trainings was acceptable.

Table 3. The most important educational needs in ability aspect

Education type	Result	T table rate with error level of 5% with freedom grade of 169		t rate	Significance level (p-value)
		Top domain	Bottom domain		
Problem-solving (the resolution)	Rejection	1.960	-1.960	-4.27	0
Smartness (tact)	Rejection	1.960	-1.960	-3.787	0
Critical and analytical thinking (evaluator thinking)	Rejection	1.960	-1.960	-4.076	0
Creative thinking (instrumental thinking)	Rejection	1.960	-1.960	-3.163	0.002
Planning and organizing	Rejection	1.960	-1.960	-2.53	0.012
Result-orienting	Rejection	1.960	-1.960	-3.194	0.002
Motivating	Rejection	1.960	-1.960	-3.373	0.001
Resilience in the face of pressures and difficulties	Rejection	1.960	-1.960	-3.712	0
Hope	Rejection	1.960	-1.960	-4.364	0
Realistic optimism	Rejection	1.960	-1.960	-4.149	0
Managing stress	Rejection	1.960	-1.960	-2.461	0.015
Accountability	Rejection	1.960	-1.960	-2.821	0.005
Working passion	Rejection	1.960	-1.960	-3.96	0
Belief in ones' ability to do the job (self-efficacy)	Rejection	1.960	-1.960	-3.393	0.001
Tolerance of different and opposite ideas	Rejection	1.960	-1.960	-3.81	0
Self-awareness	Rejection	1.960	-1.960	-3.208	0.002

The fourth question: what are the most important educational needs of nurses of intensive care units in the attitude dimension?

According to Table 4, the results of the test show that in the attitude dimension, trainings of professional ethics, fairness in the provision of care, attention to the type of culture and habits of patients in provision of care, preferring community interests to individual interests, believe in accountability to the people and protecting the environment are from the most important educational needs.

Table 4. The most important educational needs in attitude aspect

Education type	Result	T table rate with error level of 5% with freedom grade of 169		t rate	Significance level (p-value)
		Top domain	Bottom domain		
Loyalty to the organization	Rejection	1.960	-1.960	-2.553	0.012
Professional ethics	Acceptance	1.960	-1.960	-0.939	0.349
Job satisfaction	Rejection	1.960	-1.960	-2.62	0.01
Belief in accountability to the top authorities	Rejection	1.960	-1.960	-3.27	0.001
Organizational trust (trust to colleagues, top authorities, and organization)	Rejection	1.960	-1.960	-3.304	0.001
Organizational justice	Rejection	1.960	-1.960	-3.846	0
Separating people from subjects	Rejection	1.960	-1.960	-3.361	0.001
Respecting people (specially customers)	Rejection	1.960	-1.960	2.273	0.024
Fairness in provision of care	Acceptance	1.960	-1.960	0.129	0.898
attention to the type of culture and habits of patients in provision of care	Acceptance	1.960	-1.960	0.131	0.896
preferring community interests to individual interests	Acceptance	1.960	-1.960	-0.943	0.347
believe in accountability to the people	Acceptance	1.960	-1.960	-1.061	0.29
protecting the environment	Acceptance	1.960	-1.960	-0.95	0.343

Fifth question: what are the most important educational needs of nurses of intensive care units in the values dimension?

The results of the study show that in the value dimension, trainings of trust to God monitoring, and reliance to God are from the most important educational needs.

Table 5. The most important educational needs in value aspect

Education type	Result	T table rate with error level of 5% with freedom grade of 169		t rate	Significance level (p-value)
		Top domain	Bottom domain		
trust to God monitoring	Acceptance	1.960	-1.960	-0.06	0.952
reliance to God	Acceptance	1.960	-1.960	-0.775	0.44
Reputation in professional circles and the public	Rejection	1.960	-1.960	-2.002	0.047
Creating professional works (scientific and non-scientific)	Rejection	1.960	-1.960	-2.697	0.008

Conclusion

Here is a summary of the findings presented:

After examination of competence factors (knowledge, ability, skill, attitude and value), through one-sample t-test, it was attempted to identify the most important educational needs in the knowledge aspect. Given the significance level obtained for different needs, the most important of them include the principles of management and administration, human resources management in nursing, communications management, practical knowledge of medical equipment (maintenance and use ...), quality management in health care, knowledge management in health care, professional medical and nursing behavior, principles of health care in infectious diseases, efficiency of treatment and health care, principles of time management, principles of caring and treatment in non-communicable diseases, environmental health principles (HSE) in intensive care unit, nursing processes and diagnoses, prevention and control of risk factors for heart diseases, pharmaceutical calculations, Pharmacology, nursing and monitoring principles in nursing of intensive cares. Also, the average factor of knowledge, equivalent to 3.976 represents the desirability of this component in the improvement of the performance.

In terms of skills, trainings of correct physical and chemical skills to the client, correct nutrition principles of the client, principles of mental and psychological support of the patient and his family, principles of training the client, documentation, self-care, leadership and motivating, crisis management and principles of verbal skills and interpersonal relations, are among the most important educational needs. Also the average skill component equivalent to 3.779 indicates the desirability of this component in performance improvement.

