

Textbook of

**Nursing**

**Management and  
Leadership**

**Special Features**

- Comprehensive, INC Curriculum aligned content
- Includes Latest Concepts, Trends, Principles and Updates
- Enriched with Practical Applied aspects
- Extensive coverage of Leadership Theories, Leadership Skills, Communication and National & International Nursing Administration Guidelines
- Useful compendium for all the Nursing Students

**Nursing Knowledge Tree**

An Initiative by CBS Nursing Division



*Foreword*

**Bandana Bhattacharya**



**CBS Publishers & Distributors Pvt. Ltd.**

**Pity Koul**

Textbook of  
**Nursing  
Management and  
Leadership**



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Textbook of  
**Nursing  
Management and  
Leadership**

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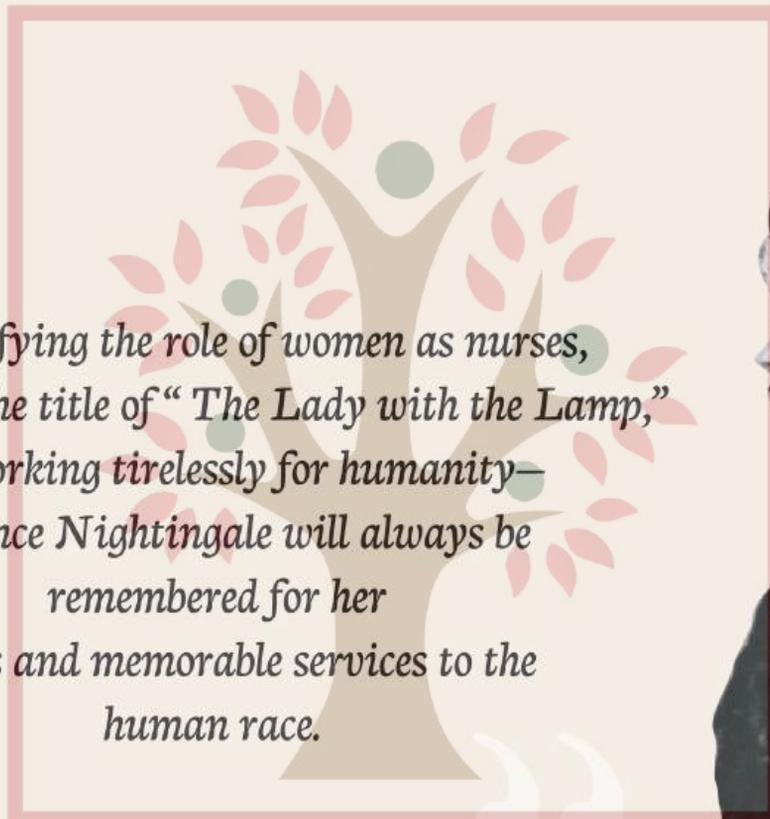
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# CBS Nursing Knowledge Tree

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.”



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Florence Nightingale  
(May 1820 – August 1910)



# Foreword

The book, **Textbook of Nursing Management and Leadership**, written by Dr Pity Koul, is a subject of popular discussion and interest, with further scope of development in the management of nursing services and leadership.

She has written 29 well-compiled chapters, including Healthcare Development of Nursing Services in India, Management and Administration, Organizational Behavior in Nursing, Communication, Human Relations and Public Relations and many more with Summary and Further Readings. In addition, Long and Short Answer Questions and Multiple Choice Questions have been incorporated at the end of each chapter in the section of Student Assignment.

Florence Nightingale, the Founder of Modern Nursing services has said, "Nursing takes a whole life to learn. We must make progress in it every year."

I hope this book will prove to be a valuable resource for teachers, students, graduates, postgraduates, and nursing administrators. I wholeheartedly congratulate Dr Pity Koul on publishing this well-compiled work and wish her continued success in all her academic and professional endeavors.



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Pity Koul, PhD, MSc (N), MA (Public Administration), PGDDE, BSc (N), with more than 43 years of teaching, administrative and research experience, is presently the Emeritus Professor at the School of Nursing Sciences and Research, Sharda University. She has previously held positions as Director & Professor in School of Health Sciences, IGNOU, New Delhi, and Professor & Dean, Faculty of Nursing, SGT University, Gurugram.

She was conferred the National Presidential Award (National Florence Nightingale Award) by the President of India in 2017, and felicitation by the Trained Nurses' Association of India (TNAI). Other awards from various national bodies include AICTE, Nari Shakti Award for excellent services, National Ratan Award, Best Teacher Award, Life Achievement Award from Nurse Teacher Association (NTA), Lifetime Achievement Award and Best Nurse Award from the Nursing Scholar Society (NSS).

She is National Advisor to the Pediatric and Neonatal Nurses Forum India (PNNFI) and was its Founder President. She is a member and office bearer of more than a dozen professional bodies.

She has been an External Resource Faculty for PhD Programs at various universities. She has guided more than 25 PhD scholars in Nursing.

She has planned, developed and implemented a vast number of certificates, Diploma, Degree and PhD programs in nursing and coordinated implementation of paramedical degree, diploma and certificate programs. She has written and edited many modules and developed many video and audio programs. She has been member of Core Committee and Taskforce of MoHFW for CHO program and convener of Joint Consultative Committee meetings of Ministry of Health and Family Welfare Government of India, INC and IGNOU. She pioneered in developing and implanting Distance Learning Program in nursing.

She has authored and co-authored around 200 peer-reviewed journal articles, contributed to more than 150 national and international conference presentations and organized large number of training programs, conferences, workshops, debates and panel discussions. She has also authored textbooks, including *Nursing Research and Statistics*, Information booklet and *Child Health Nursing*. Additionally, she has presented papers in USA, UK, China, Malaysia, Hong Kong, Myanmar, etc. and received WHO and UNICEF fellowships.





# Preface

The fields of management and leadership are fundamental pillars of the success of any organization. Effective management and leadership influence the strategic direction, decision-making, and operational efficiency of educational institutions. With rapid technological and informational advancements, shifting educational priorities toward skill development and entrepreneurship, evolving learner demands, and global challenges, the need for effective leaders and sound management practices has become more critical than ever.

The textbook is intended to provide professional nurses, undergraduate and postgraduate students, early-career nurses, and experts with a more accurate and practical understanding of leadership and management, presented in a simple, brief and clear manner.

This textbook has been designed to bridge the gap between established theory and contemporary practice, empowering readers to make informed decisions, lead with confidence, and contribute meaningfully to their respective fields.

The primary goal of this book is to provide learners, teachers, and professionals with a comprehensive and integrated understanding of both leadership and management principles. Leadership focuses on setting a vision for change, while management emphasizes organizing resources to achieve established goals and objectives. Both of these are complementary skills that are most effective when applied judiciously. We believe that a truly effective leader must also possess strong management skills, and vice versa.

#### Key features of this textbook include:

- **Integrated learning:** Learning outcomes at the beginning of each chapter are reinforced through concept checks, summaries, review questions, and assignments to ensure cohesive understanding.
- **Real-world application:** Appropriate examples are provided wherever applicable to enable learners understand key concepts and illustrate how theory translates into actionable strategies.
- **Skill development:** Content has been presented in a way that helps build essential workplace competencies such as problem-solving, communication, and effective resource and job allocation.
- **Self-reflection:** Self-assessments are integrated throughout the text to help readers better understand their own strengths and weaknesses as leaders.

The book is structured into 29 chapters, beginning with the general concepts and theories of management and leadership, and progressing to practice-based areas such as planning, organizing, staffing, and directing. It then moves through topics including communication, team building, and resource management, ending with the role of artificial intelligence in nursing leadership. Every effort has been made to present a balanced approach to the subject by drawing on experts from diverse fields of professional specialization, across a variety of areas, levels, and settings.

I sincerely hope that this book will serve as a valuable support for your academic journey and professional development, and act as an indispensable resource for cultivating insights as you strive for excellence in management and leadership.

**Pity Koul**



# Acknowledgments

I would like to express my sincere gratitude to the experts and nursing professionals who made this textbook possible. This project has been a collaborative effort, and its quality stands as a testament to their invaluable contributions and support.

My deepest appreciation goes to the review team and academic colleagues who offered their expertise and insightful feedback. I am particularly grateful to Dr Vaduvakkarassi, Associate Professor at College of Nursing, AIIMS, Guwahati, Assam, for her specific contributions, her periodic reviews and her significant contribution as the writer of the chapter on leadership.

I wish to acknowledge the support of the authorities of Sharda University, particularly the Chancellor, Chairman, Vice-Chairman, Vice-Chancellor, and Pro-Vice-Chancellor, and the Dean of Sharda School of Nursing Science and Research Sharda University.

I also wish to acknowledge the countless learners and teachers from whom I have had the opportunity to teach and learn, your enthusiasm, real-world experiences, and challenging questions have been a constant source of inspiration, which have really influenced to shape the focus of this book.

Finally, I thank my family and friends, especially my husband, Mr Ramesh Kumar Bhat, my son and daughter-in-law, Er. Winall and Sharnee, and my daughter and son-in-law Dr Nitika and Dr Saurabh, for their unwavering support, encouragement, and understanding during the long hours dedicated to writing. This book would not have been possible without their patience and love.

I extend my 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.

I would like to express my sincere thanks to Dr Anju Dhir (Sr. Product Manager cum Commissioning Editor) CBS Publishers and Distributors Pvt Ltd for her patience and instrumental role in shaping this manuscript into its final form. Last but not least, I sincerely thank the entire CBS team for bringing out the book with utmost care and attractive presentation. I would like to thank Ms Nitasha Arora (Assistant General Manager – Publishing) for her publishing support. I would also like to extend my thanks to Ms Surbhi Gupta (Sr. Editor cum Team Lead), Mr Ashutosh Pathak (Assistant Production Manager cum TL) and all the production team members for devoting laborious hours in editing, designing and typesetting the book.

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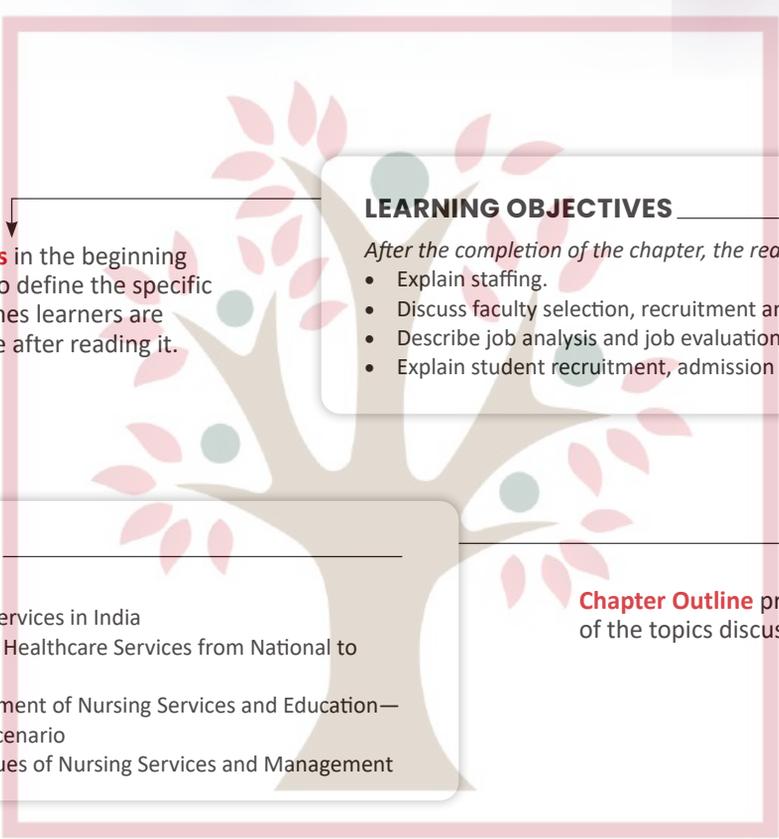
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# Special Features of the Book



**Learning Objectives** in the beginning of each chapter is to define the specific measurable outcomes learners are expected to achieve after reading it.

## LEARNING OBJECTIVES

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

- Explain staffing.
- Discuss faculty selection, recruitment and placement.
- Describe job analysis and job evaluation.
- Explain student recruitment, admission and clinical placement.

## CHAPTER OUTLINE

- Introduction
- Public Sector Health Services in India
- Organization Levels of Healthcare Services from National to Village Level
- Planning and Development of Nursing Services and Education—Global and National Scenario
- Recent Trends and Issues of Nursing Services and Management

**Chapter Outline** provides a glimpse of the topics discussed in the chapter.

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**Key Terms** are added in each chapter to help students understand difficult terms in easy language.

