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Textbook of  
**Nursing Management and Leadership** *PHYGITAL*

Based on INC Syllabus 2021-22

LOOKinside

**VI**  
Semester



# Textbook of **Nursing Management and Leadership**

for BSc Nursing Students

*As per the Revised INC Syllabus (2021-22) for BSc Nursing*

**2nd**  
Edition

What's **New** in this Edition?

- Thoroughly revised and updated edition conforming to the latest INC syllabus
- **100+** Images, Line arts, Flowcharts and Tables
- **200+** Subjective and Objective Questions
- Latest staffing norms as per the Indian Public Health Standards (IPHS)
- Enriched with recent developments and current practices
- Perfect amalgamation of theoretical and applied aspects
- Special emphasis on Leadership Role of Nurses in Administrative Settings



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**Beena MR • Hari Krishna GL  
Kiruba JC**



Textbook of

# Nursing Management and Leadership

for BSc Nursing Students

*As per the Revised INC Syllabus (2021-22) for BSc Nursing*

| **Second Edition** |

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ISBN: 978-93-94525-83-2

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**Second Edition: 2025**

**First Edition: 2020**

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Published by **Satish Kumar Jain** and produced by **Varun Jain** for

**CBS Publishers and Distributors Pvt Ltd**

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## Extends its Tribute to

# *Florence Nightingale*

“  
For glorifying the role of women as nurses,  
For holding the title of “The Lady with the Lamp,”  
For working tirelessly for humanity—  
Florence Nightingale will always be  
remembered for her  
selfless and memorable services to the  
human race.”



Florence Nightingale  
(May 1820 – August 1910)



# About the Authors

**Beena MR**, MSc (N), PhD, is currently working as Principal, Government College of Nursing, Ernakulam, Kerala. She has been contributing to Kerala University of Health Sciences as PhD guide, National Consortium for PhD nursing constituted by the Indian Nursing Council, and University of Kerala. She is a former member of UG and PG Board of studies in Kerala University of Health Sciences and University of Kerala.

The author has published a number of articles in international and national journals of repute. Besides, she has presented papers in various conferences. She has a considerable teaching experience in the field of Nursing Management. She is a lifetime member of Trained Nurses Association of India (TNAI), NRSI, etc.



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The coauthor of this book completed Masters in Hospital Administration from University of Kerala in 2018 with first rank, Masters in Public Administration in 2015 from IGNOU, Postgraduate Diploma in Health Science and Research and Postgraduate Diploma in Health and Hospital Administration from University of Kerala with first rank, Certificate in Disaster Management from IGNOU and presently, pursuing PhD.

In addition, he has completed certificate courses in Forensic Nursing, Life Skills and Adolescent Wellbeing in 2023. He is a prolific writer and has co-authored a number of books for nursing staff and students and published numerous articles in international and national journals of repute. He has presented papers in various conferences. He has significant teaching experience in the field of Nursing Management. He is a lifetime member of Trained Nurses Association of India and Indian Society of Psychiatric Nursing. He has also been associated with CBS Publishers for CBS Nursing Next App content development since 2019.



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# Preface to the Second Edition

*“Strength and Growth Come only Through Continuous Efforts and Struggle”.*

*—Napoleon Hill*

Nurses play a pivotal role and are considered an integral part of the healthcare industry. They provide care to patients, perform the role of leaders at hospitals, health systems and other organizations. The professional life of a nurse is full of challenges. It's a demanding profession that requires a lot of dedication and commitment. Therefore, the student nurses, who are the future nurse leaders, nurse managers or nurse educators, need to be equipped with management skills in meeting the challenges ahead. Graduates from today's nursing education have great opportunities for professional practice, so they *must learn more, do more and perform more*.

This book has been designed to pacify the knowledge thirst of undergraduate students. It is based on the students' experience and challenges which they face in their day-to-day studies. It will prepare themselves well for their university examinations.

This text provides concise presentation of the essential nursing management content, providing students with ample opportunities to test their mastery over the subject. The utmost care has been taken to cover all learning styles. The student-friendly writing style of this book ensures that students will comprehend and retain information with consistent and cohesive learning experience. The consistency and presentation of the chapters ensure that the text is easy to understand.

This book has been written according to the curriculum prescribed by Indian Nursing Council and it caters to the needs of the students studying in India. The authors have recognized the need of switching to the new strategies of nursing. The aim of the book is to provide concise presentation of contents of nursing with an emphasis on effective responsive strategy. Apart from helping the students in exam preparation, this book also serves as a guide for future references.

We are expecting support and positive feedback from the readers. This edition includes all the topics covered in the INC syllabus. We appreciate suggestions from the readers for the improvement of the book in future editions. Genuine feedback and responses from the users are always welcome. We extend our best wishes to all future nurse managers.

An Initiative by CBS Nursing Division

**Beena MR**  
**Hari Krishna GL**  
**Kiruba JC**

# Preface to the First Edition

*“Strength and Growth Come only Through Continuous Efforts and Struggle”.*

*—Napoleon Hill*

Nurses play an integral role in the healthcare industry, like providing care to the patients and filling leadership roles at hospitals, health systems and other organizations. However, being a nurse comes with its own challenges. The profession demands a lot of dedication and commitment. Therefore, the student nurses, who are the future nurse leaders, nurse managers or nurse educators, need to be equipped with management skills to meet the challenges ahead.

Graduates from today’s nursing education have great opportunities for professional practice and today’s nursing students must learn more, do more and be more.

The aim of the book is to provide concise presentation of contents of nursing management with emphasis on effective responsive strategy.

This book is designed to address the knowledge thirst of undergraduate students with the student’s experience in mind and to prepare them for university examinations. This textbook provides concise presentation of the essential nursing management content, providing ample opportunities to test the mastery over the subject. Care has been taken to appeal all learning styles. The student friendly writing style ensures that students will comprehend and retain information with consistent and cohesive learning experience. The consistency followed within the chapters ensures that the text is easy to understand. This book is being written according to curriculum prescribed by Indian Nursing Council and will also cater the needs of the students belonging to various other Indian Universities. The authors recognize the need of switching to the new strategies of nursing management.

Along with preparing the students for examination, this book also serves as a guide for future reference.

We appreciate suggestions for the improvement of this textbook in future editions and we welcome it with gratitude. We wish all the best for the future nurse managers.

Nursing Knowledge Tree  
An Initiative by CBS Nursing Division

**Beena MR**  
**Hari Krishna GL**  
**Kiruba JC**

# Acknowledgments

Our profound gratitude to the God Almighty for the guidance, strength and wisdom bestowed upon us on every step of the preparation and completion of the book.

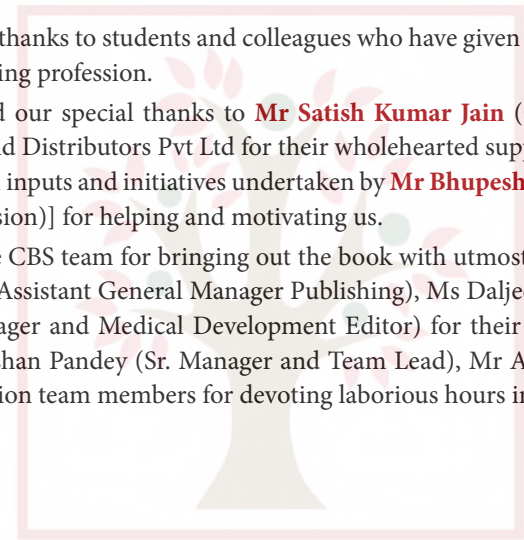
We would like to thank our teachers for making us capable of writing this book.

We convey our sincere thanks to our parents, family members and friends for the exemplary help throughout the preparation of the book.

We would like to express our thanks to students and colleagues who have given their time, knowledge and understanding of what is required to promote nursing profession.

Last but not least, we extend our special thanks to **Mr Satish Kumar Jain** (Chairman) and **Mr Varun Jain** (Managing Director), M/s CBS Publishers and Distributors Pvt Ltd for their wholehearted support in publication of this book. We have no words to describe the role, efforts, inputs and initiatives undertaken by **Mr Bhupesh Aarora** [Sr. Vice President – Publishing and Marketing (Health Sciences Division)] for helping and motivating us.

We sincerely thank the entire CBS team for bringing out the book with utmost care and attractive presentation. We would like to thank Ms Nitasha Arora (Assistant General Manager Publishing), Ms Daljeet Kaur (Assistant Publishing Manager) and Dr Anju Dhir (Sr. Product Manager and Medical Development Editor) for their publishing support. We would also extend our thanks to Mr Shivendu Bhushan Pandey (Sr. Manager and Team Lead), Mr Ashutosh Pathak (Sr. Proofreader cum Team Coordinator) and all the production team members for devoting laborious hours in designing and typesetting the book.



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*The names of the reviewers are arranged in an alphabetical order.*

# From the Publisher's Desk

Dear Reader,

Nursing Education has a rich history, often characterized by traditional teaching techniques that have evolved over time. Primarily, teaching took place within classroom settings. Lectures, textbooks, and clinical rotations were the core teaching tools; and students majorly relied on textbooks by local or foreign publishers for quality education. However, today, technology has completely transformed the field of nursing education, making it an integral part of the curriculum. It has evolved to include a range of technological tools that enhance the learning experience and better prepare students for clinical practice.



As publishers, we've been contributing to the field of Medical Science, Nursing and Allied Sciences and earned the trust of many. By supporting **Indian authors**, coupled with **nursing webinars and conferences**, we have paved an easier path for aspiring nurses, empowering them to excel in national and state level exams. With this, we're not only enhancing the quality of patient care but also enabling future nurses to adapt to new challenges and innovations in the rapidly evolving world of healthcare. Following the ideology of **Bringing learning to people instead of people going for learning**, so far, we've been doing our part by:

- Developing quality content by qualified and well-versed authors
- Building a strong community of faculty and students
- Introducing a smart approach with Digital/Hybrid Books, and
- Offering simulation Nursing Procedures, etc.