In terms of ability, none of the trainings were accepted and also the average of this component which is 2.867 that is less than 3 indicates this. In the attitude dimension, trainings of professional ethics, fairness in the provision of care, attention to the type of culture and habits of patients in provision of care, preferring community interests to individual interests, believe in accountability to the people and protecting the environment are from the most important educational needs. Also the average knowledge component of 3.648 indicates the desirability of this component in performance improvement. In the value dimension, trainings of trust to God monitoring, and reliance to God are from the most important educational needs.

Research recommendations

It is recommended that, in order for continuant evaluation of competency components, the influential factors should constantly be reviewed and recognized and be evaluated both outside and within the

organization. Sources within the organization include managers, co-workers and cross-check of the performance of these Groups and external factors include customers, stakeholders and the public. It is recommended that after evaluation, educational needs be assessed.

It is also possible to identify the chaotic points in intensive care units and identify and predict the different educational needs with providence approach based on competency, and formulate an integrated training program.

By using the results of this study as the criterion, the necessity of educational needs assessment and consequently implementing required courses can be considered as one of the requirements of nursing area; and one of the criteria of job improvement of nurses could be participating in these educational courses.

Based on competence, identification of career path of people and necessary trainings should be done, and a coherent program of personal development should be developed.

The role of organization's effectiveness should be determined with respect to the competency components and be comparatively compared with similar units, and the results be used in reviewing the organizational strategies.

In the knowledge aspect, theoretical management courses can be designed and implemented to upgrade this component in the nurses that these courses will not necessarily be summarized in the field of health care.

About the skill upgrade of the considered nurses, based on the results of the needs assessments, practical courses can be designed and implemented. Also attention to the specific skill ability of each individual can help to the strengthening of the positive aspects of each individual's skills.

In the ability aspect, benefiting from training courses of stress management, planning and organizing, in addition to increasing efficiency and efficacy of the employees, can provide business vitality.

References

- Abatt F. (2010). Teaching for better hearing: A guide for teachers of primary health care staff. 2nd ed. Geneva: WHO.
- Abbaszadegan, SeyyedMohammad, Torkzadeh, Jafar/2007/Educational needs assessment in organizations /Enteshar/Tehran/first.
- AfzalAbadi, MohammadHossein, Zare, Habib, afzalabadi, Mohammadreza, Aghabagheri, Fahime/2010/ successful educational needs assessment using the model of organizational competencies (case study of JihadNasr of Yazd Co.), the second international conference of educational managers, 2010, Tehran, Iran.
- Aminorroaya, Mahin, et al./2012/ Educational needs assessment of nurses working in psychotherapy units of Isfahan hospitals/ behavioral sciences researches/ 10th/ 2/ 2011.
- Barney J.(1991)."Firm Resourcesand Sustained Competitive Advantage" 'Jornal of management'17(1),pp.99-120-1991
- Description of Tasks of organizational positions of the Ministry of Health care and Medical Education· Form number (4-74)234-, Employment Affairs Organization of Iran/ pp 18, 19, 20.
- Dr. Zandi, Bahman, et al./ 2013/ evaluating educational needs of employees of medical sciences University of Shiraz in order to provide appropriate educational pattern and improving human resources.
- Dyson L, et all(2009)/ School of Nursing, University of Auckland, Auckland, New Zealand.Nurse Education Today (Impact Factor: 1.36). 06/2009; 29(8):821-8.
- Ebrahimi, Mahdi (2007), educational needs assessment of piece manufacturers and providing efficient pattern for that, MA thesis, Allame Tabatabayee University.
- Government of saskatchewan(1998).executive director/director/senior manager management competency profile .<http://www.aasa.org>
- Jazini, Alireza, Navaee, Majid/2014/ designing the model of dynamic empowerments for improvement of the employees' competency and manager's performance in NAJA/ Scientific promotional quarterly of Inspection, 27, eighth, 2014, p 2.
- Khorasani, Abasalt, Eidi, Akbar/ 2010/ practical techniques of educational needs assessment, Training and Industrial Research Publications / Tehran / First.
- Khoshnoodifar, Hajar/2012/ Educational needs assessment of the managers of Regional Power Bureau of Mazandaran based on competency model/ MA thesis of Educational planning/ Mazandaran University.
- Rahnavard, Farajollah/2011/ educational needs assessment of top managers in Iran's government/ management and development process-75-2011.
- Temporin M, Marcolongo A.(1999) / [Analysis of the educational needs of nurses of the emergency services in the Veneto Region].Assist Inferm Ric. 1999 Jul-Sep;18(3):131-9.
- Torkzadeh, Jafar, Naseri Jahromi, Reza, Rahmani, Hadi/2014/ educational needs assessment of research experts of Yazd University using the pattern of work and worker/scientific-research quarterly of New Approach in educational management of Azad University of Marvdasht/fifth year/4/ 2014.
- VAHID KESHTKAR, et all(2013)/ Educational needs assessment of managers working in teaching andprivate hospitals J. Adv Med&Prof. 2013;1(3)