## KEY TERMS

**Models of decision-making:** Decision-making models are frameworks that help organizations and individuals make informed choices. They provide a structured approach to problem-solving, evaluation, and decision-making. These models help to ensure that all relevant factors are considered and can be adapted to different situations.

**Problem-solving:** The process of finding and implementing solutions to challenges or obstacles. It involves identifying the problem, exploring its root causes, generating potential solutions, evaluating alternatives, making a decision, implementing the chosen solution, and then evaluating the outcome.

Enhanced **Figures** are used throughout the book to make learning easy and interesting.

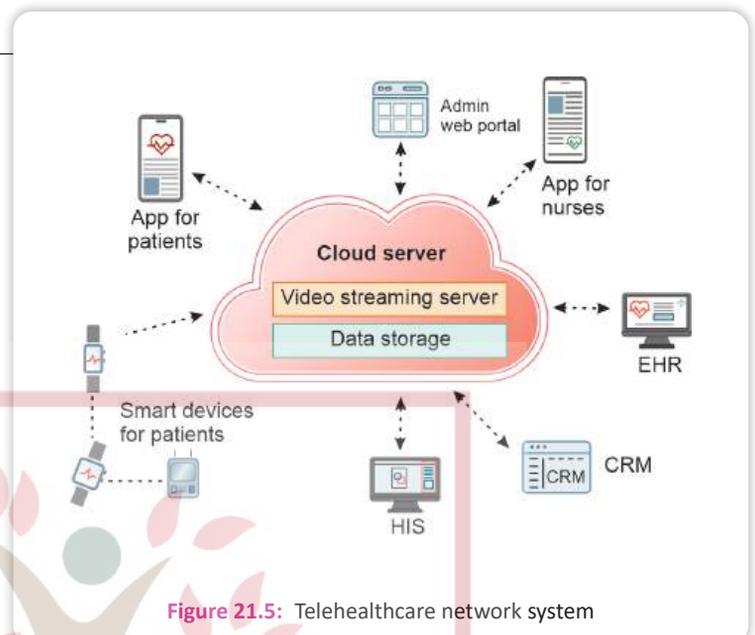


TABLE 20.1: Basic components of medical equipment planning

Planning	Procurement	Management
<ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Technology assessment</li> <li>• Facility evaluation</li> <li>• Budgeting</li> <li>• Priority setting</li> </ul>	<ul style="list-style-type: none"> <li>• Specification preparation</li> <li>• Tender preparation</li> <li>• Tender issuance</li> <li>• Evaluation</li> <li>• Tender award</li> <li>• Equipment delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Installation</li> <li>• Acceptance</li> <li>• Commissioning</li> <li>• User training</li> <li>• Equipment operation</li> </ul>

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

Extra knowledge related to the respective topic is covered under the **High-Yield Points** boxes.

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**(High-Yield Points)**

- Ensure regular and adequate flow of materials.
- Standard and quality materials should be procured
- Monitor quality and safety of materials.
- Prevent and control wastage/misuse of materials.
- Follow policies, procedures and routine for indents, which are developed, by the hospital.
- Receive, store and check timely to replenish all necessary materials.
- Maintain emergency and buffer stock.
- Arrange for preventive maintenance wherever needed.
- Maintain proper inventory and stock of all materials and update them periodically.

Important facts are covered under **Must Know** boxes.

**Must Know**

Remember, a well-prepared budget proposal for nursing services should align with the organization's strategic goals, prioritize patient care, promote staff development, and ensure operational efficiency within the nursing department. Additionally, it should consider regulatory compliance, patient safety, and quality of care as integral components.

**Mnemonic**

**'POSDC'**

- P – Planning
- O – Organizing
- S – Staffing

- D – Directing
- C – Controlling

Quick tips to memorize the main points are given in the **Mnemonic** boxes.

Central message of the topic under discussion is summarized in **Takeaway** boxes.

**Takeaway**

The patient classification system plays a pivotal role in modern healthcare management, providing a structured approach to patient care, resource allocation, and staff management. By categorizing patients based on their acuity and medical needs, healthcare facilities can optimize efficiency, deliver high-quality care, and ultimately improve patient outcomes. Continuous refinement and adaptation of the PCS will ensure that healthcare organizations stay at the forefront of providing excellent patient care in an ever-evolving medical landscape.

**SUMMARY**

- Management is an everlasting process that has been defined by various thinkers in different ways.
- Management is a practice that shapes and directs organizations.
- The roles managers play, the functions they perform, and the processes they follow contribute greatly to the achievement of organizational goals.
- Managers possess skills and competencies which are critical for the success of the organization.
- Managerial functions are performed at all levels in an organization.
- Strong foundation in both, the theory and practice of management is vital, particularly in today's dynamic environment.
- A manager must be able to understand management concepts and communicate them clearly.
- Decision-making is central to a manager's role.

Important points of respective chapters have been highlighted under **Summary** boxes.

To gain extra edge, the references are given in **Further Readings** boxes.

### FURTHER READINGS

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### STUDENT ASSIGNMENT

#### LONG ANSWER QUESTIONS

1. Discuss principles and philosophy of staffing.
2. Explain the scheduling duty for nurses.
3. Describe models of patient care.

#### SHORT ANSWER QUESTIONS

1. List the factors influencing staffing.
2. Write a short note on importance of staffing.
3. Write briefly about grievance management.
4. Write short note on importance of staff development programs.

#### MULTIPLE CHOICE QUESTIONS

1. "Staffing is bringing in and training the staff and maintaining favorable conditions for workers." This statement was given by:
  - a. Luther Gulick
  - b. McFarland
  - c. Koontz et al
  - d. Peter Drucker
2. Process of finding the potential employees of an organization and persuading them to apply for the available position is:
  - a. Selection
  - b. Recruitment
  - c. Placement
  - d. Manpower planning

At the end of every chapter, **Student Assignment** section is included to help the students assess their understanding of the discussed topics.

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**Nursing Knowledge Tree**  
 An Initiative by CBS Nursing Division

# Leadership, Mentorship and Preceptorship

## LEARNING OBJECTIVES

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

- Explain the concepts and meaning of leadership, mentorship and preceptorship.
- Enhance the knowledge on theories of leadership and various leadership styles and leadership strategies.
- Explain principles, characteristics, and benefits of mentorship.
- Describe types, models, stages, barriers, strategies and trends in mentoring.
- Discuss the mentoring and nursing theories for mentoring.
- Explain objectives, roles, responsibilities, phases, beliefs and characteristics in preceptorship.
- Describe contemporary perspectives and trends of mentoring in nursing.
- Enhance the clinical skills and knowledge of the preceptee.
- Integrate the preceptee into the nursing team and organizational culture.
- Boost the confidence and independence of the preceptee in their practice.
- Ensure high standards of patient care through guided practice.

## CHAPTER OUTLINE

### Leadership

- Introduction
- Meaning of Leadership
- Definitions
- Key Concepts or Elements of Leadership
- Principles of Leadership
- Leadership Competencies
- Theories of Leadership
- Leadership Strategies
- Leadership Styles
- Methods of Leadership Development

### Mentorship

- Introduction
- Meaning of Mentorship
- Definitions

- History of Mentorship
- Principles
- Need of Mentorship in Nursing
- Characteristics of a Successful Mentor
- Mentoring
- Contemporary Perspectives and Trends of Mentoring in Nursing

### Preceptorship in Nursing

- Introduction
- Definition
- Objectives
- Roles and Responsibilities
- Phases of Preceptorship
- Benefits
- Challenges and Solutions of Preceptorship

## KEY TERMS

**Leadership:** The ability to influence and guide others toward achieving a shared goal. It involves a range of skills and behaviors, including providing direction, motivating team members, and fostering collaboration.

**Mentorship:** A relationship where an experienced person (the mentor) provides guidance and support to a less experienced person (the mentee) to help them grow and develop, often in a professional or educational setting.

**Preceptorship:** A period of structured learning and guidance where a more experienced professional (the preceptor) mentors and supports a less experienced individual (the preceptee) to develop skills, knowledge, and confidence in a specific field.

**Trends in mentoring:** Mentoring trends are evolving to include AI-powered matching, diversity initiatives, and the integration of technology and mental health support. These trends aim to make mentorship more accessible, personalized, and impactful.

## LEADERSHIP

### INTRODUCTION

Leadership is an essential component of organizational success and development, as it helps to maximize the efforts of individuals and teams toward achieving a shared purpose. Leadership is a critical aspect of nursing practice, as it influences the quality of care provided to patients and the success of healthcare organizations. In recent years, there has been a growing emphasis on developing effective leadership skills among nurses, with the recognition that nurses play a pivotal role in shaping the future of healthcare.

Leadership refers to the ability of a person to inspire, influence, and guide others toward a common goal or objective. It involves creating a vision, communicating effectively, and making decisions that motivate individuals or groups to achieve their full potential. Effective leadership requires skills such as empathy, motivation, delegation, problem-solving, and the ability to adapt to different situations and people.

The leader is a vital person of an organization. Leader is the one who can change the individual goal into an organizational goal and drive the team members to work together to achieve the goal. A good leader is able to inspire and empower his/her team, foster a positive work environment, and promote innovation and growth.

### MEANING OF LEADERSHIP

Leadership word is derived from old English word, 'Laedere', meaning the one who leads. Somewhere, it is closest to the Latin word 'ducere' that is to lead. The author James MacGregor Burns wrote a book called 'Leadership' in which he described the word 'Leadership' as one of the most observed but least understood phenomena in this world.

Therefore, we can say that meaning of leadership is 'to lead others'.

### DEFINITIONS

- "The process of influencing the activities of an organized group toward goal achievement." —**Rauch & Behling**
- "Leadership is about articulating visions, embodying values and creating the environment within which things can be accomplished." —**Richard & Engle**
- "Leadership is a process of giving purpose (meaningful direction) to collective effort and causing willing effort to be expended to achieve process." —**Jacobs & Jaques**

- "Leadership is the process of making sense of what people are doing together so that people will understand and be committed." —**Drath & Palus**
- "Leadership is the ability of a person to influence others toward the achievement of a goal or an objective." —**John C Maxwell**
- "Leadership is the art of getting someone else to do something you want done because he wants to do it." —**Dwight D Eisenhower**
- "Leadership is the process of influencing others to achieve common goals." —**Northouse**
- "Leadership is the ability to create a vision, inspire others to achieve it, and ensure its realization despite significant obstacles." —**Daft R L**
- "Leadership is the process of directing and influencing the task-related activities of group members." —**Robbins S P, Judge T A, & Campbell T T**
- "Leadership is the process of social influence, which maximizes the efforts of others towards the achievement of a goal." —**Yukl G**
- "Leadership is the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the organizations of which they are members." —**Hughes R L, Ginnett R C, & Curphy G J**

### KEY CONCEPTS OR ELEMENTS OF LEADERSHIP

- **Influence:**
  - The ability to sway or affect the actions, behaviors, and attitudes of others.
  - Influence can be exerted through authority, persuasion or personal charisma.
- **Vision:**
  - The capacity to create a clear and compelling picture of the future.
  - Vision provides direction and inspiration, helping others understand and commit to the goals.
- **Motivation:**
  - Inspiring and encouraging others to achieve their best.
  - Motivation involves recognizing and addressing the needs and desires of individuals and teams.
- **Communication:**
  - The ability to convey information, expectations, and feedback effectively.

- Good communication fosters understanding, collaboration, and trust.
- **Decision-making:**
  - The process of making choices and taking actions to achieve goals.
  - Effective decision-making involves analyzing information, assessing risks, and considering the impact on all stakeholders.
- **Empowerment:**
  - Enabling others to take initiative and make decisions.
  - Empowerment builds confidence, fosters innovation, and enhances team performance.
- **Adaptability:**
  - The ability to adjust strategies and approaches in response to changing circumstances.
  - Adaptable leaders can navigate uncertainty and guide their teams through transitions.

