



## Effectiveness of SIM on the leadership development programme's impact on communication skills and job satisfaction among nurses

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### Abstract

A Leadership Development Program (LDP) is a structured initiative designed to enhance the leadership skills and capabilities of individuals within an organization. In the context of staff nurses, an LDP aims to develop their leadership skills while also focusing on improving their communication skills and job satisfaction. An evaluatory approach with pre-experimental one group pre-test post-test design was used to assess the effectiveness of self instructional module on knowledge regarding leadership development programme in improving the communication skills and job satisfaction among staff nurses in the year 2020. A total 50 staff nurses were selected for the study. Data was collected by structured knowledge questionnaire among staff nurses working in King Fahad Hospital, Saudi Arabia. The mean post-test knowledge score 30.8(85.55%) was higher than the mean pre-test knowledge score 10.48 (29%). There was no significant association of pre-test knowledge score with selected demographic variables such as age ( $\chi^2_1=0.81$ ), professional qualification ( $\chi^2_2=1.31$ ), years of experience ( $\chi^2_3=14.67$ ), area of experience ( $\chi^2_4=1.58$ ) and attendance in inservice educational programmes on leadership development programme in improving the communication skills and job satisfaction y ( $\chi^2_5= 20.45$ ) at 0.05 level of significance. The study has shown that majority of the staff nurses had inadequate knowledge; however the knowledge has significantly improved after the administration of self instructional module. Proper training and wide range of education playing significant role to provide awareness among health- care workers, as well as improving adherence to good clinical practice. Based on these findings, it is strongly recommended that there is need of frequent training and education to enhance nurses knowledge.

**Keywords:** Effectiveness, self instructional module, job satisfaction, leadership, staff nurses

### Introduction

In the dynamic and rapidly evolving landscape of healthcare, effective leadership and proficient communication skills are pivotal for fostering a cohesive and efficient work environment. The Leadership Development Programme (LDP) tailored for staff nurses emerges as a transformative initiative aimed at enhancing both communication abilities and job satisfaction within the nursing workforce. This innovative programme recognises the indispensable role nurses play in patient care and acknowledges that their leadership skills significantly impact healthcare outcomes<sup>[1]</sup>.

The core focus of this Leadership Development Programme lies in equipping staff nurses with the tools and techniques to excel not only in their clinical roles but also as adept communicators and collaborators. Through a comprehensive curriculum encompassing workshops, interactive sessions, and real-world scenarios, nurses are empowered to refine their verbal and nonverbal communication skills. By cultivating active listening, empathy, and effective articulation, nurses can communicate seamlessly with patients, families, and multidisciplinary teams, thereby fostering a culture of open dialogue and mutual respect<sup>[2]</sup>.

Furthermore, the Leadership Development Programme addresses a critical aspect often linked to communication skills – job satisfaction. Research underscores the connection between strong leadership, improved communication, and heightened job contentment among nurses. By nurturing leadership qualities, nurses not only enhance their ability to lead patient care initiatives but also find increased fulfillment in their roles. This programme's

holistic approach, centered on both skill enhancement and job satisfaction, ultimately contributes to a more cohesive and motivated nursing workforce, which, in turn, positively influences patient outcomes and the overall quality of healthcare services<sup>[3]</sup>.

### Need of the study

In the contemporary healthcare landscape, the role of nurses has evolved beyond clinical care to encompass leadership and effective communication. However, there exists a pressing need to bridge the gap between the clinical training of nurses and their proficiency in leadership and communication skills. This need is underscored by the complex and interdisciplinary nature of modern healthcare, where nurses are integral members of multidisciplinary teams, requiring them to collaborate, convey critical information, and lead initiatives. The implementation of a comprehensive Leadership Development Programme (LDP) tailored specifically for staff nurses is essential to address this gap, enabling them to navigate the intricate challenges of healthcare delivery while nurturing a culture of open communication<sup>[4]</sup>.

