



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



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

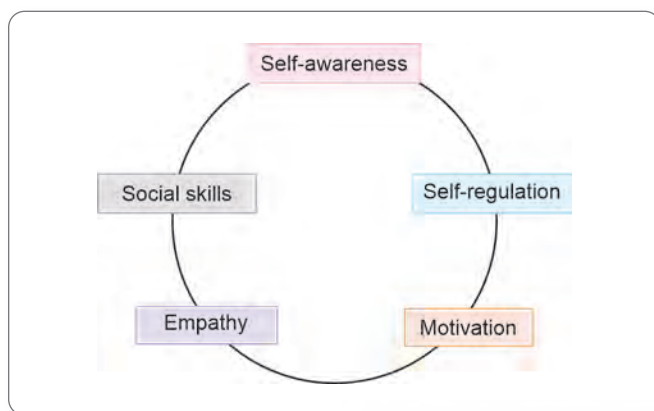


FIGURE 12.1: Characteristics of emotional intelligence

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.

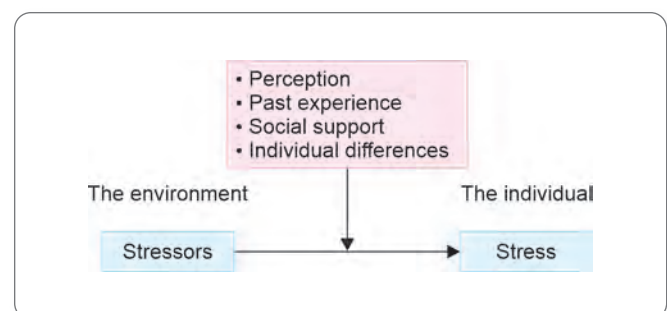


FIGURE 12.2: Relationship between stressors and stress

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.

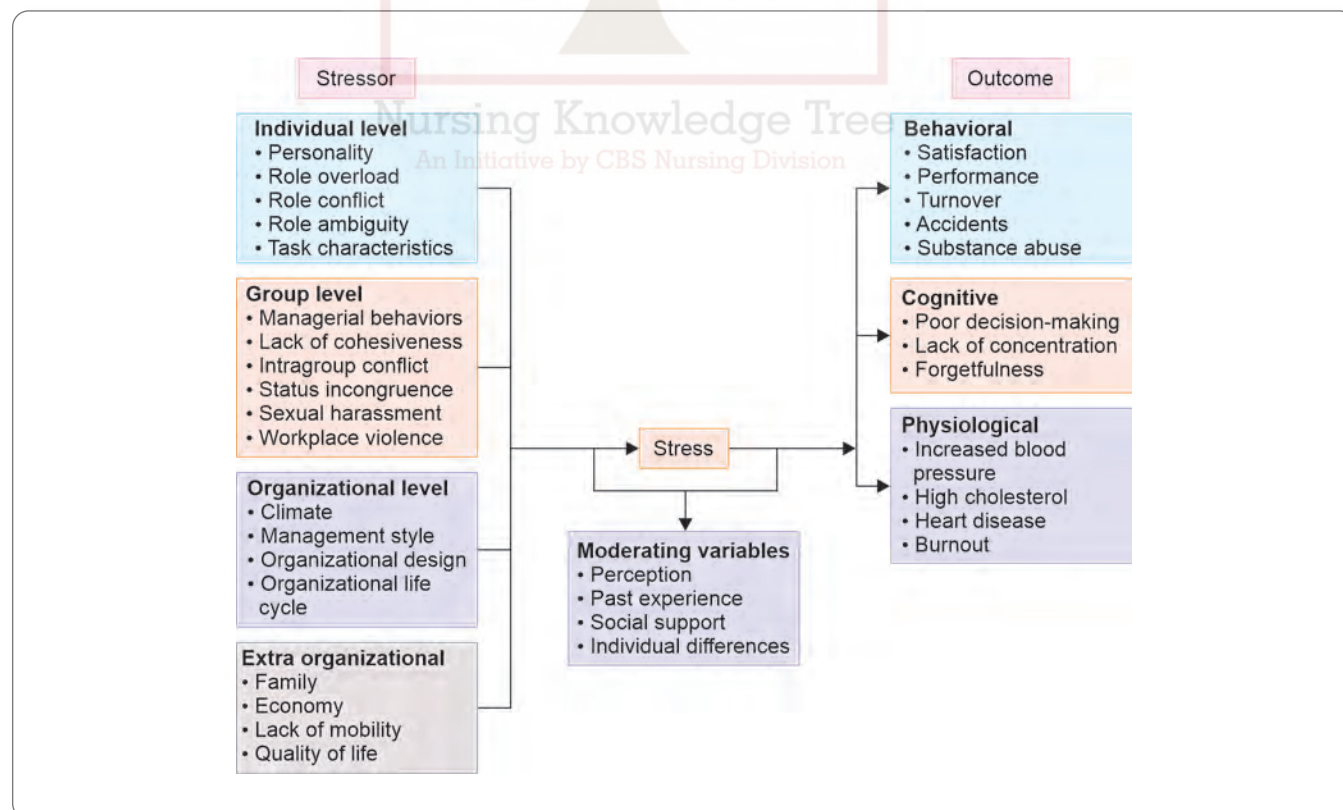
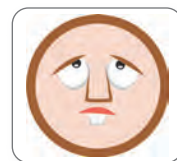