## PRINCIPLES OF LEADERSHIP

Leadership principles are foundational guidelines that guide the behaviors and actions of effective leaders. These principles help leaders navigate challenges, inspire their teams, and achieve their goals. Here are some key leadership principles:

- **Vision—define and communicate a clear vision:** Effective leaders articulate a clear and compelling vision for the future, providing direction and purpose for their team.
- **Integrity—act with integrity and honesty:** Trust is built on integrity. Leaders should act ethically and transparently, maintaining consistency between their words and actions.
- **Empowerment—empower and develop others:** Leaders should foster an environment where team members feel valued and empowered to contribute their best work.
- **Accountability—hold yourself and others accountable:** Leaders must take responsibility for their actions and ensure that their team members do the same.
- **Empathy—show empathy and understanding:** Understanding the needs, concerns, and emotions of team members is crucial for effective leadership.
- **Adaptability—be adaptable and open to change:** Effective leaders are flexible and able to adapt to changing circumstances and new information.
- **Communication—communicate effectively:** Clear and effective communication is essential for leadership success.
- **Decision—making—make informed and timely decisions:** Leaders need to make decisions confidently and efficiently, based on sound judgment and relevant information.
- **Lead by example—set the standard by leading by example:** Leaders should model the behaviors and attitudes they expect from their team members.

- **Inspire and motivate—inspire and motivate your team:** Effective leaders inspire and motivate their team to achieve their best.
- **Focus on results—focus on results and outcomes:** Leaders should prioritize achieving goals and delivering results.
- **Build relationships—build strong relationships:** Cultivating strong relationships with team members, stakeholders, and other leaders is crucial for success.

## LEADERSHIP COMPETENCIES

Leadership competencies are the skills, behaviors, and attributes that enable effective leadership. These competencies are essential for leaders in any field, including nursing, to inspire, guide, and influence their teams toward achieving organizational goals. Here are some key leadership competencies:

### Communication Skills

The ability to convey information clearly, listen actively, and foster open communication.

**Key elements:**

- **Verbal communication:** Articulating thoughts clearly and confidently.
- **Nonverbal communication:** Using body language and facial expressions effectively.
- **Active listening:** Demonstrating genuine interest in others' input and feedback.
- **Feedback:** Providing constructive feedback that encourages improvement and growth.

### Emotional Intelligence

The capacity to recognize, understand, and manage one's own emotions and the emotions of others.

**Key elements:**

- **Self-awareness:** Recognizing and understanding one's own emotions.
- **Self-regulation:** Managing emotions and impulses effectively.
- **Motivation:** Being driven to achieve goals with energy and persistence.
- **Empathy:** Understanding and sharing the feelings of others.
- **Social skills:** Building and maintaining healthy relationships.

### Decision-Making and Problem-Solving

The ability to analyze information, consider alternatives, and make sound decisions.

**Key elements:**

- **Analytical thinking:** Breaking down complex problems and identifying key issues.
- **Critical thinking:** Evaluating information and arguments logically.
- **Judgment:** Making decisions based on careful analysis and sound reasoning.
- **Decisiveness:** Taking timely and effective action.

## Strategic Thinking

The capacity to think long-term, anticipate future trends, and align actions with organizational goals.

**Key elements:**

- **Visioning:** Creating and communicating a compelling vision of the future.
- **Planning:** Developing and implementing effective strategies and plans.
- **Innovation:** Encouraging creativity and new ideas.
- **Adaptability:** Adjusting strategies in response to changing conditions.

## Integrity and Ethical Behavior

Adhering to moral and ethical principles, and acting with honesty and transparency.

**Key elements:**

- **Ethical decision-making:** Making choices based on ethical standards.
- **Honesty:** Being truthful and transparent in actions and communications.
- **Accountability:** Taking responsibility for one's actions and decisions.
- **Trustworthiness:** Building trust through consistent and reliable behavior.

## Team Building and Collaboration

The ability to build, develop, and maintain effective teams and foster collaboration.

**Key elements:**

- **Team development:** Recruiting, training, and developing team members.
- **Collaboration:** Encouraging cooperative and coordinated efforts.
- **Conflict resolution:** Addressing and resolving conflicts constructively.
- **Inclusivity:** Promoting diversity and creating an inclusive environment.

## Coaching and Mentoring

The ability to support and guide others in their professional development.

**Key elements:**

- **Guidance:** Providing direction and support to help others achieve their goals.
- **Feedback:** Offering constructive feedback to facilitate improvement.
- **Empowerment:** Encouraging others to take initiative and develop their skills.
- **Role modeling:** Demonstrating behaviors and attitudes that others can emulate.

## Adaptability and Resilience

The capacity to remain flexible and recover quickly from setbacks.

**Key elements:**

- **Flexibility:** Adjusting to new conditions and changing circumstances.
- **Resilience:** Maintaining a positive attitude and perseverance in the face of adversity.
- **Stress management:** Managing stress effectively to remain productive.
- **Continuous learning:** Seeking out opportunities for personal and professional growth.

## Change within Management

The ability to lead and manage change within an organization.

**Key elements:**

- **Vision for change:** Creating and communicating a vision for change.
- **Planning and implementation:** Developing and executing change plans.
- **Stakeholder engagement:** Involving and engaging stakeholders in the change process.
- **Overcoming resistance:** Addressing and mitigating resistance to change.

## Cultural Competence

The ability to understand, respect, and effectively interact with people from diverse backgrounds.

**Key elements:**

- **Awareness:** Understanding one's own cultural biases and perspectives.
- **Sensitivity:** Being sensitive to cultural differences and nuances.



- **Inclusion:** Creating an inclusive environment that values diversity.
- **Communication:** Communicating effectively across cultural boundaries.

## THEORIES OF LEADERSHIP

### Trait Theory

Trait theory is otherwise known as 'Great Man Theory' and it explains that leaders are inborn. Trait theory defines that leadership qualities are innate in nature. They are born leaders. Few traits influencing leadership are intelligence, self-confidence, emotional stability, integrity, and charisma.

Trait theory emerged in the early 20th century and was based on the assumption that leaders are born with certain qualities that make them effective. However, Trait theory has been criticized for oversimplifying the complex nature of leadership, as it ignores the situational and contextual factors that affect leadership's effectiveness. Critics argue that while certain traits may be associated with effective leadership, they are not sufficient on their own and that leadership is a multifaceted phenomenon that involves a range of skills, behaviors, and abilities.

Despite these criticisms, the Trait theory had a lasting impact on the study of leadership and has influenced subsequent research on leadership traits and characteristics.

### Benefits of Trait Theory

Trait theory of leadership has several benefits, as follows:

- **Identification of leadership potential:** It helps in identifying individuals who possess the traits that are associated with effective leadership. This allows organizations to select and develop leaders who are more likely to be successful in their roles.
- **Clarity on desired traits:** It provides clarity on the desired traits for effective leadership. This helps in defining leadership expectations and can guide leadership development programs.
- **Development of leadership profiles:** It can be used to develop leadership profiles, which can be helpful in recruitment and selection processes. It helps in identifying the specific traits that are needed for a particular role or organization.
- **Predictive value:** It has predictive value, as certain traits have been consistently associated with effective leadership across various settings and cultures. This can be helpful in identifying potential leaders and predicting leadership's effectiveness.
- **Focus on personal development:** It emphasizes the importance of personal development and self-awareness for effective leadership. This can encourage individuals to work on developing their leadership skills and abilities.

Overall, the Trait theory provides a useful framework for understanding the role of personality traits in effective leadership. While it has limitations and has been criticized for oversimplifying the complex nature of leadership, it can be a useful tool for leadership development and selection.

### Advanced Trait Theory

Advanced Trait Theory is built upon the traditional Trait Theory of leadership and incorporates additional factors that contribute to effective leadership. While the traditional Trait Theory is focused on identifying specific personality traits that are associated with effective leadership, Advanced Trait Theory recognizes that leadership effectiveness is also influenced by situational and contextual factors. Advanced Trait Theory suggests that effective leadership is a combination of individual traits, skills, knowledge, and situational factors. In addition to personality traits, factors such as education, experience, cultural background, and social skills can also contribute to leadership effectiveness. Advanced Trait Theory also emphasizes the importance of emotional intelligence (EI) in effective leadership. EI refers to the ability to understand and manage one's own emotions and the emotions of others. Leaders with high EI are better able to communicate effectively, build strong relationships with their followers, and motivate their team towards a shared goal. Overall, Advanced Trait Theory provides a more comprehensive understanding of effective leadership by incorporating a broader range of individual and contextual factors. It highlights the importance of situational awareness and emotional intelligence in leadership effectiveness and recognizes that effective leadership is not solely determined by personality traits.

This theory also acknowledges that different situations may require different leadership styles, and that effective leaders must be able to adapt their style to the specific situation. For example, a leader may need to be more directive in a crisis situation, while in a more stable environment, a more participative leadership style may be appropriate.

### Source of Leadership Qualities According to Trait Theory

According to Trait theory, the person builds up leadership qualities through two ways as discussed ahead:

1. **Innate:** This theory proposes that certain innate characteristics, such as intelligence, charisma, and confidence, determine an individual's leadership abilities. These are the leadership qualities which are there with the people by birth. For example, physical qualities such as body physique, skin color and texture, height and intellectual qualities such as critical thinking and decision-making skills. Example of innate trait leader is Florence Nightingale. By birth, she was so kind-hearted

and wanted to serve humanity. She was the first nurse theorist, nurse researcher and she was an ever-nursing leader.

2. **Acquired:** These are the leadership qualities which are adopted by the individual over the period of time in their lifespan. These are specific in nature according to their problem and situation, such as communication and social skills. For example, nurses working as a team leader learn leadership qualities from their professional experiences.

### Common Traits of Good Leaders According to Trait Theory

According to Warren Bennis (1984), there are four common traits which bring about good leaders.

1. **Management of attention:** These leaders communicate and have a sense of good direction that attracts the members to follow.
2. **Management of meaning:** These leaders make their group members understand the aims and objectives of an organization and make the members understand the meaning and purpose of their existence.
3. **Management of trust:** These leaders develop the trustworthiness among the employees.
4. **Management of self:** These leaders understand themselves and make the fellow members understand the organizational goal.

### Behavioral Theory

This theory focuses on the actions and behaviors of leaders, suggesting that effective leadership can be learned and developed through observation and practice. Behavioral Theory of leadership suggests that leadership effectiveness is not solely determined by one's personality traits, but also by their behaviors and actions. This theory proposes that effective leaders exhibit certain behaviors that differentiate them from less effective leaders. Behavioral Theory emerged in the 1940s and 1950s in response to the limitations of the Trait Theory of leadership, which focused on identifying specific personality traits associated with effective leadership. Behavioral Theory sought to identify the specific behaviors and actions that were associated with effective leadership.

Researchers identified two main types of leadership behaviors—task-oriented and people-oriented. Task-oriented behaviors focus on achieving specific goals and objectives, while people-oriented behaviors focus on building relationships and promoting employee satisfaction.

### Key Leadership Behaviors

The research on Behavioral Theory of leadership identified several key leadership behaviors that were associated with effective leadership. These include:

- **Initiating structure:** This involves clearly defining the roles and responsibilities of team members, setting clear goals and objectives, and establishing a framework for accomplishing tasks.
- **Consideration:** This involves building positive relationships with team members, showing concern for their well-being, and supporting their personal and professional growth.
- **Participative leadership:** This involves involving team members in decision-making processes, seeking their input and feedback, and empowering them to take ownership of their work.
- **Achievement-oriented leadership:** This involves setting high expectations for team members, encouraging them to take on challenges, and providing them with support and feedback to help them achieve their goals.

### Benefits of Behavioral Theory of Leadership

Behavioral Theory of leadership has several benefits as follows:

- It provides a more comprehensive view of leadership by emphasizing the importance of behaviors and actions, in addition to personality traits.
- This theory is also more practical and actionable, as it identifies specific behaviors that leaders can adopt to improve their effectiveness.
- Additionally, Behavioral Theory highlights the importance of building positive relationships with team members, which can lead to increased job satisfaction and motivation.
- This theory describes that leaders are developed according to their behavior.
- It can be based on the people oriented and task oriented.

### Leadership Styles According to Behavioral Theory of Leadership

It includes four types of leadership styles as follows:

1. **Autocratic leader:** Autocratic leadership style is otherwise known as Directive or Controlling or Authoritative. These leaders take sole responsibility and take decision by their own and there is less or no consideration for the employees' views. Autocratic

leadership is a style of leadership in which the leader holds all of the decision-making power and authority within a group or organization. This type of leader typically makes decisions independently, without consulting or seeking input from others in the group. Autocratic leaders are known for their strong, directive style and are often perceived as being controlling or domineering. In an autocratic leadership style, the leader expects their orders to be obeyed without question, and may use rewards or punishments to enforce compliance. This style of leadership can be effective in certain situations, such as in times of crisis when quick and decisive action is needed, but it can also lead to resentment and a lack of motivation among followers who feel excluded from the decision-making process. The well-known figure of autocrat leader is Hitler. He took sole decisions and drove the manpower into wrong direction.