A significant concern within nursing is the issue of job satisfaction, which directly influences nurse retention rates and, consequently, patient care quality. Numerous studies have shown a correlation between job satisfaction and effective leadership and communication skills among nursing staff. Discontentment stemming from communication breakdowns, role ambiguity, and a lack of leadership support can lead to burnout and attrition, ultimately affecting patient outcomes. Thus, a research

study focused on the impact of a targeted LDP on communication skills and job satisfaction among staff nurses is imperative. Such a study would not only shed light on the effectiveness of such interventions but also contribute to the development of evidence-based strategies for enhancing job satisfaction and overall nurse well-being [5]. Moreover, as healthcare continues to face unprecedented challenges, including a growing aging population and complex medical advancements, the role of nurses becomes even more critical. Their ability to effectively communicate, collaborate, and lead is paramount for delivering safe and high-quality care. A research study examining the outcomes of a Leadership Development Programme can provide invaluable insights into the specific areas of improvement within nursing practice, ultimately contributing to better patient experiences, enhanced teamwork, and increased job satisfaction among staff nurses. Since many of the studies and researcher's own experience reveal an inadequate knowledge among staff nurses regarding Leadership Development Programme In Improving The Communication Skills And Job Satisfaction, the researcher wants to improve their knowledge by using a self instructional module.

### Statement of the problem

"A Pre-Experimental Study To Assess The Effectiveness Of Self-Instructional Module (Sim) On Knowledge Regarding Leadership Development Programme In Improving The Communication Skills And Job Satisfaction Among Staff Nurses In A Selected Hospital, Saudi Arabia."

### Objectives

1. To assess the prior knowledge of staff nurses regarding leadership development programme in improving the communication skills and job satisfaction.
2. To develop SIM on leadership development programme in improving the communication skills and job satisfaction
3. To find out the effectiveness of SIM in terms of gain in post test knowledge score.
4. To associate the pre test knowledge score with selected demographic variables.

### Materials and methods

#### Research design

An evaluatory approach with pre-experimental one group pre-test post-test design was used to assess the effectiveness of self instructional module on leadership development programme in improving the communication skills and job satisfaction among staff nurses in King Fahad Hospital, Saudi Arabia.

### Sample Variables

#### Independent variable

Refers to Self-Instructional Module on leadership development programme in improving the communication skills and job satisfaction.

#### Dependent variable

Refers to the knowledge of the staff nurses regarding leadership development programme in improving the communication skills and job satisfaction.

### Extraneous variable

Refers to age, educational qualification, years of experience as staff nurse, area of experience and exposure to any previous in-service educational programs on leadership development programme in improving the communication skills and job satisfaction.

### Study Setting

The study was conducted at selected hospital in Saudi Arabia.

### Target population

The target population for conducting the research study consisted of the staff nurses working in selected hospital, Saudi Arabia.

### Sampling technique

Purposive sampling was used to collect data from the samples.

### Sample Size

A total 50 nurses working in King Fahad Hospital, Saudi Arabia were selected for the study.

### Development and description of research tool

As the study was related to assess the effectiveness of self instructional module on leadership development programme in improving the communication skills and job satisfaction among staff nurses in King Fahad Hospital, Saudi Arabia.

The tool was prepared on the basis of:

1. Review of literature
2. Preparation of blue print
3. Consultation with experts of nursing and medicine.

The tool for data collection was a self structured questionnaire and it consists of the following:

#### Section 1

Sociodemographic data e.g. age, educational qualification, years of experience as staff nurse, area of experience and exposure to any previous in-service educational programs on leadership development programme in improving the communication skills and job satisfaction.

#### Section 2

Structured knowledge questionnaire to assess the knowledge of staff nurses.