Innovative teaching methodologies, such as modern-age Phygital Books, have sparked the interest of the Next-Gen students in pursuing advanced education. The enhancement of educational standards through **Omnipresent Knowledge Sharing Platforms** has further facilitated learning, bridging the gap between doctors and nurses.

At Nursing Next Live, a sister concern of CBS Publishers and Distributors, we have long recognized the immense potential within the nursing field. Our journey in innovating nursing education has allowed us to make substantial and meaningful contributions. With the vision of strengthening learning at every stage, we have introduced several plans that cater to the specific needs of the students, including but not limited to **Plan UG** for undergraduates, **Plan MSc** for postgraduate aspirants, **Plan FDP** for upskilling faculties, **SDL** for integrated learning and **Plan NP** for bridging the gap between theoretical and practical learning. Additionally, we have successfully completed seven series of our **Target High** Book in a very short period, setting a milestone in the education industry. We have been able to achieve all this just with the sole vision of laying the foundation of diversified knowledge for all. With the rise of a new generation of educated, tech-savvy individuals, we anticipate even more remarkable advancements in the coming years.

We take immense pride in our achievements and eagerly look forward to the future, brimming with new opportunities for innovation, growth and collaborations with experienced minds such as yourself who can contribute to our mission as Authors, Reviewers and/or Faculties. Together, let's foster a generation of nurses who are confident, competent, and prepared to succeed in a technology-driven healthcare system.

Mr Bhupesh Aarora  
(Sr Vice President – Publishing and Marketing)  
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# Special Features of the Book

## LEARNING OBJECTIVES

After the completion of the chapter, the readers will be able to:

- Understand the current healthcare delivery system in India.
- Review nursing services and development of nursing services in India.

Important **Learning Objectives** of every chapter are highlighted in the beginning to help readers understand the purpose of the chapter.

**Chapter Outline** is given in the beginning of every chapter to provide the reader a glimpse of entire chapter.

## CHAPTER OUTLINE

- Current Healthcare Delivery System in India
- At the Center/National Level
- At the State Level
- Organization of Health System at District Level
- Panchayati Raj System
- Primary Healthcare in India

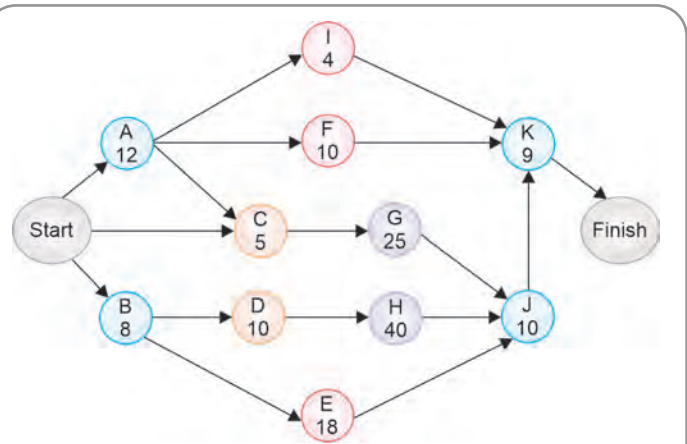
## KEY TERMS

**Department of Indian System of Medicine and Homeopathy:** Established in 1995 under Ministry of Health and Family Welfare for the purpose of involvement of Indian system of Homeopathy in the National Healthcare.

**Healthcare delivery system:** It is an organized system that provides, monitors and improves health services with the aim to improve quality of healthcare services and ensure cost-effective delivery of healthcare.

Important **Key Terms** used in the chapter are presented to familiarize the readers with the important terminologies.

Studded with 300+ fully **Colored Images and Illustrations** for easy grasp of the relevant topic.



**Figure 3.1:** Program evaluation and review technique

**TABLE 3.2:** Calculations of ET for Gantt chart

Task	O	M	P	TE
I	1 month	2 months	5 months	2.33
II	2 months	4 months	6 months	4
III	3 months	4 months	7 months	4.33
IV	5 months	6 months	8 months	6.1
V	2 months	6 months	4 months	4

Numerous **Tables** are used to clarify the concept and make the reading enjoyable and informative.

To have supportive extra knowledge, **Further Readings** section has been included.

### FURTHER READINGS

- Alexander et al. Nursing Service Administration; Mosby Publishers.
- Goel. Healthcare system and its management. Health organization and its structure. Deep and Deep Publishers, New Delhi.
- Jogindra Vati, Principles and Practice of Nursing Management and Administration; Jaypee Brothers Medical Publishers. 18–27
- K Park, Park's Textbook of Preventive and Social Medicine; Health Planning and Management. M/s Banarasidas Bhanot Publishers, 26th edition: 965–1011
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- Monika Sharma, Community Health Nursing-1. Vision Health Sciences Publishers. 2024.
- Ncbi.nlm.nih.gov.Health system in India.
- Suryakantha, Community Medicine with Recent Advances; The Health Science Publisher. 815–830.

### STUDENT ASSIGNMENT

#### LONG ANSWER QUESTIONS

1. Briefly describe healthcare delivery system in India.
2. Explain healthcare delivery system at National/Central level.

#### SHORT ANSWER QUESTIONS

1. What are the functions/elements of management?
2. What are the principles of management?
3. What are the concepts of management?

#### MULTIPLE CHOICE QUESTIONS

1. **Who proposed the famous 14 principles of management?**
  - a. Elton Mayo
  - b. Henry Fayol
  - c. Adam Smith
  - d. Luther Gullick

Detailed **Student Assignment** in the form of exercises in each and every chapter will facilitate structured learning and revision of the material provided in the respective chapters.

# Syllabus

## Nursing Management and Leadership

VI Semester

Course Outline

Theory: 60 hours (3 credits)

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1(T)	Explore the healthcare, development of nursing services and education in India and trends	<b>Healthcare and Development of Nursing Services in India</b> <ul style="list-style-type: none"> <li>• Current healthcare delivery system of India—review</li> <li>• Planning and development of nursing services and education at global and national scenario</li> <li>• Recent trends and issues of nursing service and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Directed reading and written assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer type</li> <li>• Assessment of assignment</li> </ul>
II	2(T)	Explain the principles and functions of management applied to nursing  Describe the introductory concepts of management as a process	<b>Management Basics Applied to Nursing</b> <ul style="list-style-type: none"> <li>• Definitions, concepts and theories of management</li> <li>• Importance, features and levels of management</li> <li>• Management and administration</li> <li>• Functions of management</li> <li>• Principles of management</li> <li>• Role of a nurse as a manager</li> </ul> <b>Introduction to Management Process</b> <ul style="list-style-type: none"> <li>• Planning</li> <li>• Organizing</li> <li>• Staffing</li> <li>• Directing/Leading</li> <li>• Controlling</li> </ul>	Lecture and Discussion	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
<b>Management of Nursing Services</b>					
III	4(T)	Describe the essential elements of planning	<b>Planning Nursing Services</b> <ul style="list-style-type: none"> <li>• Vision, mission, philosophy, objectives</li> <li>• Nursing service policies, procedures and manuals</li> <li>• Functional and operational planning</li> <li>• Strategic planning</li> <li>• Program planning: Gantt chart and milestone chart</li> <li>• Budgeting—concepts, principles, types</li> <li>• Budget proposal, cost benefit analysis</li> <li>• Planning hospital and patient care unit (Ward)</li> <li>• Planning for emergency and disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Visit to specific hospital/patient care units</li> <li>• Demonstration of disaster drill in the respective setting</li> </ul>	<ul style="list-style-type: none"> <li>• Formulate mission and vision statement for the nursing department/unit</li> <li>• Assessment of problem-solving exercises</li> <li>• Visit Report</li> </ul>

Contd...