#### Types of autocratic leadership

Autocratic leadership is further classified into two types.

1. **Strict autocrat:** These leaders impose negative motivation in terms of punishments such as penalty, loss of pay, demotion and decrease the wage.
2. **Benevolent autocrat:** These leaders approach their employees with positive motivation such as promotion, salary increment and deputing the employees for higher studies.

An example of autocratic leadership can be seen in a military setting, where the commanding officer holds complete authority over their subordinates. In this type of leadership, the commanding officer gives orders and expects immediate and unquestioning obedience from their subordinates. They make decisions independently, without consulting or seeking input from others in the group, and use rewards or punishments to enforce compliance. For example, a commanding officer may order their troops to undertake a dangerous mission without explaining the rationale behind the decision or seeking input from the troops. The troops are expected to carry out the order without questioning it, and failure to do so could result in disciplinary action or other consequences. While this style of leadership can be effective in certain situations, such as in times of crisis when quick and decisive action is needed, it can also lead to resentment and a lack of motivation among followers who feel excluded from the decision-making process.

2. **Bureaucratic leader:** These leaders strictly follow only rules and regulations irrespective of goodwill. Their decision depends on policies, procedures and protocols. For example, at times students are strictly instructed to attend the Study hour even if they are sick. Teachers follow the rules and regulations laid down by the institution. Bureaucratic leadership is a style of

leadership in which the leader relies on established rules, procedures, and policies to guide their decision-making and management practices. This type of leader typically has a highly structured and hierarchical organization, with clearly defined roles and responsibilities. In a bureaucratic leadership style, decisions are made based on the established guidelines and procedures, rather than on the leader's personal preferences or opinions.

Bureaucratic leaders are known for their adherence to rules and regulations, and for their preference for consistency and predictability in their management approach. This style of leadership can be effective in organizations that require a high degree of consistency and reliability, such as in government agencies or large corporations, but it can also lead to inflexibility and resistance to change.

An example of bureaucratic leadership can be seen in a large government agency, such as the department of motor vehicles (DMV). In this organization, there are clearly defined rules and procedures that dictate how employees should handle tasks such as issuing driver's licenses or vehicle registrations. Bureaucratic leaders in the DMV rely on these established guidelines to ensure that the work is done consistently and accurately. Employees are expected to follow the rules without question, and the consequences for failing to do so can be severe. For example, an employee who issues a driver's license without properly verifying the applicant's identity could face disciplinary action or even termination. While this style of leadership can help to maintain order and consistency in a large and complex organization like the DMV, it can also lead to a lack of creativity and innovation among employees who feel constrained by the rigid rules and procedures.

3. **Democratic leader:** These leaders are also called participatory leaders. They respect the views and opinions of the employees or the subordinates. They involve the employees in decision-making. They facilitate the exchange of opinions or ideas. This type of leadership helps to increase the motivation, creativity and innovation of the employees and brings out the hidden best qualities and skills of the employees. For example, when an organization wants to conduct a program, representatives from the entire institution share their critical insights to ensure its successful completion.

Democratic leadership is a style of leadership in which the leader involves their followers in the decision-making process. This type of leader seeks input and feedback from their subordinates and takes their ideas and suggestions into account when making decisions. Democratic leaders tend to foster a collaborative and inclusive environment, where every team member

has a voice and feels valued. They encourage open communication and dialogue, and prioritize building positive relationships with their followers. For example, a democratic leader may convene a team meeting to discuss a project and solicit input and feedback from everyone on the team. They may then take the ideas and suggestions of their team members into account when making final decisions about how to proceed. While this style of leadership can lead to a more engaged and motivated team, it can also be time-consuming and may result in slower decision-making. Additionally, in situations where a quick and decisive decision is required, the democratic leader may need to switch to a more autocratic style of leadership to make a timely decision.

An example of democratic leadership can be seen in a workplace setting, where a manager seeks input and feedback from their team before making a decision. For instance, let's say a team leader is tasked with implementing a new process for a project. The democratic leader might call a team meeting and ask each member to provide their thoughts on the proposed process. They may encourage open dialogue and brainstorming sessions to come up with a solution that everyone feels good about. The leader may then take the ideas and feedback provided by the team into consideration and adjust the process accordingly. By allowing team members to have a say in the decision-making process, the democratic leader creates a more collaborative and inclusive work environment, which can lead to increased motivation and job satisfaction among team members.

4. **Laissez-faire leader:** These leaders are nondirective and with an attitude of 'let someone do'. These leaders may have little or no knowledge of planning or decision-making that leads to confusion and frustration. For example, a leader who is least interested in curricular and cocurricular activities does not take the lead in any of the activities.

Laissez-Faire leadership is a style of leadership in which the leader takes a hands-off approach and delegates most of the decision-making responsibilities to their subordinates. In this style, the leader provides minimal guidance and oversight, allowing the team members to work independently and make decisions on their own. This approach is often used in situations where the team members are highly skilled and experienced and can work autonomously without much supervision.

However, this leadership style can be risky, as the leader may not have complete control over the team, and the lack of direction and guidance can lead to confusion and conflict among team members. Additionally, the absence of a clear chain of command can lead to a lack of

accountability and responsibility, as team members may not know who to turn to when problems arise.

An example of Laissez-Faire leadership might be a team of experienced scientists or researchers working on a project. The leader might provide an overall goal or objective and then leave the team members to decide how to achieve that goal on their own. The leader may be available for consultation, too. But the team members would have the freedom to make their own decisions and work at their own pace without much interference. While this approach can be effective in certain situations, it can also lead to a lack of cohesiveness and accountability, making it a less popular leadership style in most work environments.

## Contingency Theories

Contingency theories of leadership suggest that there is no one 'best' way to lead, and that the most effective leadership style depends on the specific situation. These theories take into account a wide range of situational factors, such as the characteristics of the leader, the characteristics of the followers, and the nature of the task or project being undertaken.

One of the most well-known contingency theories is Fiedler's Contingency Model, which suggests that a leader's effectiveness is dependent on their leadership style and the degree to which the situation matches their style. According to Fiedler, leaders can be classified as either task-oriented or relationship-oriented, and the effectiveness of each style depends on the situational context.

Overall, contingency theories of leadership emphasize the importance of adapting one's leadership style to fit the specific situation. By taking into account situational factors and adjusting their leadership style accordingly, leaders can be more effective in achieving their goals and supporting their followers. Contingency theory is influenced by environment, culture and social relationship. This theory depends on the process of accomplishment of activities or goals. It includes two types of leaders.

1. **People-oriented leaders:** People-oriented leaders focus on interpersonal relationships and they may not give importance to the quality of the job. For example, at times teachers were left off even if they are late reporting to the institution.
2. **Task-oriented leaders:** These leaders focus on the task rather than the interpersonal relationship. It may demoralize and decrease the productivity of the employees.

## Motivational Theory

Hawthorne study showed that attention given by the researcher increased the productivity of the employees, not

the improvement in working conditions. So, it is a proven fact that more than the working environment, motivation by the employer got good impact. Motivation theory of leadership is a management theory that focuses on understanding how to motivate employees in order to achieve organizational goals. This theory assumes that people are motivated by a variety of factors, such as the need for achievement, recognition, and autonomy.

There are several motivation theories that are commonly used in leadership, including Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, and McClelland's Theory of Needs. These theories suggest that motivation is driven by a variety of internal and external factors, and that leaders can use different strategies to motivate their employees depending on their individual needs and preferences.

For example, Maslow's Hierarchy of Needs suggests that people have a range of needs that must be met in order to achieve self-actualization. These needs include physiological needs (such as food and shelter), safety needs (such as security and stability), social needs (such as love and belonging needs), esteem needs (such as recognition and respect), and self-actualization needs (such as personal growth and fulfilment). Leaders who understand this theory can use different strategies to meet these needs in order to motivate their employees.

Similarly, Herzberg's Two-Factor Theory suggests that employees are motivated by two types of factors—hygiene factors (such as salary, job security, and working conditions) and motivators (such as recognition, growth opportunities, and challenging work). Leaders who understand this theory can use different strategies to improve both types of factors in order to motivate their employees.

Overall, motivation theory of leadership emphasizes the importance of understanding what drives employee motivation and using different strategies to meet their needs. By creating a motivating work environment, leaders can help their employees to be more engaged, productive, and committed to achieving organizational goals.

## McGregor Theory

According to McGregor, Theory X and Theory Y represent two fundamentally different assumptions about human nature and behavior in the workplace. Theory X assumes that people are inherently lazy and require strict supervision in order to achieve their goals. In contrast, Theory Y assumes that people are inherently motivated and enjoy their work.

McGregor believed that a manager's assumptions about human nature and behavior would influence their leadership style and management practices. Managers who subscribe to Theory X are likely to rely on strict rules and regulations to control their employees, whereas managers who subscribe

to Theory Y are more likely to trust their employees and provide them with autonomy and opportunities to learn and develop their skills.

McGregor's theories of leadership have a significant impact on management practices and organizational theory. They have been used to analyze and evaluate different management approaches, and to guide the development of more effective leadership styles. This theory describes two different leaders based on the assumptions of subordinates. It includes the following:

### 1. Theory X

Theory X is one of the conventional methods of leadership. Theory X of leadership is a management theory developed by Douglas McGregor in the 1960s. According to this theory, managers assume that their employees are inherently lazy and require strict supervision in order to achieve their goals. This theory assumes that people are naturally resistant to change, and that they are motivated primarily by extrinsic rewards, such as pay or promotions. This theory believes that the power of leader is derived from the position and is based on their nature. Theory X leader will be authoritative and autocratic.

In organizations following Theory X, managers tend to rely on strict rules, regulations, and policies to control their employees. They believe that employees are not capable of taking initiative and making decisions on their own. As a result, they tend to micromanage their employees and provide them with limited autonomy. Theory X assumes that employees need to be coerced or threatened in order to achieve their goals. This can create a negative work environment, as employees may feel undervalued and untrusted. This can also lead to high turnover rates and low employee morale.

Overall, Theory X of leadership is based on the assumption that people are inherently lazy and need to be closely monitored in order to achieve their goals. This theory can lead to a rigid and inflexible management style, which may not be effective in modern workplaces that value innovation and creativity.

### 2. Theory Y

According to Theory Y, power is granted to the leader by the group they are leading. Theory Y leaders are participative and consultative. Theory Y of leadership is a management theory developed by Douglas McGregor in contrast to Theory X. According to Theory Y, managers assume that their employees are inherently motivated and enjoy their work. This theory assumes that people are naturally creative, capable of making decisions, and willing to take responsibility for their own actions.

In an organization following Theory Y, managers tend to trust their employees and provide them with a high degree of autonomy. They believe that employees are capable of making

their own decisions and taking initiative. As a result, they tend to provide their employees with more opportunities to learn and develop their skills. Theory Y assumes that employees are motivated by intrinsic rewards, such as the satisfaction of a job well done, rather than extrinsic rewards, such as pay or promotions. This can create a positive work environment, as employees may feel valued and trusted. This can also lead to higher employee morale and job satisfaction.

Overall, Theory Y of leadership is based on the assumption that people are inherently motivated and capable of taking responsibility for their own actions. This theory can lead to a more flexible and adaptable management style, which may be more effective in modern workplaces that value innovation and creativity.

Overall, McGregor's theories emphasize the importance of understanding human behavior and motivation in the workplace. By recognizing that people are not all the same, and that their behavior is influenced by a variety of factors, managers can adopt more effective leadership styles that take into account the unique needs and motivations of their employees.

### Path-Goal Theory

Path-Goal theory proposes that the leader's role is to clarify goals and provide direction and support to followers, based on their individual needs and abilities. According to Robert House's and Expectancy theory of motivation, leader's behavior depends on satisfaction, goal setting, selecting the best path, motivation and performance of their employees. Leader's behavior depends on the environment, characteristics, task structure and work group.

Path-Goal theory is a leadership theory that suggests effective leaders are those who provide their followers with clear and achievable goals, and provide the necessary support and guidance to help them achieve those goals. This theory proposes that the leader's role is to remove obstacles that may prevent their followers from achieving their goals, and to provide the necessary resources and support to help them succeed.

### Leadership Behaviors According to Path-Goal Theory

Path-Goal theory was developed by Robert House in the 1970s. According to this theory, there are four main leadership behaviors that can help leaders achieve their followers' goals:

1. **Directive leadership:** In this style, the leader provides clear instructions and specific guidance to their followers about how to achieve their goals.
2. **Supportive leadership:** In this style, the leader provides emotional support and creates a positive work environment that fosters trust and respect.