The maximum score was 36. The items were developed as to cover 7 different sessions, namely

- Session I - Understanding the role of staff nurses.
- Session II - Effective communication skills for staff nurses
- Session III- Developing leadership skills
- Session IV - Conflict resolution and emotional intelligence
- Session V - Motivating and engaging the team
- Session VI- Job satisfaction and staff retention

### Validity of research tool

The validity of research tool was checked as follows:-

- Consultation with guide regarding content and language of the tool.
- The tool was given to the experts from different nursing fields for the validation of the tool.

- Tool was found complete in terms of content and clarity of language. However, some changes were incorporated as per requirement after consultation with guide.

**Reliability of research tool**

- The reliability of research tool was confirmed by split half method.

**Data collection procedure**

Data collection was done in the month June 2020. Prior permission was taken from the Nursing Superintendent of hospital and consent from samples. The structured knowledge questionnaire was administered to assess the

knowledge of staff nurses regarding leadership development programme in improving the communication skills and job satisfaction.

**Ethical considerations**

This study did not include any intervention on the subjects. A written permission was taken from Superintendent of hospital. An informal verbal consent was also taken from the subjects. Anonymity of subjects and confidentiality of information was maintained. It was ensured that the study did not affect the subjects in any way.

**Analysis and Interpretation of Data**

**Table 1:** Frequency and percentage distribution of demographic variables of staff nurses.

Sl.no	Variables	Frequency	Percentage (%)
1	<b>Age in years</b>		
	a) 21 - 30	40	80
	b) 31 - 40	05	10
	c) 41 and above	05	10
2	<b>Professional Qualification</b>		
	a) General nursing and Midwifery	09	18
	b) Post certificate BSc(N)	05	10
	c) BSc Nursing	36	72
	d) MSc Nursing	00	00
3	<b>Years of experience</b>		
	a) < 1 year	05	10
	b) 1-5 years	45	90
	c) ≥ 5 years	00	00
4	<b>Current area of experience</b>		
	a) ICU	12	24
	b) OPD	12	24
	c) General ward	14	28
	d) OT	12	24
5	<b>Inservice educational programme attended on leadership development programme in improving the communication skills and job satisfaction</b>		
	a) Yes	01	02
	b) No	49	98
	c) If yes, specify	00	00

**Table 2:** Assessment of Pre-test and Post-test level of knowledge score on leadership development programme in improving the communication skills and job satisfaction.

Level of knowledge	Score levels	Number of respondents		Percentage (%)	
		Pre test	Post test	Pre test	Post test
Very poor	0-6	05	00	10	0
Poor	7- 12	40	00	80	00
Average	13 – 18	05	00	10	00
Good	19 – 24	00	20	00	40
Very good	25 – 30	00	24	00	48
Excellent	31-36	00	06	00	12
Total	36	50	50	100	100

**Maximum score = 36**

Assessment of the level of pre test knowledge score among staff nurses depicts that, majority of respondents 40(80%) had poor knowledge scores, 5(10%) had average knowledge, 5(10%) of them had good knowledge scores and none of the respondents possessed very good and excellent knowledge score category, it might be due to lack of updating their knowledge. The findings of the study has revealed that there is an urgent need to educate the staff nurses regarding leadership development programme in

improving the communication skills and job satisfaction. Assessment of the level of post-test knowledge of the staff nurses after the administration of self instructional module had revealed that majority of the respondents 24(48%) had very good knowledge score, 6(12%) had good knowledge score and 20 (40%) had excellent knowledge score in the post test regarding leadership development programme in improving the communication skills and job satisfaction. It has shown that self instructional module was very effective in improving the knowledge level of the respondents.

**Table 3:** Pre-test and post-test knowledge scores regarding leadership development programme in improving the communication skills and job satisfaction.