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	4(T)	Discuss the concepts of organizing including hospital organization	<b>Organizing</b> <ul style="list-style-type: none"> <li>Organizing as a process— assignment, delegation and coordination</li> <li>Hospital—types, functions and organization</li> <li>Organizational development</li> <li>Organizational structure</li> <li>Organizational charts</li> <li>Organizational effectiveness</li> <li>Hospital administration, control and line of authority</li> <li>Hospital statistics including hospital utilization indices</li> <li>Nursing care delivery systems and trends</li> <li>Role of nurse in maintenance of effective organizational climate</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Comparison of organizational structure of various organizations</li> <li>Nursing care delivery systems—assignment</li> <li>Preparation of organizational chart of hospital/Nursing services</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of assignment</li> </ul>
V	6(T)	<p>Identify the significance of human resource management (HRM) and material management and discuss its elements</p> <p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p>	<b>Staffing (Human Resource Management)</b> <ul style="list-style-type: none"> <li>Definition, objectives, components and functions</li> </ul> <b>Staffing and Scheduling</b> <ul style="list-style-type: none"> <li>Staffing—philosophy, staffing activities</li> <li>Recruiting, selecting, deployment</li> <li>Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation</li> <li>Staffing units—Projecting staffing requirements/calculation of requirements of staff resources, nurse patient ratio, nurse population ratio as per SIU norms/IPH norms, and patient classification system</li> <li>Categories of nursing personnel including job description of all levels</li> <li>Assignment and nursing care responsibilities</li> <li>Turnover and absenteeism</li> <li>Staff welfare</li> <li>Discipline and grievances</li> </ul> <b>In-service Education</b> <ul style="list-style-type: none"> <li>Nature and scope of in-service education program</li> <li>Principles of adult learning—review</li> <li>Planning and organizing in-service educational program</li> <li>Methods, techniques and evaluation</li> <li>Preparation of report</li> </ul> <b>Material Resource Management</b> <ul style="list-style-type: none"> <li>Procurement, purchasing process, inventory control and role of nurse</li> <li>Auditing and maintenance in hospital and patient care unit</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion, role play</li> <li>Games self-assessment, case discussion and practice session</li> <li>Calculation of staffing requirements for a specified ward</li> </ul> <p>Visit to inventory store of the institution</p>	<ul style="list-style-type: none"> <li>Formulate job description at different levels of care and compare with existing system</li> <li>Preparation of duty roster</li> <li>Preparation of MMF/records</li> <li>Preparation of log book and condemnation documents</li> <li>Visit report</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VI	5(T)	Describe the important methods of supervision and guidance	<b>Directing and Leading</b> <ul style="list-style-type: none"> <li>• Definition, principles, elements of directing</li> <li>• Supervision and guidance</li> <li>• Participatory management</li> <li>• Interprofessional collaboration</li> <li>• Management by objectives</li> <li>• Team management</li> <li>• Assignments, rotations</li> <li>• Maintenance of discipline</li> <li>• Leadership in management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of record and report maintenance in specific wards/ departments</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on reports and records maintained in nursing department</li> <li>• Preparation of protocols and manuals</li> </ul>
VII	4(T)	<p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p>	<b>Leadership</b> <ul style="list-style-type: none"> <li>• Definition, concepts, and theories</li> <li>• Leadership principles and competencies</li> <li>• Leadership styles—situational leadership, transformational leadership</li> <li>• Methods of leadership development</li> <li>• Mentorship/preceptorship in nursing</li> <li>• Delegation, power and politics, empowerment, mentoring and coaching</li> <li>• Decision making and problem solving</li> <li>• Conflict management and negotiation</li> <li>• Implementing planned change</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Self-assessment</li> <li>• Report on types of leadership adopted at different levels of healthcare in the given setting</li> <li>• Problem solving/conflict management exercise</li> <li>• Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of exercise/report</li> </ul>
VIII	4(T)	Explain the process of controlling and its activities	<b>Controlling</b> <ul style="list-style-type: none"> <li>• Implementing standards, policies, procedures, protocols and practices</li> <li>• Nursing performance audit, patient satisfaction</li> <li>• Nursing rounds, documentation—records and reports</li> <li>• Total quality management—quality assurance, quality and safety</li> <li>• Performance appraisal</li> <li>• Program evaluation review technique (PERT)</li> <li>• Bench marking, activity plan (Gantt chart)</li> <li>• Critical path analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Preparation of policies/ protocols for nursing units/department</li> </ul>	Assessment of prepared protocols
IX	4(T)	Explain the concepts of organizational behavior and group dynamics	<b>Organizational Behavior and Human Relations</b> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behavior</li> <li>• Group dynamics</li> <li>• Review: Interpersonal relationship</li> <li>• Human relations</li> <li>• Public relations in the context of nursing</li> <li>• Relations with professional associations and employee unions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Role play/exercise—group dynamics and human relations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• OSCE</li> </ul>

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Collective bargaining</li> <li>• Review—motivation and morale building</li> <li>• Communication in the workplace—assertive communication</li> <li>• Committees—importance in the organization, functioning</li> </ul>		
X	2(T)	Describe the financial management related to nursing services	<b>Financial Management</b> <ul style="list-style-type: none"> <li>• Definition, objectives, elements, functions, principles and scope of financial management</li> <li>• Financial planning (budgeting for nursing department)</li> <li>• Proposal, projecting requirement for staff, equipment and supplies for hospital and patient care units and emergency and disaster units</li> <li>• Budget and budgetary process</li> <li>• Financial audit</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Budget proposal review</li> <li>• Preparation of budget proposal for a specific department</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>
XI	1(T)	Review the concepts, principles and methods and use of nursing informatics	<b>Nursing Informatics/Information Management—Review</b> <ul style="list-style-type: none"> <li>• Patient records</li> <li>• Nursing records</li> <li>• Use of computers in hospital, college and community</li> <li>• Telemedicine and Tele nursing</li> <li>• Electronic Medical Records (EMR), EHR</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Practice session</li> <li>• Visit to departments</li> </ul>	Short answer
XII	1(T)	Review personal management in terms of management of emotions, stress and resilience	<b>Personal Management—Review</b> <ul style="list-style-type: none"> <li>• Emotional intelligence</li> <li>• Resilience building</li> <li>• Stress and time management—de-stressing</li> <li>• Career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Review</li> <li>• Discussion</li> </ul>	
<b>Management of Nursing Educational Institutions</b>					
XIII	4(T)	Describe the process of establishing educational institutions and its accreditation guidelines	<b>Establishment of Nursing Educational Institutions</b> <ul style="list-style-type: none"> <li>• Indian Nursing Council norms and guidelines—faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines</li> <li>• Coordination with regulatory bodies—INC and State Nursing Council</li> <li>• Accreditation—Inspections</li> <li>• Affiliation with university/State council/board of examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Visit to one of the regulatory bodies</li> </ul>	Visit report
XIV	4(T)	Explain the planning and organizing functions of a nursing college	<b>Planning and Organizing</b> <ul style="list-style-type: none"> <li>• Philosophy, objectives and mission of the college</li> <li>• Organization structure of school/college</li> <li>• Review—Curriculum planning</li> <li>• Planning teaching and learning experiences, clinical facilities—master plan, time table and clinical rotation</li> </ul>	<ul style="list-style-type: none"> <li>• Directed reading—INC curriculum</li> <li>• Preparation of organizational structure of the college</li> <li>• Written assignment—writing philosophy of a teaching department</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of assignment</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Budget planning—faculty, staff, equipment and supplies, AV aids, lab equipment, library books, journals, computers and maintenance</li> <li>Infrastructure facilities—college, classrooms, hostel, library, labs, computer lab, transport facilities</li> <li>Records and reports for students, staff, faculty and administrative</li> <li>Committees and functioning</li> <li>Clinical experiences</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of master plan, time table and clinical rotation</li> </ul>	
XV	4(T)	Develop understanding of staffing the college and selecting the students	<b>Staffing and Student Selection</b> <ul style="list-style-type: none"> <li>Faculty/staff selection, recruitment and placement, job description</li> <li>Performance appraisal</li> <li>Faculty development</li> <li>Faculty/staff welfare</li> <li>Student recruitment, admission, clinical placement</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading on faculty norms</li> <li>Faculty welfare activities report</li> <li>Writing job description of tutors</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Activity report</li> <li>Assessment of job description</li> </ul>
XVI	4(T)	Analyze the leadership and management activities in an educational organization	<b>Directing and Controlling</b> <ul style="list-style-type: none"> <li>Review—Curriculum implementation and evaluation</li> <li>Leadership and motivation, supervision—review</li> <li>Guidance and counseling</li> <li>Quality management—educational audit</li> <li>Program evaluation, evaluation of performance</li> <li>Maintaining discipline</li> <li>Institutional records and reports—administrative, faculty, staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Review—principles of evaluation</li> <li>Assignment—Identify disciplinary problems among students</li> <li>Writing student record</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of assignment and record</li> </ul>
XVII	4(T)	Identify various legal issues and laws relevant to nursing practice	<b>Professional Considerations</b> <b>Review—Legal and Ethical Issues</b> <ul style="list-style-type: none"> <li>Nursing as a profession—characteristics of a professional nurse</li> <li>Nursing practice—philosophy, aim and objectives</li> <li>Regulatory bodies—INC and SNC constitution and functions</li> </ul> <b>Review—Professional Ethics</b> <ul style="list-style-type: none"> <li>Code of ethics and professional conduct—INC and ICN</li> <li>Practice standards for nursing—INC</li> <li>International Council for Nurses (ICN)</li> </ul> <b>Legal Aspects in Nursing:</b> <ul style="list-style-type: none"> <li>Consumer Protection Act, patient rights</li> <li>Legal terms related to practice, legal system—types of law, tort law and liabilities</li> <li>Laws related to nursing practice—negligence, malpractice, breach, penalties</li> </ul>		

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Invasion of privacy, defamation of character</li> <li>• Nursing regulatory mechanisms—registration, licensure, renewal, accreditation, Nurse Practice Act, regulation for nurse practitioner/specialist nursing practice</li> </ul>		
XVIII	2(T)	Explain various opportunities for professional advancement	<b>Professional Advancement</b> <ul style="list-style-type: none"> <li>• Continuing nursing education</li> <li>• Career opportunities</li> <li>• Membership with professional organizations—national and international</li> <li>• Participation in research activities</li> <li>• Publications—journals, newspaper</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare journal list available in India</li> <li>• Write an article—research/clinical</li> </ul>	Assessment of assignments



Nursing Knowledge Tree  
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# Personal Management

## LEARNING OBJECTIVES

After the completion of the chapter, the readers will be able to:

- Review personal management in terms of management of emotions, stress and resilience.
- Understand time management skills.
- Know about cases planning.

## CHAPTER OUTLINE

- Emotional Intelligence
- Resilience Building
- Stress Management
- Time Management
- Career Planning

## KEY TERMS

**Emotional intelligence (EI):** EI or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior.

**Resilience:** It is the ability to cope with and bounce back from stress and adversity, and hopefully even grow through the experience. It is sometimes referred to as "thriving" and not just surviving. Resilience can be defined as the capacity to recover from difficult life events.

**Stress:** It refers to an individual's response to a disturbing factor in the environment and the consequence of such reaction.

**Time management:** It is the process of planning and exercising conscious control of time spent on specific activities—especially to increase effectiveness, efficiency, and productivity.

## EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) or emotional quotient (EQ) is the capacity of individuals to recognize their own, and other people's emotions, to discriminate between different feelings and label them appropriately, and to use emotional information to guide thinking and behavior. On the other hand, the natural scientists like physiologists are interested in the origin, evolution and functions of emotions. Human beings are a complex species of emotion and reason. While reasoning enables them to judge things with mathematical precision, emotions help them to understand and empathize which make them human. Traditionally, it was believed and accepted that people with high reasoning skills and a sound logical bend of mind were more intelligent.

### Emotions

We invariably use the term 'emotions' in our day-to-day life. Individuals exhibit emotions when they experience the real world through their sensory impressions (like seeing, listening, smelling, tasting and touching) and imagination. The term emotion is derived from the Latin word 'emovere'; it stands for all that is capable of moving us in any way, pleasantly or unpleasantly. Lazarus and Lazarus (1994) said that emotion is a 'complex psychophysiological process' that arises spontaneously without any conscious effort. Emotion appears as the feeling of stirred-up state to an individual himself, and as a disturbed glandular and muscular activity to an external observer (Woodworth, 1945). Emotions are physiological, and mental stirred up states, as a result of linear adjustments that are accompanied by effective experiences. (Crow and Crow, 1973).

### Types of Emotions

According to Mangal and Mangal (2015), emotions tend to employ both our mind and body at the same time. They are the product of our thoughts and perceptions of things, events and situations around us. In fact, in every situation, emotions may be seen as a by-product or as the net result of a logical appraisal of the probability, that a particular thing, event or a situation will affect our physical and psychological well-being. It is this perception or logical appraisal of the probability that turns a particular emotion into a positive or negative one. Thus, there are two types of emotions depending upon the predicted change that it brings.

1. **Positive emotions:** Positive emotions are the emotions which bring pleasant effects on one's physical and psychological well-being, for example, emotions of love, affection, curiosity, happiness, cheerfulness, enjoyment, relief, delight, pride, contentment, gratification, bliss, acceptance, trust, kindness, friendliness, affinity, adoration,

wonder, and amazement, etc. These can lead to a positive state of mind. Our positive emotions lead to a positive mood, thus making us more friendly, charitable and generous, which in turn helps in building team relationships. A positive mood enhances one's ability to make decisions, and to resolve conflicts, thus paving the way in building strong connections and affiliations.

2. **Negative emotions:** Negative emotions can be described as those emotions which affect one's well-being negatively. Fear, anger, outrage, irritability, gloom, dejection, loneliness, sadness, despair, jealousy, hatred, and violence, etc. are some examples of negative emotions. A negative emotion like fear induces wrath in people, producing a negative style of thinking, where one suspects everyone and everything around his/her, thus hampering relationships. Sadness, another negative emotion, leads to depression and isolates an individual from the social world, resulting in loneliness, and hindering social relationships. However, sadness sometimes motivates us to focus on the details of a confronting situation, mostly in solving relationship problems. Anger narrows our capacity to comprehend situations, and also hampers our cognitive capabilities. It tunes the focus of our entire energy into a perceived threat without considering its dire consequences and may create friction in our relationships. Thus, it is preferable to defer any decision making or problem solving, when angry.

### Need for Emotional Intelligence

It is an inherent need for people to communicate with others regularly in different situations. Many people try to improve their ability to stay active by dealing with their emotions. To do this, they introspect and try to find ways to handle their emotions positively which is relatively the most challenging thing and needs a lot of patience and time. A person is successful if he can manage the affairs of his personal and professional life. The success indicates the accomplishment of one's life goals and purposes, depending on the amount of efforts they put in. Traditionally, it has been believed that emotions play a negative role in our life, i.e., they distract us, cloud our judgment, make us vulnerable, and control us, but the modern psychologists believe that emotions motivate us, improves our understanding, make us confident, build trust, and we must regulate them. EI helps us to maintain good interpersonal and friendly relationships with others, positively persuading others, to reach goals, succeed and get promoted in a career. Therefore, looking from the perspective of modernists, a high level of EI, along with emotional regulation, and by utilizing appropriate emotions, will lead to success in one's life. People with high EI are usually successful in their lives. They live their lives much more efficiently than other people who are easily angered or upset. People with a high degree of EI have good self-knowledge and are also able to sense the emotional needs

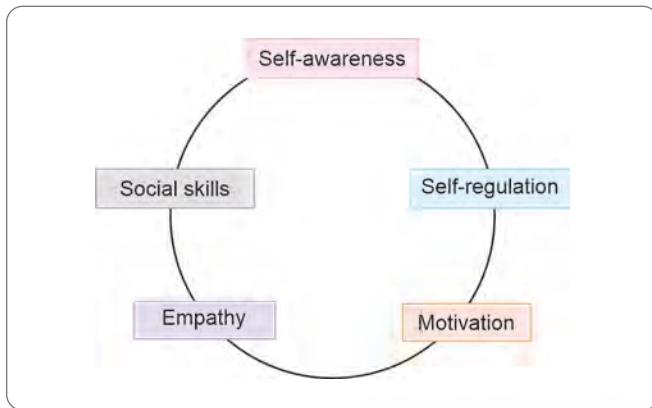


FIGURE 12.1: Characteristics of emotional intelligence

of others. These are masters of managing emotions. They can hold back their anger during stressful situations and instead try to look at the other aspects of a problem in order to find a solution. They look at themselves critically and honestly and are able to receive criticism with an open mind.

## Characteristics of Emotional Intelligence

Daniel Goleman, an American psychologist, developed a framework of five elements that define EI (Fig. 12.1):

1. **Self-awareness:** People with high EI have the ability to understand their own emotions and are more self-aware. They feel more confident than others as they know when to trust their intuition. They are masters of their emotions. They even accept criticism and use it to improve their performance. They have the ability to understand their strengths and weaknesses.
2. **Self-regulation:** Self-regulation means one's ability to control his/her emotions and impulses. People who master self-regulation do not allow their emotions and impulses to rule them. They are masters in managing their emotions and are eminently careful in making decisions. They have the qualities of thoughtfulness, integrity, and feeling comfort with change.
3. **Motivation:** Motivation is one of the characteristics of an emotionally intelligent individual. Highly motivated individuals show high levels of productivity and effectiveness in their work. They love challenges and prefer long-term goals rather than immediate results.
4. **Empathy:** Empathy is the second most crucial element in EI. Empathy means the ability to understand others' views and also their needs. Empathetic individuals are capable of recognizing others' feelings and are skilled at managing relationships. Active listening is one of the important characteristics of empathy. An empathetic individual avoids stereotyping and judging too quickly and lives very openly and honestly.

5. **Social skills:** It is easy to mingle with people who have excellent social skills. People with high social skills focus on success in their lives. They can manage disputes with ease and also help others to shine and develop. They are adept at interpersonal communication, and in building and maintaining relationships.

## Maintaining Emotional Intelligence

**Stage I: Identifying our own emotional state:** This stage is concerned with the awareness of an individual about his own feelings and emotional state during a particular situation at a particular time. The main core is one should have a clear idea about his/her needs which are to be controlled or managed on his/her part.

**Stage II: Figuring out the underlying causes that are responsible for present emotional state:** This stage is concerned with determining the causes, that leads an individual to inflict their present emotional state such as fear, anger, sorrow or happiness, etc. Blaming others (persons, things and situations) in the environment for the emotional changes in oneself is a common tendency. In fact, we alone are the reason for our own emotional state. An individual should develop insight and try to figure out the causes for a particular emotional state from the happenings.

**State III: Control the emotional state:** The individual should focus on the appropriate measures to control the emotional state when the feelings are too intense, either it may be positive or negative. Indeed, one should provide a safe outlet for his/her emotions to come out to save themselves from intense flow of emotions. One should make sure that his/her should not blame things in the environment for his/her own emotional state. To practice control, one should follow certain measures to reduce anxiety and stress. By adopting relaxation and distracting techniques like using appropriate humor, deep breathing, counting numbers from one to ten, managing negative self-talk, engaging in other activities, writing thoughts on paper etc., one can gain control over their emotional state. One should make use of their emotional energy in a constructive way to produce their thoughtfulness in a positive and reasonable manner.

## Developing the Ability or Skill of Managing Interpersonal Relationships

Managing interpersonal relationship proves helpful in a variety of ways and means like:

- Developing social relationships with people in one's environment in a desirable way.
- Establishing and maintaining long and lasting friendship and understanding with each other.
- Developing intimacy, loyalty and trust in the interpersonal relationships.

- Enjoying warmth, happiness and mutual satisfaction through the maintenance of such relationships.
- Seeking proper adjustment and enjoying company of each other.
- Working toward the common goals for the mutual welfare.
- Imbibing the ability of managing interpersonal relationships to get success in life.

Developing or improving the ability of emotional self-control: The ability or skill associated with emotional self-control is an acquired phenomenon instead of being an inherited one. Therefore, the efforts in terms of providing an adequate experience and bringing desirable changes in the behavior through education and training may work quite favorably in the development of emotional self-control. An individual can also venture into getting himself equipped with the ability of emotional self-control through his self-efforts.

Emotional intelligence promises to predict and improve the life skills of individuals. It is believed that in understanding, analyzing and managing emotions in themselves and others, lies the key to an improved quality of life.

## RESILIENCE BUILDING

Everyone faces challenges and hardships at times.

**Resilience** is the ability to cope with and bounce back from stress and adversity, and hopefully even grow through the experience. It is sometimes referred to as “thriving” and not just surviving. Resilience can be defined as the capacity to recover from difficult life events.

Resilience is not a fixed state. Most importantly, resilience can be learned, practiced, developed, and strengthened.

Resilience is an individual’s ability to positively cope with stress and adversity—bouncing back to a previous state of normal functioning, or using the experience of adversity to enhance flexibility and overall functioning. Resilience has multi-dimensional aspects (Wong, 2012) including:

- **Cognitive:** How events are interpreted (cognitive style, appraisal, attribution) and how daily stressors and life circumstances are negotiated (coping)
- **Behavioral:** Habits of persistence and endurance in face of obstacles and failures (behavioral practice and reinforcement)
- **Motivational:** Clear sense of life purpose and commitment (will to live).
- **Existential/spiritual:** Sense of larger purpose and meaning of human life (meaning and life purpose)
- **Relational:** Sense of social connectedness, engagement, and altruism
- **Emotional:** Ability to tolerate negative emotions and rejection and to maintain emotional confidence and hopefulness (emotion regulation, emotional intelligence)

Resilience stems from the interaction of a person with his/her environment and the resulting processes that either promote well-being or protect them against the overwhelming influence of risk factors.

All individuals face some challenges to well-being and thriving throughout life. Learning to work through these challenges is necessary for basic survival, but also offers a powerful opportunity for enhancing growth and well-being.

## Qualities of Resilience

### Personal Qualities Developed Through Social Engagement

- **Generosity:** Being kind in thought and behavior toward others.
- **Integrity:** Being in sync with one’s values and beliefs and to consistently behave in ways that reflect those principles. Doing the right thing even when no one is looking.
- **Authenticity:** Being true to one’s personality, spirit, or character. Not false or imitative in speech or action.
- **Humility:** Being modest, and able to receive joy from others’ success without one’s ego getting in the way.

### Personal Qualities Developed Through Self-awareness and Self-care

- **Self-regulation:** The capacity to alter one’s behaviors based on internal values and social expectations. Behaviorally, it is the ability to act in long-term best interest, consistent with your deepest values.
- **Persistence:** A personality trait related to stamina, and “stickability.” It is the voluntary continuation of a goal-directed action in spite of obstacles, difficulties, or discouragement. (Peterson and Seligman)
- **Tolerance for adversity:** The capacity to endure emotional pain/hardship during an instance of serious or continued difficulty. This means learning to accept, even enjoy, hard work and challenge; adapt to changes and unknowns; turn challenges into opportunities; and use humor to keep things in perspective.
- **Cognitive (re)framing:** Optimism and pessimism both tend to be self-fulfilling prophecies. There can be a connection between what you expect and do, and how well your life goes. Cognitive reframing is a practical technique that helps you notice negative thoughts and replace them with more positive thoughts or perspectives. This is a vital skill for improving confidence and thriving in the midst of adversity.
- **Healthy habits:** Keeping healthy physical habits (getting enough sleep, eating well, managing stress, keeping alcohol use in check, practicing safer sex, etc.) help build a strong foundation for resilience and emotional well-being.



## Types of Resilience

- **Psychological resilience:** Psychological resilience is the mental capacity to deal with or adapt to uncertainty, difficulties, and adversity. Sometimes, it is referred to as “mental fortitude.” Psychologically resilient people develop coping strategies and skills such as problem solving and being agile that enable them to stay calm and focused during a crisis and move on without long-term negative consequences such as distress and anxiety.
- **Emotional resilience:** Emotional resilience refers to the various ways in which we manage our emotional responses to challenges and deal with our feelings and negative emotions such as anger, fear, vulnerability, or sadness. It is pivotal that we accept the reality of our situation while also having the emotional capacity to get through it. Understanding how we react to challenges and minimizing the impact on ourselves, and others require emotional awareness or emotional intelligence. Emotionally resilient people comprehend their emotions and their causes.
- **Physical resilience:** Physical resilience refers to the body’s ability to adapt effectively to physical challenges, maintain the stamina and strength necessary to heal in a prompt and effective manner. Physical resilience is influenced by healthy lifestyle choices, connections with friends and neighbors, deep breathing, adequate rest and recovery time, and participation in enjoyable activities.
- **Social resilience:** Social resilience refers to the capacity of a group of people to adapt to and bounce back from adversity, whether that be a natural disaster, an act of violence, or economic hardship. It is about the bonds we form with one another and our ability to lean on one another in times of need.

## Methods to Build Resilience

### Social Engagement

Cultivating social connections and avoiding social isolation are the best ways to build resilience. Positive peer relationships and supportive interaction with family, faculty, and staff are known to be important factors in students’ academic performance and emotional well-being.

### Self-Awareness and Self-Care

Self-awareness is your capacity to clearly understand your own strengths, weaknesses, emotions, values, natural inclinations, tendencies, and motivation. Self-care refers to behaviors, thoughts, and attitudes that support your emotional well-being and physical health.

- Eat well, move your body, and get enough sleep.
- Practice self-compassion.

- Cultivate opportunities for personal growth; develop interests outside of your field or major.
- Make time for quiet reflection through prayer, journaling, yoga, spending time in nature, or practicing gratitude.
- Play, and have fun!

### Attention and Focus

Attention allows you to tune out information, sensations, and perceptions that are not relevant at the moment and instead focus your energy on the information that is important. Train your mental focus through meditation, visualization, deep breathing exercises, thought-stopping exercises, or other techniques.

- Focus on one thing at a time
- Avoid multi-tasking
- Unplug; take a break from checking your phone, especially when studying. Turning off your phone (or the sound) will give you periods of uninterrupted focus while preparing for an exam or presentation.
- Listen to classical music (or other music without lyrics) or natural soundscapes like ocean waves, wind, or birdsong to tune out stimuli and help you focus on the task at hand.

### Finding Meaning

Finding meaning is the act of making sense of—and exploring the significance of—an experience or situation. Research shows that cultivating a sense of meaning in your life can contribute more to positive mental health than pursuing happiness.

- **Come to understand your purpose:** Examine your strengths and talents, develop skills you want, recognize your values and pursue interests and passions, and live your own unique combination of these.
- Develop realistic goals and work toward them.
- Find ways to help others.
- Keep a long-term perspective and consider stressors in broader context.
- Embrace change.
- Reflect on what is going well and what is not.
- Explore spiritual or religious practices that fit your world view and values.
- Strive to accept what you cannot change; make conscious choices to take action where you can influence a process, outcome, or relationship.

### Growth Mindset

Cultivating a “growth mindset” can be an important part of building resilience. It is the opposite of a “fixed mindset,” when you believe that your intelligence and abilities are fixed, and your innate traits cannot be changed. Instead, a “growth mindset” acknowledges that you can learn from



challenges, and through these experiences you can increase your intellect and abilities.

- Leave the “genius” myth behind—achievement requires hard work, not just natural talent.
- Focus on “brain training”—your brain is like a muscle that needs to work to get stronger.
- Prioritize learning over approval, and the process over the end result.
- View challenges and setbacks as opportunities to grow, to learn something new.
- Acknowledge and embrace your imperfections, and try different learning tactics.
- Applaud your effort, and not just your inherent skill.
- Avoid comparing yourself to others—we all have different strengths and learn differently.



## STRESS MANAGEMENT

The number of hospital workers continue to increase. Therefore, healthcare is, indeed, a labor intensive industry. The formula of three employees for each patient can be compared to a hotel, which requires only one employee for 6 or 7 guests or more.

Various studies reveal that some of the worst occupations are in healthcare field. It is generally well accepted that responsibility for people causes more stress than responsibility for things. The hospital employee is not only responsible to patients but also must ensure satisfaction of other groups including families, physicians, accrediting bodies, and licensing authorities.

According to National Institute for Occupational Safety and Health (NIOSH), in a study of mental health disorders in 130 occupations, various healthcare occupations were contained in seven of the top twenty-seven occupations.

Nursing is a very stressful career (Attridge, 1996). Stress and burnout are major factors that nurses have to deal with often while in their work environment. Stress is intrinsic to nursing and a highly demanding job with poor support, rapidly changing circumstance, shortage of resources and staff, and dealing with death, and dying all contribute (Chang et al. 2005). Nursing is emotionally demanding and this interactive stress contributes to the daily stress of nurses. (Mann and Cowburn, 2005).

## Definitions

“The harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, needs of the worker”.

—National Institute of Occupational Safety and Health, 1999

“The adverse reaction people have due to excessive pressures or other types of demand placed on them is stress”.

—Health and Safety Executive, 2001

Stress refers to an individual’s response to a disturbing factor in the environment and the consequence of such reaction. The physical or psychological demands from the environment that cause stress are called *stressors*.

Stress is mostly understood to be negative. But it has positive dimension also. Where stress brings out something better from an individual, it is called *eustress*.

Stress is the body’s automatic response to any physical or mental demand placed on it.

**What is not stress?** Each of the following does not amount to stress:

- Stress is not *simply anxiety or nervous tension*.
- Stress need not always be *damaging*.
- Stress is not always due to *overwork*.

**The stress experience:** How an individual experiences stress depends on (Fig. 12.2):

- The person’s perception of the situation
- The person’s past experience
- The presence or absence of social support
- Individual differences with regard to stress reactions.

**Perception:** Perception refers to a psychological process whereby a person selects and organizes stimuli into a concept of reality. Employees’ perception of a situation can influence whether or not they experience stress.

**Past experience:** Whether a person experiences stress or not depends on his/her past experience with a similar stressor. The relationship between experience and stress is also based on reinforcement.

**Social support:** The presence or absence of other people influences how individuals in the workplace experience stress and respond to stressors.

**Individual differences:** Individual differences in motivation, attitudes, personality and abilities also influence whether employees experience work stress and if they do, how they respond to it.