3. **Participative leadership:** In this style, the leader involves their followers in the decision-making process and seeks their input and ideas.
4. **Achievement-oriented leadership:** In this style, the leader sets challenging goals for their followers and provides them with the necessary resources and support to achieve those goals.

Path-Goal theory suggests that leader's behavior should be contingent upon the follower's needs, and that the leader should adjust their leadership style to match the needs of their followers and the demands of the situation. This theory also proposes that effective leaders are those who are able to recognize the obstacles that may prevent their followers from achieving their goals, and to take the necessary steps to remove those obstacles.

Path-Goal theory has several benefits. It emphasizes the importance of the leader providing clear goals and direction to their followers, and providing the necessary support and resources to help them achieve those goals. This theory recognizes that effective leadership is not a one-size-fits-all approach, and that leaders must be able to adjust their leadership style to match the needs of their followers and the demands of the situation. Additionally, Path-Goal theory highlights the importance of the leader identifying and removing obstacles that may prevent their followers from achieving their goals, which can lead to increased job satisfaction, motivation, and engagement.

### Transactional Theory

Transactional theory of leadership is a leadership theory that focuses on the relationship between the leaders and their followers. This theory proposes that leaders are effective when they provide their followers with clear expectations, rewards for good performance, and punishments for poor performance. This type of leadership is based on a 'give and take' relationship between the leaders and their followers.

Transactional theory was first introduced by Max Weber in the early 20th century, and was later developed by James MacGregor Burns in the 1970s. According to this theory, leaders are effective when they use contingent rewards and punishments to motivate their followers. Contingent rewards are prizes that are given to followers when they meet specific goals or perform well, while punishment is given when followers fail to meet expectations.

Transactional theory suggests that effective leaders are those who are able to motivate their followers by providing them with clear expectations, rewards, and punishments. This theory also proposes that leaders should have a thorough understanding of their followers' needs and preferences, and should be able to use rewards and punishments in a way that is fair and effective.

Transactional leaders focus on achieving specific goals through a system of rewards and punishments. They clarify roles and responsibilities, establish performance targets, and monitor progress to ensure that goals are met. They are effective in managing routine tasks and maintaining stability.

- Transactional leaders have formal authority and are responsible for monitoring the group performance and they have clear unity of command. They appreciate their employees by rewarding them for good performance and punishing them for failure. They are much oriented with task performance.
- These leaders focus on achieving specific goals and objectives by establishing clear expectations, roles, and responsibilities.
- They monitor progress and provide feedback to ensure that goals are met. Transactional leaders are effective at managing routine tasks and maintaining stability.
- Transactional leaders are focused on maintaining the status quo and preserving the existing organizational structure.
- They are more concerned with achieving short-term goals and maintaining order than with creating a long-term vision or inspiring their followers. They are also less likely to take risks or make changes to the organization.

### Benefits of Transactional Theory

Transactional theory has several benefits:

- It emphasizes the importance of leaders providing clear expectations and rewards to their followers, and providing them with the necessary support and resources to achieve their goals.
- This theory recognizes that effective leadership is based on a 'give and take' relationship between the leader and their followers.
- Additionally, transactional theory highlights the importance of leaders maintaining the status quo and preserving the existing organizational structure, which can lead to stability and consistency in the organization.

### Theory of Transformational Leadership

This theory emphasizes the leader's ability to inspire and motivate followers towards a shared vision, and encourages personal growth and development. Transformational theory emerged in the 1980s and was developed by James MacGregor Burns. This theory suggests that transformational leaders are able to create a vision for their followers, inspire them to embrace that vision, and provide them with the support and resources they need to achieve it. According to Transformational Theory, there are four main components of transformational leadership:

1. **Idealized influence:** This involves the leader serving as a role model for their followers, exhibiting high levels of

moral and ethical behavior, and inspiring their followers to emulate them.

2. **Inspirational motivation:** This involves the leader inspiring their followers to embrace a shared vision or goal, and providing them with the motivation and encouragement they need to achieve it.
3. **Intellectual stimulation:** This involves the leader challenging their followers to think creatively and to approach problems in new and innovative ways, and providing them with the support and resources they need to succeed.
4. **Individualized consideration:** This involves the leader providing personalized support and guidance to each of their followers, recognizing their unique strengths and weaknesses, and tailoring their leadership approach to meet their individual needs.

Thus, we can say that transformational leaders influence the employees by their own unique leadership qualities. They are inspired by the followers, encourage and motivate the employees to achieve the unbelievable task or common goals by setting a clear vision, providing supportive feedback, and promoting personal and professional growth. They are able to create a positive work environment that fosters collaboration, creativity, and innovation. These leaders are passionate, visionary, and have a clear sense of purpose. They create a positive work environment that fosters collaboration and creativity, and they empower their followers to think outside the box and take risks. In nutshell, they are all charismatic leaders. Charismatic leaders have professional communication skills, persuasiveness and charm. They can influence the followers with their charm.

### Benefits of Transformational Theory

Transformational theory of leadership has several benefits:

- It emphasizes the importance of leaders creating a compelling vision and inspiring their followers to embrace that vision.
- This theory recognizes that effective leadership is not just about achieving specific goals, but also about transforming the beliefs, values, and attitudes of followers.
- Additionally, Transformational Theory highlights the importance of leaders providing personalized support and guidance to their followers, which can lead to increased job satisfaction, motivation, and engagement.

### Other Types of Leaderships

1. **Servant leadership:** This theory emphasizes the leader's role as a servant to their followers, prioritizing their needs and promoting a sense of community and shared purpose. Servant leaders prioritize the needs of their

followers over their own personal interests. They are committed to serving others and empowering their team members to achieve their full potential. They foster a sense of community and shared purpose among their followers and they empower them to achieve their full potential. They lead by example, demonstrating humility, empathy, and compassion.

2. **Authentic leadership:** This theory emphasizes the importance of leaders being true to themselves and their values, and building trust and credibility with their followers through honesty and transparency. Authentic leaders are true to themselves and their values. They lead by example, demonstrating transparency, honesty, and integrity in their actions and decisions. They build trust and credibility with their followers by being genuine and sincere.
3. **Situational leadership:** This theory posits that effective leadership depends on the situation at hand, and that leaders must adapt their leadership style to the needs of their followers and the situation. Situational leaders adapt their leadership styles according to the needs of the situation and the capabilities of their followers. They use a flexible approach that balances direction and support based on the readiness and development level of their team members. They are able to effectively guide their team through complex and challenging situations and they empower their followers to take ownership of their roles and responsibilities.

Situational leadership suggests that effective leadership is not determined by a specific set of traits or behaviors, but rather by the leader's ability to adapt their leadership style to the specific situation they are in. This theory proposes that different situations require different types of leadership, and that effective leaders are able to adjust their leadership style to meet the needs of their followers and the demands of the situation.

### Main Leadership Styles of Situational Theory of Leadership

Situational theory emerged in the 1970s and was developed by Paul Hersey and Ken Blanchard. This theory suggests that effective leaders must be able to diagnose the needs of their followers and adjust their leadership style accordingly. According to this theory, there are four main leadership styles:

1. **Directing:** In this style, the leader provides clear instructions and closely supervises their followers. This style is appropriate in situations where the followers have low competence and low commitment.
2. **Coaching:** In this style, the leader provides guidance and support while also allowing followers to make decisions and take on more responsibility. This style is appropriate in situations where the followers have low to moderate competence, but high commitment.

3. **Supporting:** In this style, the leader provides a supportive environment and focuses on building positive relationships with their followers. This style is appropriate in situations where the followers have moderate to high competence, but low commitment.
4. **Delegating:** In this style, the leader provides minimal guidance and allows the followers to make their own decisions and take responsibility for their work. This style is appropriate in situations where the followers have high competence and high commitment.

Situational theory of leadership has several benefits. It emphasizes the importance of adapting one's leadership style to meet the needs of their followers and the demands of the situation. This theory provides leaders with a framework for diagnosing the needs of their followers and selecting an appropriate leadership style. Additionally, situational theory recognizes that effective leadership is not a one-size-fits-all approach, but rather requires flexibility and adaptability.

## LEADERSHIP STRATEGIES

Leadership strategies refer to the approach or plan of action that leaders use to achieve their goals and objectives. Effective leadership strategies involve a combination of techniques and tools that are tailored to the specific needs and challenges of the organization or team.

Here are some common leadership strategies that are used in various settings:

- **Visionary leadership:** This strategy involves inspiring and motivating the team by creating a compelling vision and clear goals that align with the organization's mission.
- **Coaching leadership:** This strategy involves developing team members' skills and competencies through regular feedback, mentoring, and coaching sessions.
- **Servant leadership:** This strategy involves prioritizing the needs of the team members and helping them to achieve their goals, rather than focusing solely on the leader's objectives.
- **Transformational leadership:** This strategy involves inspiring change and innovation by empowering team members to take ownership of their work and think creatively.
- **Situational leadership:** This strategy involves adapting the leadership style to the specific situation and the needs of the team members, based on their level of experience and skill.
- **Participative leadership:** This strategy involves involving team members in the decision-making process and encouraging them to provide input and suggestions for improvement.
- **Transactional leadership:** This strategy involves using rewards and punishments to motivate team members and achieve specific goals.

Effective leadership strategies are not one-size-fits-all and may require a combination of different approaches depending on the situation. Leaders need to understand their team members' strengths and weaknesses, as well as the organization's goals and challenges, to develop a strategy that is tailored to their specific needs. Ultimately, effective leadership strategies can help to build trust, improve communication, and drive success for the organization or team.

## LEADERSHIP STYLES

### Transformational Leadership

#### Characteristics:

- Inspires and motivates team members to exceed expectations.
- Focuses on change and innovation.
- Encourages personal and professional growth.

#### Advantages:

- High levels of motivation and morale.
- Promotes a positive and dynamic work environment.

#### Disadvantages:

- Can lead to burnout if expectations are too high.
- Requires strong emotional intelligence from the leader.

### Situational Leadership

#### Characteristics:

- Adapts leadership style based on the situation and the needs of the team.
- Flexible approach that can include directing, coaching, supporting, and delegating.
- Emphasizes the development level of team members.

#### Advantages:

- Highly adaptable to changing circumstances.
- Can be tailored to meet the specific needs of individuals and teams.

#### Disadvantages:

- Requires the leader to accurately assess situations and adjust accordingly.
- Can be challenging to implement consistently.

## METHODS OF LEADERSHIP DEVELOPMENT

Leadership development is a crucial process for cultivating effective leaders who can guide their organizations and teams toward success. There are various methods for developing leadership skills, each tailored to different learning styles and organizational contexts. Here are some common methods of leadership development, as follows.

### Formal Education and Training Programs

#### Characteristics:

- Structured programs offered by universities, business schools, and professional organizations.
- Can include degrees, certifications, workshops, and seminars.

#### Advantages:

- Comprehensive and in-depth knowledge of leadership theories and practices.
- Access to expert instructors and a network of peers.

### On-the-Job Training and Experience

#### Characteristics:

- Learning through direct experience in leadership roles.
- Involves taking on leadership responsibilities and learning by doing.

#### Advantages:

- Practical and relevant learning experiences.
- Immediate application of skills in real-world situations.

### Mentoring and Coaching

#### Characteristics:

- Personalized guidance and support from experienced leaders.
- Focused on developing specific skills and achieving personal goals.

#### Advantages:

- Tailored feedback and advice.
- Accelerated learning through the wisdom and experience of mentors.

### Workshops and Seminars

#### Characteristics:

- Short-term, focused training sessions on specific leadership skills.
- Interactive and often include hands-on activities.

#### Advantages:

- Intensive learning experiences.
- Opportunities to practice new skills in a controlled environment.

### Online Courses and E-Learning

#### Characteristics:

- Flexible, self-paced learning opportunities available online.
- Can include videos, interactive modules, and virtual simulations.

#### Advantages:

- Accessible anytime and anywhere.
- Wide range of topics and levels of depth.

### 360-Degree Feedback

#### Characteristics:

- Collecting feedback on leadership performance from a variety of sources, including peers, subordinates, and supervisors.
- Provides a comprehensive view of strengths and areas for improvement.

#### Advantages:

- Holistic understanding of leadership effectiveness.
- Identifies blind spots and areas for development.

### Leadership Assessments and Evaluations

#### Characteristics:

- Tools and instruments designed to assess leadership skills and potential.
- Often used to create personalized development plans.