Area	Maximum score	Respondents knowledge			Paired 't' test
		Mean	Mean%	SD	
Pre-test(X)	36	10.48	29	2.82	36.27
Post-test(Y)	36	30.8	85.55	2.15	
Effectiveness(Y-X)		19.84	55.11	2.87	

t table value = 1.6766 at p < 0.05, df=49

The knowledge scores of staff nurses regarding leadership development programme in improving the communication skills and job satisfaction has revealed that, post-test mean knowledge score was found higher 30.8(85.55%) and SD of 2.15 when compared with pre-test mean knowledge score which was 10.48(29.11%) with SD of 2.82. The mean effectiveness score was 19.84 (55.11%) with SD of 2.87. The results of the study indicates the effectiveness of self instructional module in enhancing knowledge score of staff nurses on leadership development programme in improving the communication skills and job satisfaction by using interventional measures in the form of self instructional module.

**Table 4:** Paired t test showing the significance of mean difference between pre-test and post-test knowledge scores of staff nurses after the administration of SIM.

Group	Mean %		Mean % difference	SD difference	't' value
	Pre test	Post test			
Staff nurses working in selected hospital.	29	85.55	56.55	.67	36.27

Maximum Score = 30 Table value = 1.6766 at 0.05 level of significance

Data in Table 4 depicts that the mean post-test knowledge score 85.55% was higher than the mean pre-test knowledge score 29%, with a mean difference of 56.55%. The calculated 't' value, 36.27 was greater than the table value 1.6766 at 0.05 level of significance. Therefore the null hypothesis is rejected and research hypothesis was accepted indicating that the gain in knowledge was not by chance. Hence the research hypothesis accepted and concluded that there was significant gain in knowledge after implementation of self instructional module.

From the above findings it was concluded that the Self Instructional Module is an effective teaching strategy to improve the knowledge scores of staff nurses regarding leadership development programme in improving the communication skills and job satisfaction.

**Table 5:** Association of the pre-test knowledge scores with selected demographic variable.

Variables	>M	<M	Chi-square value	Result
<b>1) Age in years</b>			.081	Not Significant
a) 21 – 30	22	18		
b) 31 – 40	03	02		
c) 41 and above	03	02		
<b>2) Educational Qualification</b>			1.321	Not Significant
a) GNM	05	04		
b) Post certificate BSc (N)	04	01		
c) BSc Nursing	19	17		
d) MSc Nursing	00	00		
<b>3) Years of experience as staff nurse</b>			14.678	Not significant
a) ≤ 1 year	03	02		
b) 2-5 years	25	20		
c) >5 years	00	00		
<b>4) Current area of experience</b>			1.589	Not Significant
a) ICU	07	05		
b) OPD	05	07		
c) General ward	08	06		
d) OT	08	04		
<b>5) Attended any in service education programs regarding leadership development programme in improving the communication skills and job satisfaction.</b>			20.45	Not significant
a) Yes	01	00		
b) No	27	22		

**M=Median (11)**

Chi square was carried out to analyze the significant association between the pre-test knowledge scores and the selected demographic variables. The study findings have shown that, there is significant association of pre-test knowledge score with selected demographic variables.

**Conclusion**

The following conclusions were drawn based on the findings of the study:

In the pre test, the distribution of staff nurses according to their level of knowledge has shown that 10% had very poor

knowledge, 80% had poor knowledge and 10% had average knowledge on leadership development programme in improving the communication skills and job satisfaction.

Mean percentage of the knowledge score in the pre test was 29.11% with mean and SD of 10.48±2.82, which increased after administration of self instructional module with mean percentage of knowledge score in the post test by 85.55% with mean and SD of 30.8±2.15. The self instructional module tested in the study was found to be effective (t= 15.63, p < 0.05) in improving the knowledge on regarding leadership development programme in improving the

communication skills and job satisfaction among staff nurses. This shows that self instructional module was an effective teaching method for providing information.

Association of demographic variables with pre test scores was computed using chi- square test. Analysis has shown that, there was no association between the pre test knowledge scores with selected demographic variables.