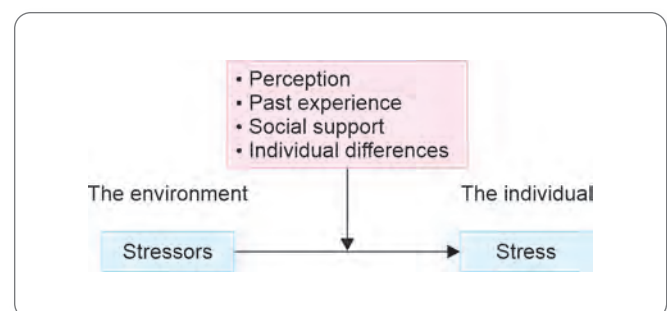


FIGURE 12.2: Relationship between stressors and stress



This is a typical model of occupational stress. As illustrated in the Figure 12.3, stressors lead to stress, which in turn leads to a variety of consequences. This model also contains several variables that help moderate the stressor–stress outcome relationship. A moderator is a variable that causes the relationship between stress and its outcomes to be stronger for some people and weaker for others.

## Classification of Stressors

### General Classification

- **Internal stressor:** Originates within the person. It is also called endogenous stressor. It arises within the nurse from previous experience and includes:
  - Guilt from being unable to intervene with patients effectively.
  - Threatened self-concept when a new nurse is assigned to observe other nurses.
  - Stressors in personal life.
- **External stressor:** Originates outside the individual. Examples:
  - Work overload (46%)
  - Lack of support
  - Lack of respectful relations within the healthcare team
  - Low pay salaries compared with those of physicians

- Long working hours
- Shift changes
- Understaffing of hospitals
- Pressure of the responsibility of providing continuous high levels of care over long periods of time
- Frustrations and disillusionment result in the difference between job expectations and realities
- Nurse’s relationship with others patients, family, other nurses, physicians administration
- Hostile patients
- New machine
- Inadequate staffing
- Denied merit increasing
- Job definition of nurses has not made accurately and clearly
- Responsibility, duty and title of nurses educated at different levels are the same
- Inadequacy of equipment
- Promotion to a new position.
- **Developmental stressor**
  - Occurs at a predictable time throughout life.
- **Situational stressor**
  - Unpredictable that may occur any time during life.
  - Can be positive or negative.

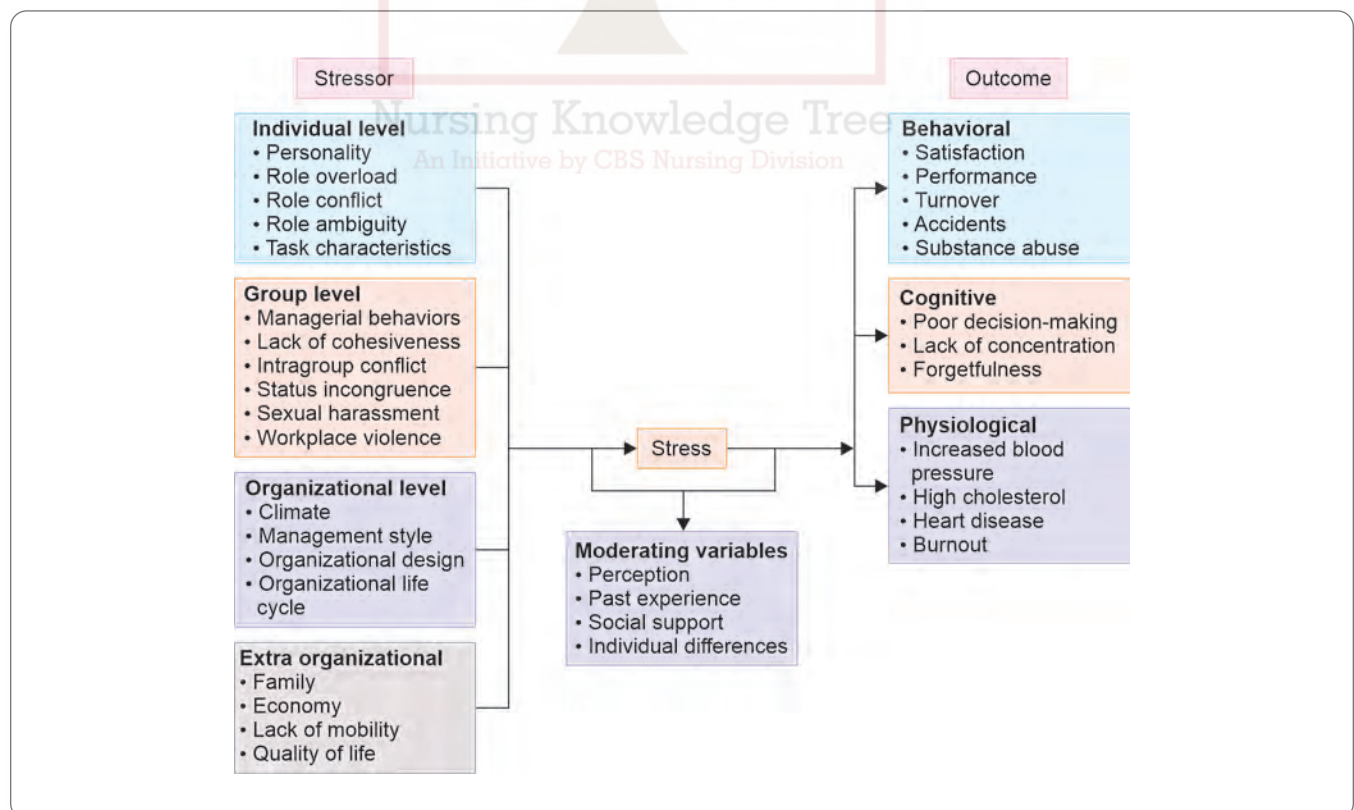


FIGURE 12.3: Work stress model/a model of occupational stress

### Individual Level Stressors

These relate directly to a person's personality and job responsibilities. The most common individual stressors are type of personality, role overload, and role conflict and role ambiguity.

- **Personality type:** In respect to personality, two concepts— type A personality and type B personality are relevant.
  1. **The type A personality** is stress prone and is associated with the following behavioral patterns:
    - Always moves, walks and eats rapidly.
    - Feels impatient with the pace of things, hurries others, and dislikes waiting.
    - Does several things at a time.
    - Feels guilty when relaxing.
    - Tries to schedule more and more in the less and less time.
    - Uses nervous gestures such as clenched fist banging the hand on the table.
    - Does not have time to enjoy life.
  2. **The type B personality**, on the other hand, is less stress prone. Following are the typical characters of type –B personality.
    - Is not concerned about time.
    - Is patient.
    - Does not brag.
    - Plays for fun, not to win.
    - Relaxes without feeling guilty.
    - Has no pressing deadline.
    - Is mild-mannered.
    - Is never in a hurry.
- **Role overload:** Too much work causes stress to an employee. Excess workload has become the norm these days as more and more organizations have reduced their work-force and restructured work, leaving the remaining employee with more tasks and fewer resources of time to complete them.
- **Role conflict:** Role conflict occurs when people face competing demands. There are two types of role conflicts in organizations.
  1. **Inter-role conflict:** When an employee has two roles that are in conflict with each other.
  2. **Personal conflict:** Occurs when personal values clash with organizational goals.
- **Role ambiguity:** Role ambiguity exists when employees are uncertain about their responsibilities, functions, performance expectations and level of authority.
- **Task characteristics:** These are also individual level stressors. Tasks are more stressful when they involve decision-making, monitoring equipment or exchanging information with others.

### Group Level Stressors

- **Group level stressors are caused by group dynamics and managerial behavior. Managers create stress for employee by:**
  - Failing to provide support.
  - Exhibiting inconsistent behaviors.
  - Showing lack of concern.
  - Providing inadequate direction.
  - Creating a high productivity environment and
  - Focusing on negatives while ignoring good performance.
- Sexual harassment is yet another group-level stressor that affects the job related performance of an employee adversely.

### Organizational Level Stressors

- **Organizational stressors:** Organizational stressors affect a large number of employees.
- **Organizational climate:** A high pressure environment that places chronic work demands on employees fuels the stress response.
- **Organizational structure:** Defines the level of differentiation, the degree of rules and regulations and where decisions are made. Excessive rules and lack of participation in decisions affect an employee.
- **Organizational leadership:** Represents the managerial style of the organization's senior executives. Some chief executive officers create a culture characterized by tension, fear, and anxiety. They establish unrealistic pressure on employee.
- **Long hours and high pressure of work:** Cause stress considerably. The youth in India spend more hours in office. With businesses operating across multiple time zones, working hours have got stretched and workers are feeling pressured to cope with.
- **Extra organizational stress:** Extra organizational stresses are those caused by factors outside the organization. For instance, conflicts associated with one's career and family life are stressful.

### Signs of Stress

Physical changes	Emotional signs	Mental signs
<ul style="list-style-type: none"> <li>• Appetite changes</li> <li>• Headaches</li> <li>• Fatigue</li> <li>• Insomnia</li> <li>• Indigestion</li> <li>• Cold</li> <li>• Weight change</li> <li>• Teeth grinding</li> <li>• Tension</li> </ul>	<ul style="list-style-type: none"> <li>• Bad temper</li> <li>• Anxiety</li> <li>• Nightmares</li> <li>• Irritability</li> <li>• Depression</li> <li>• Frustration</li> <li>• Over sensitivity</li> <li>• Mood swings</li> <li>• Fearfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking humor</li> <li>• Dull senses</li> <li>• Lethargy</li> <li>• Boredom</li> <li>• Indecisiveness</li> <li>• Forgetfulness</li> <li>• Poor concentration</li> <li>• Personality changes</li> </ul>

Contd...