#### Advantages:

- Objective measurement of leadership competencies.
- Provides a baseline for tracking progress.

### Action Learning

#### Characteristics:

- Learning by working on real-life organizational problems in teams.
- Focuses on solving actual challenges while developing leadership skills.

#### Advantages:

- Practical and immediate application of learning.
- Encourages collaboration and problem-solving.

### Job Shadowing and Observational Learning

#### Characteristics:

- Observing experienced leaders in their roles to understand their behaviors and decision-making processes.
- Can involve shadowing leaders during meetings, projects, and daily tasks.

#### Advantages:

- Insight into effective leadership practices.
- Opportunities to ask questions and gain firsthand knowledge.

### Self-Directed Learning

#### Characteristics:

- Taking initiative to learn and develop leadership skills independently.
- Can include reading books, listening to podcasts, and self-reflection.

#### Advantages:

- Personalized and flexible learning.
- Encourages a lifelong learning mindset.

## MENTORSHIP

### INTRODUCTION

Mentoring is defined as a **relationship between a novice and an expert practitioner**. It enhances **self-reliance of the Novice Nurse** in the acquisition of new knowledge, skills and abilities. Mentoring is a lifelong transformation process that grows out of different experiences and effects of role modeling than formal teaching. It is an influential tool for professional development for emerging healthcare leaders.

### MEANING OF MENTORSHIP

Mentorship means **‘trusted counselor or a guide’**. Here, mentor is an individual who takes a **personal interest in assisting an individual over a period of time to develop knowledge and skills**, which are needed to realize the apprentice’s full potential and major life goals.

### DEFINITIONS

- *“A formalized process whereby a more knowledgeable and experienced person actuates a supportive role of overseeing and encouraging reflection and learning within a less experienced and knowledgeable person, so as to facilitate that person’s career and personal development.”*

—*American Association of College of Nursing*

- *“A voluntary, mutually beneficial and usually long-term professional relationship. In this relationship, one person is an experienced and knowledgeable leader (mentor) who supports the maturation of a less experienced person (mentee).”*

—*Canadian Nurses Association, 2004*

- A mentor is *“a registrant who follows successful completion of an NMC approved mentor preparation program, has achieved the knowledge, skills and competence required to meet the defined outcomes.”*

—*National Mentoring Community, 2006*

Building a relationship on trust and confidentiality is known as mentoring. Mentor is an individual with experiences and expertise, who helps the mentee to determine the steps to take and utilize the appropriate resources for their professional growth. Mentors are competent, experienced professionals who develop a trustworthy relationship with the novice for the purpose of providing advice, support, information and feedback in order to encourage the development of the individual. Mentors do not solve problems, but support mentees in their problem solving process.

Mentoring and Coaching Council (EMCC) is the chief body at the global level to support professional accreditation for professionals and organizations.

Various nursing theories laid the base for mentoring. Some of these renowned theorists are shown in Figures 10.1A and B.

- Environmental theory—Florence Nightingale (Fig. 10.1A)
- Interpersonal relations theory—Hildegard E Peplau (Fig. 10.2)
- Goal attainment theory—Imogene M King (Fig. 10.3)
- Theory of novice to expert—Patricia Benner (Fig. 10.4)

### HISTORY OF MENTORSHIP

- Homer in the Odyssey wrote about mentoring, which was an ancient Greek practice where older men voluntarily encouraged and supported younger men.
- Guru-disciple tradition practiced in Hinduism and Buddhism.
- In the second half of the 20th century, the term 'Mentor' was popularized for workplace equity in US. European

### PRINCIPLES

- Focus on the needs of the mentee
- Demonstrate perseverance (Determination)
- Mentors must give of themselves
- Align passion and work
- Model character



Figures 10.1A and B: A. Florence Nightingale; B. Various nursing theorists

## Nursing Knowledge Tree

An Initiative by CBS Nursing Division

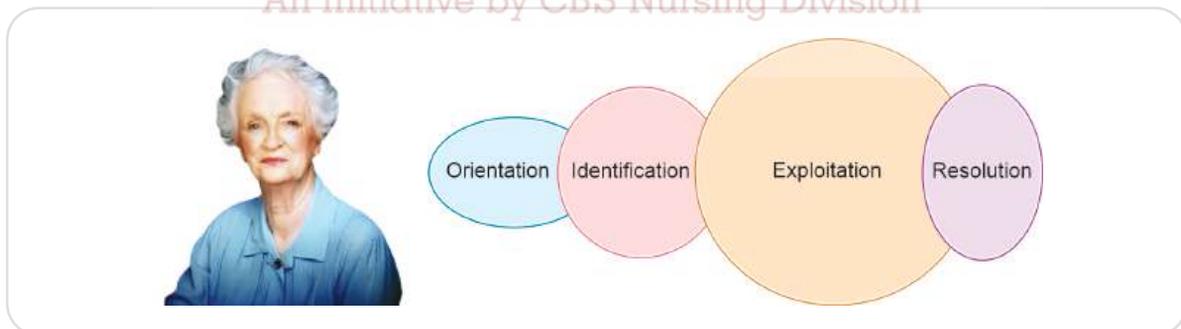


Figure 10.2: Hildegard E Peplau—Interpersonal relations theory

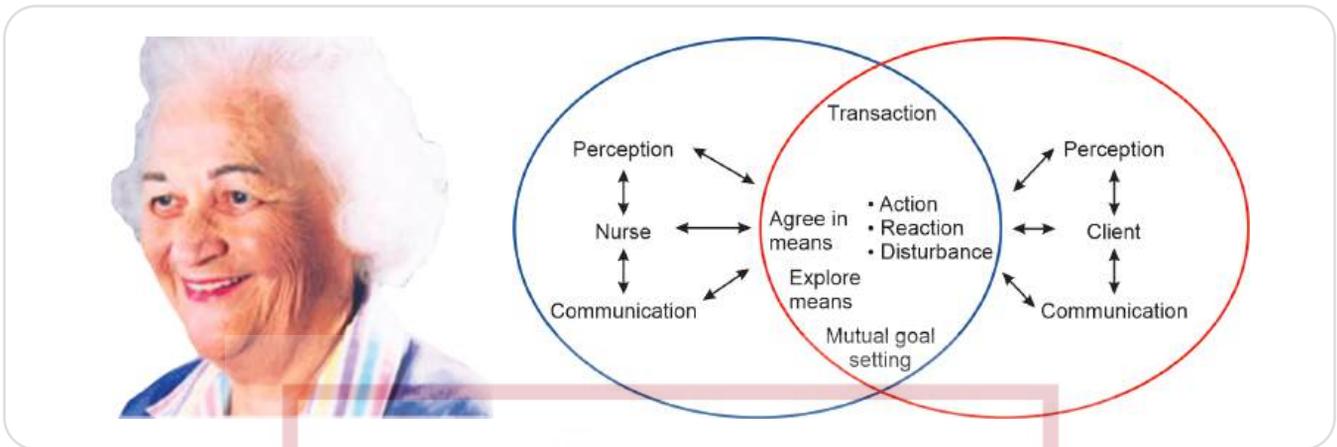


Figure 10.3: Imogene M King—Goal attainment theory

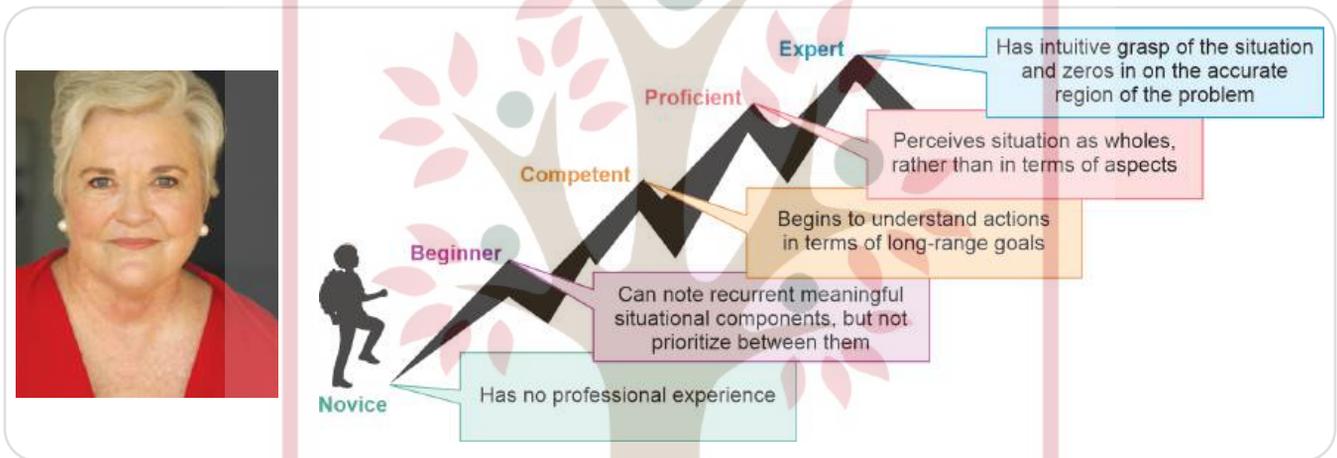


Figure 10.4: Theory of novice to expert—Patricia Benner

### NEED OF MENTORSHIP IN NURSING

The field of nursing is very demanding and evolving day by day. In nursing, there is high need of mentorship because of following reasons:

- Inadequate manpower
- Over workload
- Workplace stress (physical and mental fatigue)
- Burnout
- High turnover
- Shortage of nurses
- Compassion fatigue
- Poor nurse retention
- Poor job satisfaction
- Gap between theory and practice
- Policies and procedures of hospitals
- Quality nursing care
- Organizational culture

### CHARACTERISTICS OF A SUCCESSFUL MENTOR

A good mentor has following characteristics:

- Knowledge
- Communication skills
- Competence
- Trustworthiness
- Caring
- Good listener
- Stable
- Can provide leadership
- Reliable
- Committed
- Nonjudgmental
- Discreet (will keep information confidential)
- Patience
- Likes mentee

- Guide
- Practical
- Educate
- Provide insight
- Accessible
- Criticize constructively
- Supportive
- Specific
- Care
- Succeed
- Admirable
- Passion
- Has a good sense of humor
- Tolerant
- Outstanding employment record
- Active
- Enthusiastic in assisting an individual over a period of time (Patience)
- Develop skills and knowledge to realize the full potentials and major life goals of the novice nurse or mentee (Empathy)
- Problem-solving or decision-making tactics

## MENTORING

Mentoring is a reciprocal and collaborative at-will relationship that most often occurs between a senior and junior employee for the purpose of the mentee's growth, learning, and career development. Often the mentor and mentee are internal to an organization, and there is an emphasis on organizational goals, culture, career goals, advice on professional development, and work-life balance.

### Benefits of Mentoring

Benefits of mentoring are discussed for mentee, mentor and organization as follows:

#### Mentee

Benefits to mentor from mentee are as follows:

- Helps to strengthen the knowledge, skills, abilities and attributes.
- Enhances the career development/promotion and future planning.
- A greater understanding of roles in the organization and insight into organizational culture.
- Promotes supportive environment.
- Able to understand different views.
- Promotes competencies and professional experience.
- Develops networking opportunities.

- Able to gain greater appreciation of the complexities of decision-making within the organizational framework.
- Able to develop professional confidence and to support others.

#### Mentor

Benefits to mentee from mentor are as follows:

- Cultivate opportunities and to test innovative new ideas or innovations.
- Increase in knowledge of other areas of the organizations.
- Renewed enthusiasm for the role of an experienced employee.
- Get higher level recognition through encouragement to take over mentor's role and satisfaction from contributing to the development of mentee.
- Take part in demanding discussions with people who have different perspectives.
- Develop a deeper awareness of one's own behavior.
- Improve interpersonal skills in counseling, listening, role modeling and leadership.
- Share experience and knowledge.

#### Organization

Benefits to organization are as follows:

- Quality services through a more informed and competent staff.
- More employees with the application of knowledge, skills, abilities and attributes obtained from mentoring.
- Reducing recruitment costs and selection for reasons to maintain employees.
- Improving communication between different areas of organization.
- A well-developed support network across the organization and health industry.
- Sustainable model of authentic guidance as successful mentors often become mentors.
- Ability to promote an educational environment in which employees are developed by leaders in health.
- More determined and productive employees who can contribute to the planning of succession and transmission of cultural values and standards that can contribute to changing culture in the workplace.