Thus, the finding indicates that there was lack of knowledge among staff nurses regarding leadership development programme in improving the communication skills and job satisfaction and information through various means like self instructional module is an important source for improving the knowledge

**Recommendations**

Based on the present study findings, it is recommended that:

1. A similar study can be conducted on a larger sample which may help to draw more definite conclusions and make generalisation.
2. An experimental study can be carried out with a control group.
3. A follow-up study of the self instructional module can be carried out to find the effectiveness in terms of retention of knowledge.
4. A comparative study between the institutional practices on leadership development programme in improving the communication skills and job satisfaction could be done.
5. A study can be conducted at private and government hospitals and the results of the study may be compared to find out the knowledge on leadership development programme in improving the communication skills and job satisfaction.

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**Annexure**

Structured knowledge questionnaire on leadership development programme in improving the communication skills and job satisfaction

**Instructions**

Please read the following questions carefully and choose the correct answer from the choices given and indicate by placing a tick (✓) mark in the brackets provided. Please answer for all the items.

**Part-1: Demographic data**

**1. Age in years**

- a. 21-30 [       ]
- b. 31-40 [       ]
- c. 41 and above [       ]

**2. Professional Qualification**

- a. General nursing and Midwifery [       ]
- b. Post certificate BSc nursing [       ]
- c. B.Sc Nursing [       ]
- d. M.Sc Nursing [       ]

**3. Years of experience**

- a. Less than 1 year [       ]
- b. years [       ]
- c. Above 5 years [       ]

**4. Current area of experience**

- a. ICU [       ]
- b. OPD [       ]
- c. General ward [       ]
- d. OT [       ]

**5. Attended any in-service education**

- a. Yes [       ]
- b. No [       ]

**Part 2 Structured knowledge questionnaire**

**Instructions**

Please read the following questions carefully and choose the correct answer from the choices given and indicate by placing a tick (✓) mark in the brackets provided. Please answer for all the items.

**Session 1: Understanding the Role of Charge Nurses**

**1. What are the primary responsibilities of charge nurses in healthcare settings?**

- a. Managing hospital finances and budgets [       ]
- b. Coordinating activities of other nurses and support staff [       ]
- c. Conducting medical research and clinical trials [       ]
- d. Handling patient billing and insurance claims [       ]

**2. Why are charge nurses important in healthcare organizations?**

- a. They are responsible for performing complex medical procedures. [       ]
- b. They handle administrative tasks related to hospital management. [       ]
- c. They act as a bridge between frontline nursing staff and higher-level management. [       ]
- d. They are in charge of patient billing and financial transactions. [       ]

**3. What is the significance of effective communication skills for charge nurses?**

- a. Effective communication helps charge nurses perform medical diagnoses. [       ]
- b. It allows charge nurses to manage hospital budgets and finances. [       ]
- c. Good communication prevents conflicts and disagreements among staff. [       ]
- d. Effective communication impacts patient outcomes and job satisfaction among the nursing staff. [       ]

**Session-2: Effective Communication Skills for Charge Nurses**

**4. What is the significance of effective communication in healthcare for charge nurses?**

- a. To enhance job satisfaction among healthcare professionals [       ]
- b. To improve patient safety and continuity of care [       ]
- c. To reduce stress levels among patients [       ]
- d. To prioritize hierarchy and power dynamics in healthcare organizations [       ]

**5. Which type of communication involves spoken language to convey information, instructions, and emotions?**

- a. Verbal communication [       ]
- b. Non-verbal communication [       ]
- c. Written communication [       ]
- d. Emotional communication [       ]

**11. What can charge nurses do to overcome language barriers in healthcare settings?**

- a. Prioritize hierarchy and power dynamics [       ]
- b. Avoid using interpreters or translators [       ]
- c. Adopt simple and clear language [       ]
- d. Encourage emotional outbursts during interactions [       ]

**12. How can charge nurses foster open communication in their healthcare teams?**

- a. Avoid inviting questions and feedback [       ]
- b. Encourage all team members to voice their concerns and ideas [       ]
- c. Use medical jargon and complex terminology [       ]
- d. Limit communication to one-way interactions [       ]

**8. Which communication technique involves giving full attention to the speaker and providing feedback to demonstrate engagement and empathy?**

- a. Emotional regulation [       ]
- b. Two-way communication [       ]
- c. Active listening [       ]
- d. Clarity and conciseness [       ]

**9. How can technology be used to improve communication in healthcare?**

- a. By limiting communication to face-to-face interactions [       ]
- b. By using communication tools such as electronic health records and video conferencing [       ]
- c. By avoiding the use of any technological devices in healthcare settings [       ]
- d. By discouraging team members from using secure messaging platforms [       ]

**10. What is one of the benefits of providing charge nurses with communication training?**

- a. It reduces the need for emotional intelligence in leadership. [       ]
- b. It discourages open dialogue and feedback among team members. [       ]
- c. It helps charge nurses avoid handling challenging conversations. [       ]
- d. It enhances their ability to adapt communication styles to different situations. [       ]

**11. Why is developing emotional intelligence crucial for charge nurses?**

- a. To encourage emotional outbursts during interactions [       ]
- b. To reduce job satisfaction among healthcare professionals [       ]
- c. To empathize with the emotions of team members, patients, and their families [       ]
- d. To avoid conflict resolution techniques in healthcare settings [       ]

**Session-3: Developing Leadership Skills**

**12. Which leadership style focuses on inspiring and motivating team members to achieve their best performance?**

- a. Autocratic leadership [       ]
- b. Democratic leadership [       ]
- c. Laissez-faire leadership [       ]
- d. Transformational leadership [       ]

**13. What is one of the key ways charge nurses can positively influence their team members?**

- a. Setting unrealistic expectations [       ]
- b. Leading by example [       ]
- c. Micromanaging team members [       ]
- d. Promoting a negative work culture [       ]

**14. Why is clear communication essential for effective leadership?**

- a. It allows charge nurses to control every aspect of the team's work. [       ]
- b. It creates a sense of hierarchy within the nursing unit. [       ]
- c. It helps reduce misunderstandings and aligns everyone's objectives. [       ]
- d. It allows charge nurses to avoid responsibilities and decision-making [       ]

**15. Why should charge nurses be adaptable and flexible in their leadership approach?**

- a. It allows them to maintain a strict and unchanging work environment. [       ]
- b. It shows that they are not confident in their leadership skills. [       ]
- c. It enables them to navigate complex situations and gain team members' confidence. [       ]
- d. It prevents them from taking on new responsibilities and challenges. [       ]

**Session-4: Conflict Resolution and Emotional Intelligence**

**16. What is the role of emotional intelligence (EI) in leadership for charge nurses?**

- a. EI is not relevant for charge nurses. [       ]
- b. EI impacts their interactions with team members, patients, and other healthcare professionals. [       ]
- c. EI only affects patient care and not staff morale. [       ]
- d. EI is important only for conflict resolution. [       ]

**17. Which of the following is NOT one of the key components of emotional intelligence (EI)?**

- a. Self-regulation [       ]
- b. Motivation [       ]
- c. Teamwork [       ]
- d. Empathy [       ]

**18. How can charge nurses effectively deal with conflicts in a healthcare team?**

- a. Ignore conflicts and hope they resolve on their own. [       ]
- b. Encourage open communication and active listening. [       ]
- c. Avoid involving a neutral third party for mediation. [       ]
- d. Focus on personal attacks to resolve the issue. [       ]

**19. Why is self-awareness essential for charge nurses in emotional regulation?**

- a. It helps them understand and empathize with team members. [       ]
- b. It allows them to set and pursue goals with enthusiasm. [       ]
- c. It enables them to manage emotions appropriately in challenging situations. [       ]
- d. It ensures they remain calm and composed during conflicts. [       ]

**Session-5: Motivating and Engaging the Team**

**20. What is one effective way for charge nurses to recognize and appreciate the hard work of their team members?**

- a. