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**A STUDY ON JOB DESIGN OF NURSING CARE IN SELECTED PRIVATE
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Abstrak

Di dalam bidang kerja kejururawatan, syif didefinisikan sebagai jadual kerja, sama ada tetap atau kekerapan iaitu di luar waktu kerja (Peter Knauth). Kerja syif contohnya kerja tetap di waktu malam, petang atau di mana waktu beketja boleh berubah mengikut jadual. Setiap syif mempunyai kebaikan, keburukan serta kesan yang berlainan dari segi kesihatan, sosial dan mutu kerja.

Tujuan utama kerja syif adalah samada diberi pilihan atau untuk tugas-tugas tertentu. Kerja syif melibatkan pilihan atau berterusan di dalam waktu 24 jam sehari setiap hari termasuk hujung minggu dan cuti am. Ia memerlukan sekurang-kurangnya empat kumpulan (tiga kumpulan bekerja syif untuk lapan jam dan satu kumpulan direhatkan) dan ia dikenali sebagai 4x 8 kerja syif berterusan kerja syif. Syif biasa sekurang-kurangnya lapan jam di mana jadual kerja yang sama kekal untuk setiap hari dan ini boleh dikategorikan sebagai pilihan atau bergilir-gilir.

Daripada pelbagai sistem kerja yang dibahagikan kepada waktu kerja dan rehat, hanya syif kerja yang menguntungkan daripada sistem pengkajian. Tujuan utama dalam organisasi kerja adalah untuk mengekalkan produktiviti berterusan. Keperluan untuk produktiviti berterusan adalah untuk mengelakkan proses teknikal yang terlibat atau permintaan untuk perkhidmatan awam.

Abstract

In nursing care, shift work is defined as work scheduled, either permanently or frequently, outside normal daytime working hours (Peter Knauth). Shift work can be e.g. permanent work at night, permanent work during the evening or work hours can have changing assignment patterns. Each type of shift system has its advantages and disadvantages, and each is associated with differing effects on well-being, health, social life and work performance.

The principal characteristics of shift work are its continuity, the alternation of shifts and a special work schedule. Shift work involves alternating or successive teams is said to be continuous when it is kept up 24 hours a day, everyday, including weekends and holidays. This requires a minimum of four teams of workers (three teams working 8-hours shifts and one team resting) and is usually known as 4x8 continuous shift work. A normal shift lasts 8 hours., the same work schedule is maintained for a number of days, and this determines the rhythm of alternation or rotation of the team.

Of the numerous different system of work that disrupt the alternating rhythm of waking and sleeping, only industrial shift work has benefited from systematic research. The purpose of this method of organization of work is to maintain continuous production by means of a series of team relaying one another without a break at the place of work. The need for continuity of production may stem from the continuous nature of the technical process involved or from the requirement of a public service.

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CHAPTER ONE

INTRODUCTION

In this 21st Century we have entered the Knowledge Age, the new currency is learning. Employees seem to place at least as much value on the opportunity to learn new things at work. What is “**learning**”? Learning, is a relatively permanent change in behavior (or behavior tendency) that occurs as a result of a person’s interaction with the environment (McShane, 2000) Learning is essential for Knowledge Management.

One of the difference in the level of analysis between two theoretical perspectives is individual versus organizational learning.

Individual learning is the starting point from which most theories of learning, in general and organizational learning in particular begin. Marquart asserts that ‘individual learning is needed for organizational learning since individuals form the units of groups and organizations’ (Marquart, 1996:32). Similarly, Senge believes that ‘organizations learn only through individual who learn. Individual learning does not guarantee organizational learning, but without it no organizational learning occurs’ (Senge, 1990a :236)

Fiol and Lyles believe that ‘though individual learning is important to organizations, organizational learning is not simply the sum of each member’s learning’ (Fiol and Lyles, 1985:804). Most commentators agree that although individuals are the agents of organizational learning the process involves more than merely the cumulative learning of those individuals. Hedberg argues that: ‘as individuals develop their personalities, personal habits and beliefs over time, organizations develop world views and ideologies. Members

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