### Types of Mentoring

Mentoring can be:

1. Formal
2. Informal

Other types of mentoring in general are as follows:

- i. Peer mentoring
- ii. Situational mentoring

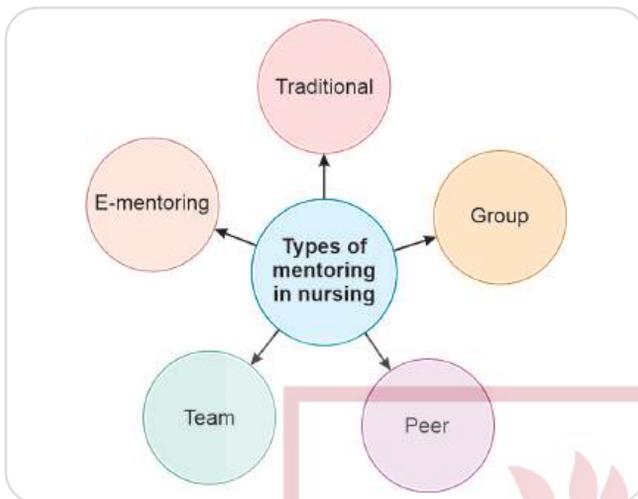


Figure 10.5: Types of mentoring in nursing (self-explanatory)

- iii. Supervisory mentoring
- iv. Mentoring circles
- v. Flash mentoring

**Models:** The models of mentoring are as follows:

- Cloning model
- Nurturing model
- Friendship model
- Apprenticeship model

Types of mentoring in nursing are shown in self-explanatory (Fig. 10.5).

### Models of Nurse Mentoring

#### Classic Mentoring Relationship Model

- Develops and grows between two individuals over a long period of time.
- Lasts for 2–15 years.
- This model provides professional and emotional support for both individuals.



Figure 10.6: Apprenticeship model

#### Apprenticeship Model

- It is a learning approach where novices gain skills and knowledge by working alongside and learning from experienced practitioners, often in a professional setting (Fig. 10.6)
- Emphasizes hands-on learning, gradual independence, and immersion in a specific field's culture and practices.

#### Collaboration Model

- In nursing, collaboration models focus on inter-professional cooperation to improve patient outcomes.
- It involves nurses working with other healthcare professionals, such as physicians, therapists, and social workers, to achieve shared goals and provide comprehensive care.
- Effective collaboration relies on open communication, shared decision-making, and a mutual understanding of each professional's role and expertise.

#### Models of Mentoring in Healthcare

Several models can be adapted for patient care in health industry like clinical supervision, preceptorship, informal supervision, group mentoring, team mentoring, e-mentoring/online/telementoring, peer mentoring and formal mentoring (Fig. 10.7).

#### Stages of a Mentoring Relationship

The relationship between a mentor and mentee goes through the following stages (Fig. 10.8):

## Nursing Knowledge Tree

An Initiative by CBS Nursing Division



Figure 10.7: Models of mentoring in healthcare

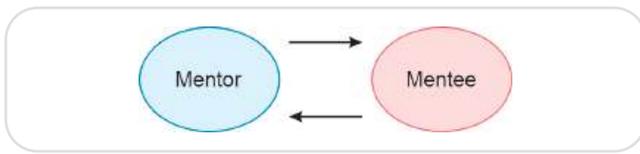


Figure 10.8: Mentor and mentee relationship

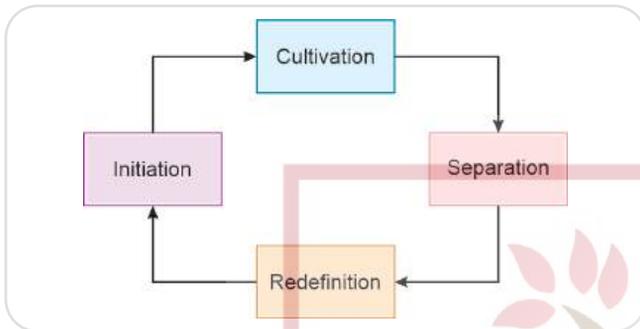


Figure 10.9: Stages of mentoring relationship

Mentoring relationships typically progress through four key stages: initiation, cultivation, separation, and redefinition (Fig. 10.9).

**Stage 1:** The initiation stage involves building rapport and setting expectations—‘developing rapport and building trust’.

**Stage 2:** Separation marks a period of transition as the mentee becomes more independent—‘Reaching goals’.

**Stage 3:** Cultivation sees the relationship mature with more support.

**Stage 4:** Redefinition may involve finding new mentors or exploring different areas of development—‘Closure’.

### Steps of Nurse Mentoring

1. Program design and planning
2. Program management
3. Program operation
4. Program evaluation

### Barriers of Mentoring

- Lack of time devoted to adequately mentoring.
- Mismatch of expertise/personality.
- Differences in philosophy/ideology and mismatch caused tension in a relationship.
- **Problematic behavior of mentors, such as:**
  - Critical behavior of mentors.
  - Who did not provide instructions or feedback?
  - Who did not understand the goals?
  - Lack of a commitment.
  - Who provided ineffective or insufficient advice?
- Lack of understanding of the objectives of problems.
- Difficulties in involvement or commitment to goals.

- Perceived mentoring as an extra burden on responsibility, emotionally.
- Draining or stressful experience.
- Insufficient sources or encouragement from others.

### Do’s and Don’ts of Mentor

Do’s	Don’ts
<ul style="list-style-type: none"> <li>• Listen</li> <li>• Criticize constructively</li> <li>• Support and Facilitate</li> <li>• Teach by example</li> <li>• Encourage and motivate</li> <li>• Promote independence</li> <li>• Promote balance</li> <li>• Take pride in the success of the mentee</li> </ul>	<ul style="list-style-type: none"> <li>• Protect from experience</li> <li>• Take over</li> <li>• Force</li> <li>• Use undue influence</li> <li>• Lose critical oversight</li> <li>• Condemn</li> </ul>

### Do’s and Don’ts of Mentee

There are a few restrictions and permissions that a mentee must follow while undergoing a mentoring process. These are as follows:

Do’s	Don’ts
<ul style="list-style-type: none"> <li>• Take the initiative</li> <li>• Avoid perfectionism</li> <li>• Maintain balance</li> <li>• Work hard</li> <li>• Support peers</li> <li>• Take responsibility for the long-term results of patient care</li> <li>• Welcome experience</li> <li>• Seek counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Avoid difficulties</li> <li>• Sidestep work</li> <li>• Stay in your comfort zone</li> <li>• Take advantage</li> <li>• Bottle it up</li> <li>• Let your ego get in the way</li> </ul>

### Techniques of Nurse Mentoring

The Do’s of mentoring a nurse are as follows:

- Skill-building
- Workshops
- Social get-togethers
- Recreational/cultural
- Field trips
- Community service, awards/recognition

The Don’ts of nurse mentoring are as follows:

- Demonstration and return demonstration, simulation, deputing
- Goal setting
- Programs at unit or annual celebrations
- Covert talents exhibition
- Administrative visit
- Neighborhood cleanup formal programs

## Strategies for Effective Mentoring

The strategies for effective mentoring which are applied in general, by a mentee and mentor are as follows:

### In general:

- Sustain relationship between mentor and mentee.
- Focus on the mentee's needs.
- Do not transform the mentee or impose the mentor's values on the mentee.

### Mentee:

- Get guidance from mentor to identify and set aims and objectives.
- Admit professional responsibility, and accountability for their own decisions and actions.
- Maintain regular contact with the mentor.
- Collaborate with mentor to share skills, knowledge and strategies to address professional development goals and objectives.
- Demonstrate reflective practice and critical thinking.
- Review their own performance and progress with mentor.

### Mentor:

- Act positively and provide guidance in a supportive environment.
- Assist the mentee to identify objectives and personal development goals.
- Promote confidence, professional responsibility and accountability.
- Provide advice and strategies to assist the mentee in meeting professional development goals and objectives.
- Utilize and promote reflective practice and critical thinking.
- Foster the development of professional identity, leadership and accountability.

## Must Know

### Hazards of Mentoring

- Over protectiveness
- Mistreatment

## CONTEMPORARY PERSPECTIVES AND TRENDS OF MENTORING IN NURSING

- **Virtual mentoring:** Offers a flexible and accessible alternative to traditional, in-person mentoring for nurses, providing support and guidance through virtual communication platforms.
- **University of Calgary, Canada:** The Faculty of Nursing at the University of Calgary has a leading undergraduate curriculum designed to integrate and connect theory courses simultaneously with clinical practice.
- Mentoring Apps such as Mentorloop
- **Ignite engagement:** Focus on establishing a strong mentor-mentee relationship, promoting open communication, and fostering a supportive environment.
- **Measure performance:** Assessing various aspects, including mentor and mentee satisfaction, changes in knowledge and skills, improvements in communication and leadership, and overall impact on professional development and career satisfaction.
- **Communicate effectively:** Enabling the development of trust, shared understanding, and a strong mentor-mentee relationship.
- **AMANAT:** Mobile Nurse Mentoring – Bihar Model (Skill building of critical maternal and neonatal complications)
- **Protects mentees:** By fostering a safe and nurturing environment for learning and development.

## PRECEPTORSHIP IN NURSING

### INTRODUCTION

Preceptorship (mentorship) in nursing is a structured and supportive process where an experienced nurse (preceptor) mentors and guides a newly licensed nurse or nursing student (preceptee) as they transition into clinical practice. This relationship is essential for helping new nurses develop the clinical skills, confidence, and competence required for their roles. Here are the key aspects of preceptorship in nursing that are discussed ahead.

### DEFINITION

Preceptorship is a formal, time-limited, and supportive relationship between an experienced nurse (preceptor) and a

new nurse or student (preceptee) aimed at easing the transition to professional practice and enhancing clinical skills.

### OBJECTIVES

- **Skill development:** Enhance the clinical skills and knowledge of the preceptee.
- **Professional socialization:** Integrate the preceptee into the nursing team and organizational culture.
- **Confidence building:** Boost the confidence and independence of the preceptee in their practice.
- **Critical thinking:** Develop critical thinking and decision-making abilities.
- **Patient care:** Ensure high standards of patient care through guided practice.

## ROLES AND RESPONSIBILITIES

### Preceptor:

- **Mentor and role model:** Demonstrate best practices and professional behavior.
- **Educator:** Provide teaching, guidance, and feedback on clinical skills and procedures.
- **Supporter:** Offer emotional and professional support, addressing concerns and challenges.
- **Evaluator:** Assess the preceptee's performance and provide constructive feedback.

### Preceptee:

- **Learner:** Actively engage in learning and development opportunities.
- **Observer and practitioner:** Observe the preceptor and practice skills under supervision.
- **Communicator:** Express needs, ask questions, and seek feedback.
- **Reflective practitioner:** Reflect on experiences to identify strengths and areas for improvement.

## PHASES OF PRECEPTORSHIP

- **Orientation phase:**
  - **Introduction:** The preceptee is introduced to the clinical setting, team, and organizational policies.
  - **Goal setting:** Establish learning objectives and expectations for the preceptorship period.
- **Working phase:**
  - **Skill acquisition:** The preceptee practices and hones clinical skills under supervision.
  - **Increasing responsibility:** Gradual increase in the complexity of tasks and patient assignments.
  - **Regular feedback:** Ongoing feedback and evaluations to guide improvement.
- **Evaluation phase:**
  - **Assessment:** Formal evaluation of the preceptee's performance and competencies.
  - **Reflection:** Both preceptor and preceptee reflect on the learning experience and outcomes.
  - **Transition:** Preparation for the preceptee's independent practice or next phase of their career.

## BENEFITS

### For preceptees:

- **Skill development:** Accelerated acquisition of clinical skills and knowledge.

- **Confidence:** Increased confidence in clinical abilities and decision-making.
- **Support system:** Access to a mentor for guidance and support.
- **Professional growth:** Enhanced understanding of professional roles and responsibilities.

### For preceptors:

- **Professional satisfaction:** Fulfilment from mentoring and contributing to the development of future nurses.
- **Skill enhancement:** Opportunity to refine teaching and leadership skills.
- **Recognition:** Acknowledgment as a valuable contributor to the nursing profession.

### For healthcare organizations:

- **Improved patient care:** Enhanced quality of care provided by well-trained and confident nurses.
- **Retention:** Higher retention rates of new nurses due to better integration and support.
- **Professional development:** Cultivation of a culture of continuous learning and professional growth.

## CHALLENGES AND SOLUTIONS OF PRECEPTORSHIP

### Challenges:

- **Time constraints:** Balancing clinical duties with preceptorship responsibilities.
- **Communication barriers:** Misunderstandings or lack of open communication between preceptor and preceptee.
- **Varying learning styles:** Adapting to different learning needs and paces of preceptees.
- **Emotional strain:** Managing the emotional and psychological stress of new nurses.

### Solutions:

- **Structured programs:** Implementing structured preceptorship programs with clear guidelines and support.
- **Training for preceptors:** Providing training on effective teaching, mentoring, and communication skills.
- **Regular check-ins:** Scheduling regular meetings to discuss progress, challenges, and feedback.
- **Support networks:** Establishing support networks for both preceptors and preceptees to share experiences and advice.

## SUMMARY

- Leadership is a critical aspect of nursing practice, as it influences the quality of care provided to patients and the success of healthcare organizations.
- Leadership principles are foundational guidelines that guide the behaviors and actions of effective leaders.
- Leadership competencies are the skills, behaviors, and attributes that enable effective leadership.
- The Trait Theory had a lasting impact on the study of leadership and has influenced subsequent research on leadership traits and characteristics.
- While the traditional Trait Theory was focused on identifying specific personality traits that were associated with effective leadership, Advanced Trait Theory recognizes that leadership effectiveness is also influenced by situational and contextual factors.
- Researchers identified two main types of leadership behaviors - task-oriented and people-oriented.
- Contingency theories of leadership emphasize the importance of adapting one's leadership style to fit the specific situation.
- Motivation theory of leadership is a management theory that focuses on understanding how to motivate employees in order to achieve organizational goals.
- Path-Goal Theory is a leadership theory that suggests effective leaders are those who provide their followers with clear and achievable goals, and provide the necessary support and guidance to help them achieve those goals.
- Transactional theory of leadership is a leadership theory that focuses on the relationship between leaders and their followers.
- According to Transformational Theory, there are four main components of transformational leadership idealized influence, inspirational motivation, intellectual stimulation and individualized consideration.
- Effective leadership strategies involve a combination of techniques and tools that are tailored to the specific needs and challenges of the organization or team.
- Leadership development is a crucial process for cultivating effective leaders who can guide their organizations and teams toward success.
- Mentoring is a lifelong transformation process that grows more from different experiences and effect of role modeling than from formal teaching. It is an influential tool for professional development for emerging healthcare leaders.
- In nursing, collaboration models focus on inter-professional cooperation to improve patient outcomes.
- Several models can be adapted for patient care in health industry such as clinical supervision, preceptorship, informal supervision, group mentoring, team mentoring, e-mentoring/online/telementoring.
- Preceptorship in nursing is a structured and supportive process where an experienced nurse (preceptor) mentors and guides a newly licensed nurse or nursing student (preceptee) as they transition into clinical practice.

## FURTHER READINGS

- Anthony MK, Theresa, Hertz J. Factors Influencing Outcomes After Delegation to Unlicensed Assistive Personnel. JONA J Nurs. Adm. 2000 Oct;30(10):474-81.
- Morrison M. Professional skills for leadership. US: Mosby; 1993.

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# STUDENT ASSIGNMENT

## LONG ANSWER QUESTIONS

1. Explain the leadership theories.
2. Enumerate types of mentorship in detail.
3. Discuss the Great Man leadership theory.
4. Describe charismatic leader.

## SCENARIO-BASED QUESTION

1. Mrs A, a 22-year-old staff nurse, has joined recently in the postoperative ward. On discharge of a new patient, she advised the medication to another patient.
  - a. Being a nurse manager, how do you deal with this scenario?
  - b. How do you act proactively to prevent such incident in future?
  - c. Which leadership style will you adopt in this scenario?

## SHORT ANSWER QUESTIONS

1. Differentiate between transactional and transformational leader.
2. Write short notes on:
  - a. Mentorship in nursing
  - b. Models of mentorship
  - c. Mentorship
  - d. Transactional leadership
  - e. Transformational leadership
  - f. Charismatic leadership
  - g. Laissez-faire leadership
  - h. Behavioral theory
  - i. Contingency theory

## IMAGE-BASED QUESTIONS

1. Go through the following images and reply as per instructions under each question:

Adolf Hitler	Mahatma Gandhi	Florence Nightingale	Pandit Jawaharlal Nehru	APJ Abdul Kalam
				
a.	b.	c.	d.	e.

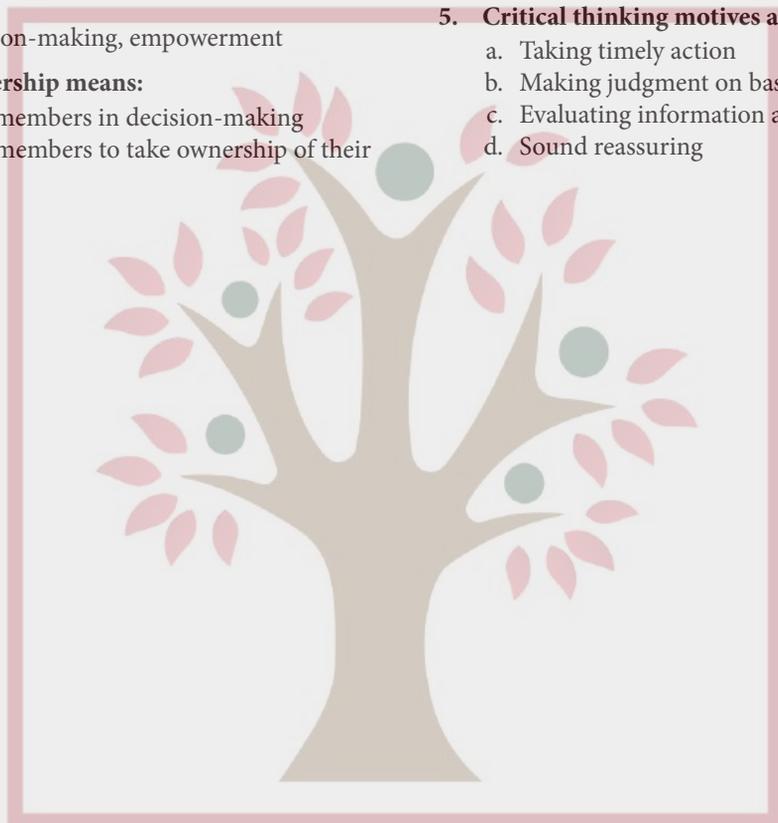
Name the type of leaders against their image:

1. Transformational leader
2. Autocratic leader
3. Transactional leader
4. Democratic leader
5. Charismatic leader

## MULTIPLE CHOICE QUESTIONS

---

1. **Leadership is the process of influencing activities of an organized group toward a goal as given by:**
  - a. Rauch and Behling
  - b. Jacobs and Jaques
  - c. Drath and Palus
  - d. Maxwell
2. **Key elements of leadership include:**
  - a. Influence, vision, motivation
  - b. Influence, vision, motivation communication, decision-making, empowerment
  - c. Vision, motivation decision-making and improvement
  - d. Influence, decision-making, empowerment
3. **Participatory leadership means:**
  - a. Involving team members in decision-making
  - b. Involving team members to take ownership of their work
  - c. Seeking input as feedback of members
  - d. Team members in decision-making inputs and feedback, involving and empowering the team
4. **Y theory signifies:**
  - a. Power is granted to the leader by the group they are to lead
  - b. Power is derived from the position
  - c. Leader is authoritative and autocratic
  - d. Strict supervision is required to achieve goals
5. **Critical thinking motives are:**
  - a. Taking timely action
  - b. Making judgment on basis of analysis
  - c. Evaluating information and argument logically
  - d. Sound reassuring



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### ANSWER KEY TO IBQs

1. c      2. a      3. b      4. e      5. d

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### ANSWER KEY TO MCQs

1. a      2. b      3. d      4. a      5. c

---

# Textbook of Nursing Management and Leadership

**Learning Objectives** are given in the beginning of each chapter to define the specific measurable outcomes learners are expected to achieve after reading them.

## LEARNING OBJECTIVES

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

- Explain staffing.
- Discuss faculty selection, recruitment and placement.
- Describe job analysis and job evaluation.
- Explain student recruitment, admission and clinical placement.

**Chapter Outline** provides a glimpse of the topics discussed in the chapter.

## CHAPTER OUTLINE

- Introduction
- Public Sector Health Services in India
- Organization Levels of Healthcare Services from National to Village Level
- Planning and Development of Nursing Services and Education—Global and National Scenario

**Key Terms** are added in each chapter to help students understand difficult terms in easy language.

## KEY TERMS

**Models of decision-making:** Decision-making models are frameworks that help organizations and individuals make informed choices. They provide a structured approach to problem-solving, evaluation, and decision-making. These models help to ensure that all relevant factors are considered and can be adapted to different situations.

**Problem-solving:** The process of finding and implementing solutions to challenges or obstacles. It involves identifying the problem, exploring its root causes, generating potential solutions, evaluating alternatives, making a decision, implementing the chosen solution, and then evaluating the outcome.

Important facts are covered under **Must Know** boxes.

## Must Know

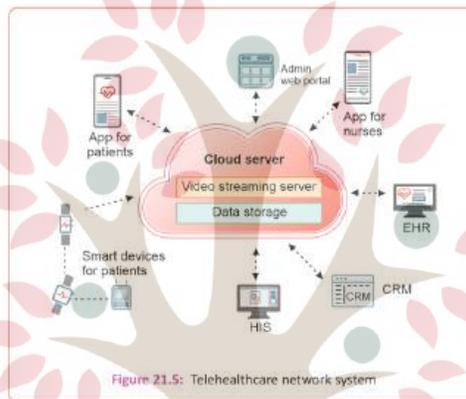
Remember, a well-prepared budget proposal for nursing services should align with the organization's strategic goals, prioritize patient care, promote staff development, and ensure operational efficiency within the nursing department. Additionally, it should consider regulatory compliance, patient safety, and quality of care as integral components.

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

**TABLE 20.1:** Basic components of medical equipment planning

Planning	Procurement	Management
<ul style="list-style-type: none"> <li>• Needs assessment</li> <li>• Technology assessment</li> <li>• Facility evaluation</li> <li>• Budgeting</li> <li>• Priority setting</li> </ul>	<ul style="list-style-type: none"> <li>• Specification preparation</li> <li>• Tender preparation</li> <li>• Tender issuance</li> <li>• Evaluation</li> <li>• Tender award</li> <li>• Equipment delivery</li> </ul>	<ul style="list-style-type: none"> <li>• Installation</li> <li>• Acceptance</li> <li>• Commissioning</li> <li>• User training</li> <li>• Equipment operation</li> </ul>

Enhanced **Figures** are used throughout the book to make learning easy and interesting.



**Figure 21.5:** Telehealthcare network system

Central message of the topic under discussion is summarized in **Takeaway** boxes.

## Takeaway

The patient classification system plays a pivotal role in modern healthcare management, providing a structured approach to patient care, resource allocation, and staff management. By categorizing patients based on their acuity and medical needs, healthcare facilities can optimize efficiency, deliver high-quality care, and ultimately improve patient outcomes.

Extra knowledge related to the respective topic is covered under the **High-Yield Points** boxes.

## High-Yield Points

- Ensure regular and adequate flow of materials.
- Standard and quality materials should be procured
- Monitor quality and safety of materials.
- Prevent and control wastage/misuse of materials.
- Maintain emergency and buffer stock.

Important points of respective chapters have been highlighted under **Summary** boxes.

## SUMMARY

- Management is an everlasting process that has been defined by various thinkers in different ways.
- Management is a practice that shapes and directs organizations.
- The roles managers play, the functions they perform, and the processes they follow contribute greatly to the achievement of organizational goals.

At the end of every chapter, **Student Assignment** section is included to help the students assess their understanding of the discussed topics.



## STUDENT ASSIGNMENT

### LONG ANSWER QUESTIONS

1. Discuss principles and philosophy of staffing.
2. Explain the scheduling duty for nurses.
3. Describe models of patient care.

### SHORT ANSWER QUESTIONS

1. List the factors influencing staffing.
2. Write a short note on importance of staffing.
3. Write briefly about grievance management.
4. Write short note on importance of staff development programs.

## About the Author



**Pity Koul**, PhD, MSc (N), MA (Public Administration), PGDDE, BSc (N), with more than 43 years of teaching, administrative and research experience, is presently the Emeritus Professor at the School of Nursing Sciences and Research, Sharda University. She has previously held positions as Director & Professor in School of Health Sciences, IGNOU, New Delhi, and Professor & Dean, Faculty of Nursing, SGT University, Gurugram.

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