Relations signs	Spiritual signs	Behavioral changes
<ul style="list-style-type: none"> <li>• Isolation</li> <li>• Defensive</li> <li>• Intolerance</li> <li>• Loneliness</li> <li>• Nagging</li> <li>• Lower sex drive</li> <li>• Aggression</li> <li>• Abuse</li> </ul>	<ul style="list-style-type: none"> <li>• A feeling of emptiness</li> <li>• Apathy</li> <li>• Inability to forgive</li> <li>• Loss of direction</li> <li>• Doubt</li> <li>• Need to prove self</li> <li>• Negative outlook</li> <li>• Gloom</li> </ul>	<ul style="list-style-type: none"> <li>• Pacing</li> <li>• Sweating</li> <li>• Substance abuse</li> <li>• Nail biting</li> <li>• Slumped posture</li> <li>• Restlessness</li> <li>• Risk aversion</li> <li>• Eating disorders</li> <li>• Headaches</li> </ul>

### Stress Management De-Stressing

Stress reduction strategies may be categorized as:

- Individual strategies,
- Organizational strategies.

#### Individual Strategies

The first step in managing stress is to understand that the individual is exposed to stressors. We cannot manage stress unless we know what causes stress and how these causes are affecting us psychologically, physiologically, and organizationally. If employee has any sign of stress, he/she needs to adopt coping strategies immediately.

Individual strategies to cope with stress include muscle relaxation, biofeedback, meditation, cognitive restructuring and time management:

- **Muscle relaxation:** This involves slow and deep breathing, a conscious effort to relieve muscle tension and an altered state of unconsciousness. The technique is inexpensive and may require a trained professional to implement initially.
- **Biofeedback:** A biofeedback machine is used to train people to detect and control stress related symptoms such as tense muscles and increased blood pressure. The machine translates unconscious bodily signs into a recognizable cue (flashing light or beeper). Muscle relaxation and bodily techniques are then used to alleviate the underlying stress.
- **Meditation:** Several meditation techniques are used with positive results and a majority of them are derivatives of eastern philosophies. The most widely practiced technique everywhere is transcendental meditation (TM). TM practiced for 20 minutes twice daily helps reduce stress significantly (Fig. 12.4).
- **Cognitive restructuring:** It involves two steps: First, irrational or maladaptive thought processes that create stress are identified. The second step consists of replacing these irrational thoughts with more rational or reasonable ones. Cognitive restructuring would alleviate by encouraging a person to adopt a more reasonable belief about the outcome associated with events.



FIGURE 12.4: Meditation

- **Time management:** Basic principles in time management are:
  - Preparing daily a list of activities
  - Prioritizing activities
  - Scheduling activities as per priorities set
  - Handling the most demanding part of job.

#### Organizational Strategies

Organizations develop and implement some stress reduction strategies. These programs focus on a specific issue or problem, such as—alcohol or drug abuse, job allocation, etc.

Organizational coping strategies help reduce the harmful effects of stress in the three ways:

1. Identify and then modify or eliminate work stressors.
2. Help employees to modify their perception and understanding of work stress.
3. Help employees to cope more effectively with the consequences of stress.

#### Aims to Eliminate Stress

- Improvement in the physical work environment
- Job redesign to eliminate stress
- Change in workload and deadlines
- Structural reorganization
- Change in the work schedules, and more flexible hours
- Management by goal setting programs
- Greater level of employee participation
- Workshops dealing with role clarity and role analysis.
- **Programs to modify the perception and understanding of work stress:**
  - Team building (Fig. 12.5)

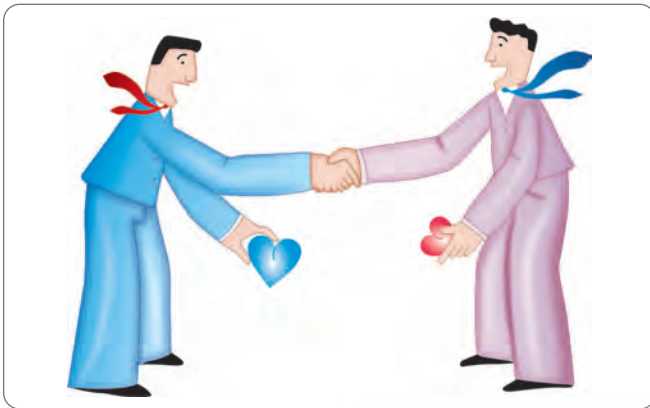


FIGURE 12.5: Team building



FIGURE 12.6: Continuing education programs

- Behavior modifications
- Career counseling and other employee assistance programs
- Workshop on time management.
- Training in relaxation technique
- Physical fitness programs.

### Coping Mechanism to Manage Stress

Nurses who cannot cope with stressors at work and in private life may experience anxiety and burnout. So management of stress is important. The nurses can use self-regulating mechanisms:



- Healthful dietary control system.
- Regular exercise.
- Meditative approaches such as yoga or biofeedback.
- Relaxation technique, professional therapies, visualization, or hypnosis.
- Pleasurable activities such as crafts or hobbies.
- Consciously fulfill emotional needs on a consistent basis by acknowledging one's strength and weakness.
- Participating in assertiveness training
- Learning to reduce role strain through laughter.
- Learning better self-pacing
- Taking time out for one's self.
- Enjoying longer vacations or developing a program to wind down after work.
- At work a person can vary day to day activities and patients.
- Keep professionally involved and growing.
- Take frequent short breaks.



- Whatever the mechanism an individual uses to reduce the stress, the first step is becoming aware of its presence. Noticing, labeling and expressing stressful feelings are reported as preliminary stress management techniques. Administration should also be involved in helping nurses cope with stress. Administration has been used to improve the work situation including:
  - Revise work schedules.
  - Provide continuing education programs (Fig. 12.6)
  - Use decentralized management.
  - Vary the amount and type of patient contact.
  - Provide feedback and necessary training in interpersonal skills.
  - Give recognition and arranging for both formal and informal support groups.
  - Change the work schedules, and provide more flexible hours.
  - Manage by goal setting programs.
  - Greater level of employee participation.
  - Workshops dealing with role clarity and role analysis.
  - Opportunities to attend course for credit or participate in other educational programs providing career advancement.

### TIME MANAGEMENT

Time management is the process of planning and exercising conscious control of time spent on specific activities—especially to increase effectiveness, efficiency, and productivity.

Time management involves demands relating to work, social life, family, hobbies, personal interests, and commitments. Using time effectively gives people more choices in managing activities. Time management may be





aided by a range of skills, tools, and techniques, especially when accomplishing specific tasks, projects, and goals complying with a due date.

Time management is the process of organizing and planning how to allocate the time between different tasks and activities. It allows to work smarter, not harder, leading to greater productivity and reduced stress.

## ABCD Analysis

A technique that has been used in business management for a long time is the categorization of large data into groups. These groups are often marked A, B, C and D—hence the name. Activities are ranked by these general criteria:

- A. Tasks that are perceived urgent and important.
- B. Tasks that are important but not urgent.
- C. Tasks that are unimportant but urgent.
- D. Tasks that are unimportant and not urgent.

## Importance of Time Management

- Less stress or anxiety
- Better work-life balance
- Increased focus
- Higher levels of productivity
- More free time
- Makes things simple and easy
- Less distraction
- Greater energy and motivation.

## Time Management Skills

The following are the steps to develop time management skills:

1. **Make a plan:** Effective time management is not achieved randomly. It involves a good amount of planning. Developing a strategy in which tasks are important and task sequences, calendar management, meetings, project plans, etc. are present can help to calibrate the course of the day and not go astray.
2. **Create a priority list rather than a to-do list:** Think about what needs to be done and prioritize the most critical tasks. Refrain from creating to-do list of all tasks to be done. Instead, create a list of the tasks based on priority and check off items after completing them. This helps to drive a sense of accomplishment and motivation.
3. **Start early:** Start the day early to take full advantage of the day. Most successful people get up early in the morning and do some quick exercising before heading to work.
4. **Breakdown every task into small chunks:** Zero in on what to want, and build smaller goals that ladder up to the desired goal. Group all related tasks into smaller groups that are easy to manage and tackle. Thus, one can better visualize and take steps to reach the goal.

5. **Practice decision making:** What we do with the 24 hours in a day is what makes the real difference in time management. The ability for good decision-making about time is one of the top time management skills. Prioritize and decide which tasks to handle first and say no to.
6. **Delegate tasks:** Task delegation means proper management of tasks. Learning how to delegate is very important in developing time management skills.
7. **Set SMART goals:** Set goals that are specific, measurable, achievable, realistic, and secured within a time frame. Be specific with the outcomes one want to achieve and allocate the time needed to reach that outcome.
8. **Set up deadlines:** Set realistic deadlines for task completion and stick to them. Try to set a deadline before the due date to deal with other tasks that may get in the way.
9. **Be mindful of when you are going off-track:** Procrastination affects productivity and causes wastage of time and energy. We tend to procrastinate when bogged down or feeling bored. Break up challenging tasks into smaller activities to stay engaged and on track.
10. **Learn to set boundaries and say no:** Time is the most precious asset, and good time management means getting comfortable with saying 'no' to tasks that are not the priority. Saying no on-time saves time to focus on more important things.
11. **Minimize distractions:** Anything that distracts one—emails, texts, social media—can make lose focus and become less productive. Eliminate these distractions and take control of time so one can get more work done.
12. **Deal with stress wisely:** Stress can affect our productivity. We often feel stressed when we take on more work than we can accomplish. It is crucial to identify what works when it comes to managing stress response. Find effective ways to deal with stress, including taking a short break, exercising, meditating, practicing a hobby, calling up a friend, or listening to music.
13. **Avoid multitasking:** Multitasking sounds like one is getting more tasks at once. But, studies have proven that it actually hampers productivity. Therefore, rather than multitasking and splitting your attention between a few different tasks, focus on getting one task done and moving on to the next. This small change can improve outcomes.
14. **Use the 20-min rule:** The 20/min increment block is one of the most essential time management skills. Prepare to tackle an important task and set the alarm for 20 minutes. Focus singularly on the task and give the best shot to it until the alarm rings. Now decide if one is going to put the task down or finish it. Repeat until one have completed the task.

15. **Take time off:** Sometimes the best thing to do is give a break to mind from the task at hand. Taking a break is a great way to give brain a chance to reset. It enhances focus and creativity and results in better problem-solving.
16. **Build a system and follow it diligently:** Try out different techniques and figure out what suits the best. Put the selected methods together to build a system that works and helps to improve. Follow the system regularly to get the most value out of it.

## How to Improve Time Management Skills?

Here are some effective strategies to improve time management skills:

- **Prepare and follow a schedule strictly:** Create a daily or weekly schedule outlining tasks and commitments. Understand the time needed for each task and assign specific time slots. Make a conscious effort to adhere to the schedule as closely as possible to maintain organization and focus.
- **Set boundaries for oneself:** Learn to say no to tasks or activities that do not align with your priorities or goals. Set clear boundaries with others to avoid unnecessary interruptions or distractions. Protect one's time by minimizing time-wasting activities such as excessive social media browsing or aimless web surfing.
- **Fix deadlines:** Assign deadlines to tasks, whether they are personal or work-related. Assigning deadlines helps create a sense of urgency and enables to prioritize work effectively. Be sure to set realistic deadlines considering each task's complexity and importance.
- **Set long- and short-term goals:** Define long-term goals clearly and break them into smaller, actionable short-term ones. Having specific goals provides clarity and motivation. Set deadlines for achieving goals and regularly review progress.
- **Manage one's calendar effectively:** Use a calendar or a digital planning tool to manage appointments, deadlines, and important dates. Dedicate specific blocks of time for different activities, including work, breaks, and personal time. Regularly review and update the calendar to stay on top of one's commitments.
- **Prioritize assignments:** Determine which tasks are most important and need immediate attention. Prioritizing helps to focus on high-value activities and prevents from getting overwhelmed by less important tasks.
- **Practice effective delegation:** Learn to delegate tasks to others when appropriate. Identify and assign tasks that can be done by someone else. This will help one focus on higher-priority tasks and improves overall productivity.
- **Minimize multitasking:** While it may seem efficient, multitasking often leads to decreased productivity and

lower-quality work. Instead, focus on one task and then move on to the next. This approach helps maintain concentration and produces better results.

- **Take regular breaks:** Avoid long stretches of continuous work as it can lead to burnout and decreased productivity. Take short breaks between tasks to recharge your mind and body. Use these breaks for relaxation, physical activity, or any activity that helps to rejuvenate.
- **Learn from one's experiences:** Engage in self-reflection to evaluate how you allocate time and identify areas where one can make improvements. Assess your productivity patterns and identify any recurring time-wasting activities or habits. Use this self-reflection to adjust one's approach and continually refine time management skills.

Remember, improving time management skills is an ongoing process that requires self-discipline and commitment. By implementing these strategies consistently, one can achieve their goals more effectively.

## CAREER PLANNING

Career planning is a process in which people analyze their personal strengths, weaknesses, skills, interests, and more to determine which job opportunities would be a great fit for them. They then set goals to pursue those opportunities. Career planning reflects an employee's professional goals—the full vision of what they aspire to in their career.

Career planning refers to the strategy a person uses to determine career goals and the path to achieve those goals. The process integrates various activities, including steps for self-improvement and the process of meeting these goals.

Career development is narrower in scope, generally seen as providing direction for growth and tracking progress for a worker inside a specific organization. While workers are expected to take individual responsibility for their career planning, they often have access to resources and support to implement the plan from their employer, including formal courses and on-the-job training.

While career path planning can be an individual activity, organizations can also play a role. Employers that help employees structure this process can demonstrate their commitment to employee development, which can increase morale and engagement.

## Key Components of Career Planning Process

### Self-exploration

Self-exploration is when employees examine their interests, skills, and abilities to determine what career path they wish to pursue. Employers can create structure in this step through sample questions that guide employees. Typical exploration questions include:



- What skills and education do I currently have?
- What parts of my current job do I like or dislike?
- What part of my job could I never do again and not miss?
- What are my superpowers—the things I’m really good at?
- What values are especially important to me?

These open-ended questions can help employees better understand their interests, values, and personality traits. The goal is not just to understand what they like about their current job role and responsibilities, but also to realize how those feelings translate to other possibilities.

### Career Exploration

Self-exploration helps people understand more about themselves. Career exploration helps people understand how those findings apply to particular career paths or job roles.

Organizations can also use this career exploration step to help employees narrow their choices. For instance, career exploration could uncover training opportunities that organizations can provide or pay for. HR leaders could also pinpoint lateral moves that are a good fit for productive yet dissatisfied employees, especially if promotions are scarce.

### Action Plan Development

Once employees have a better sense of themselves and their career path options, they can start planning for what’s next. This plan could include whether they will explore new skills, new job roles, or even an entirely new career. They might also acknowledge roadblocks, the pros and cons of certain choices, and what timelines are realistic for achieving their career aims.

### Developing Career Planning Process

- Make time for reflection
- Get clear with career goals

- Consider the role of personal values
- Consider organizational values
- Match skills with potential roles

### Importance of Career Planning

- **Provides career goals and paths:** It is needed to supply career goals and career paths to a person. It provides clear future directions in terms of career.
- **Develop competencies:** It motivates and encourages an employee to develop competencies for higher-level jobs. The competencies are often conceptual, interpersonal, and technical.
- **Creativity:** It is needed to extend employee’s creativity. It is needed for innovation. It is often caused by entrepreneurship within the organization.
- **Employee retention:** It is needed for the retention of qualified employees within the long-term. This is often needed to decrease costs of recruitment, selection, and training.
- **Motivation:** It motivates people for higher performance. Upward movement within the organization is predicated on the standard and quantity of performance.

### Benefits of Career Planning in an Organization

- It ensures a constant supply of promotable employees. It helps in improving the loyalty of employees.
- It encourages growth and development.
- It discourages the negative attitude of superiors who have an interest in suppressing the expansion of the subordinates.
- It can always create a team of people prepared enough to satisfy any contingency task.
- Career planning reduces labor turnover.

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# STUDENT ASSIGNMENT

## LONG ANSWER QUESTION

---

1. Define Emotional intelligence. Discuss the ways of improving emotional intelligence.

## SHORT ANSWER QUESTIONS

---

1. What is resilience building?
2. Define time management.
3. Write briefly about career planning.
4. What is stress management?

## DIFFERENTIATE BETWEEN

---

1. Emotional intelligence and resilience
2. Stress and crisis

## ENUMERATE

---

1. Stress management techniques.
2. Techniques of time management.
3. Importance of career planning.

## MULTIPLE CHOICE QUESTIONS

---

1. Which among the following is not an important source of environmental stressor?
  - a. Weather
  - b. Traffic
  - c. Substandard housing
  - d. Financial problems
2. The name Goleman is famous for:
  - a. Intelligence theory
  - b. Spiritual intelligence
  - c. Emotional intelligence
  - d. Social intelligence

---

### ANSWER KEY

1. d
  2. c
-

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- Sample sheets of planning hierarchy, organization chart, staffing, master plans, etc. are included.
- Special emphasis on the importance of administrative and leadership skills in nursing students has been given throughout the book to prepare them for diverse roles in healthcare settings.
- The content covers essential components, processes, and techniques crucial for equipping nursing students with the competencies needed to excel in multitasking roles.

Important **Learning Objectives** of every chapter are highlighted in the beginning to help readers understand the purpose of the chapter.

### LEARNING OBJECTIVES

After the completion of the chapter, the readers will be able to:

- Understand the current healthcare delivery system in India.
- Review nursing services and development of nursing services in India.

**Chapter Outline** is given in the beginning of every chapter to provide the reader a glimpse of entire chapter.

### CHAPTER OUTLINE

- Current Healthcare Delivery System in India
- At the Center/National Level
- At the State Level

Important **Key Terms** used in the chapter are presented to familiarize the readers with the important terminologies.

### KEY TERMS

**Department of Indian System of Medicine and Homeopathy:** Established in 1995 under Ministry of Health and Family Welfare for the purpose of involvement of Indian system of Homeopathy in the National Healthcare.

**Healthcare delivery system:** It is an organized system that provides, monitors and improves health services with the aim to

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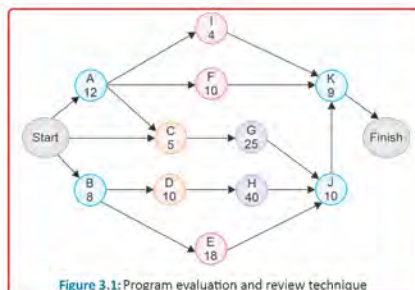


Figure 3.1: Program evaluation and review technique

Numerous **Tables** are used to clarify the concept and make the reading enjoyable and informative.

TABLE 3.2: Calculations of ET for Gantt chart

Task	O	M	P	TE
I	1 month	2 months	5 months	2.33
II	2 months	4 months	6 months	4
III	3 months	4 months	7 months	4.33
IV	5 months	6 months	8 months	6.1
V	2 months	6 months	4 months	4

To have supportive extra knowledge **Further Readings** section has been included.

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Detailed **Student Assignment** in the form of exercises in each and every chapter will facilitate structured learning and revision of the material provided in the respective chapters.

### STUDENT ASSIGNMENT

#### LONG ANSWER QUESTIONS

1. Briefly describe healthcare delivery system in India.
2. Explain healthcare delivery system at National/Central level.

#### SHORT ANSWER QUESTIONS

1. What are the functions/elements of management?
2. What are the principles of management?

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