FIGURE 12.3: Work stress model/a model of occupational stress

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
• Appetite changes • Headaches • Fatigue • Insomnia • Indigestion • Cold • Weight change • Teeth grinding • Tension	• Bad temper • Anxiety • Nightmares • Irritability • Depression • Frustration • Over sensitivity • Mood swings • Fearfulness	• Lacking humor • Dull senses • Lethargy • Boredom • Indecisiveness • Forgetfulness • Poor concentration • Personality changes

Contd...

Relations signs	Spiritual signs	Behavioral changes
• Isolation • Defensive • Intolerance • Loneliness • Nagging • Lower sex drive • Aggression • Abuse	• A feeling of emptiness • Apathy • Inability to forgive • Loss of direction • Doubt • Need to prove self • Negative outlook • Gloom	• Pacing • Sweating • Substance abuse • Nail biting • Slumped posture • Restlessness • Risk aversion • Eating disorders • Headaches

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)

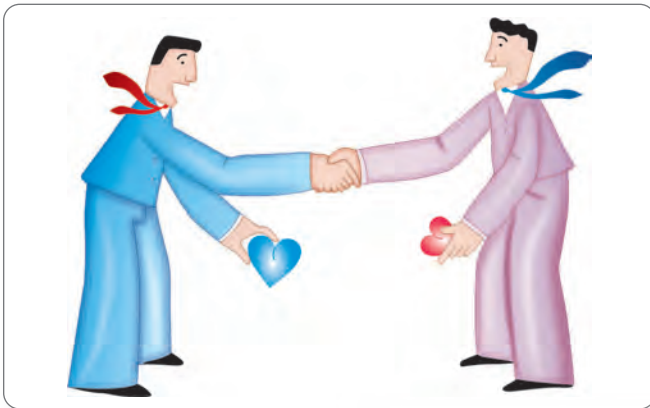


FIGURE 12.5: Team building



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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- 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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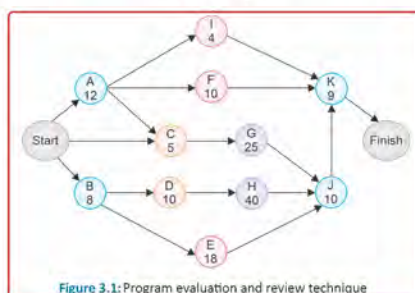


Figure 3.1: Program evaluation and review technique

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.

FURTHER READINGS

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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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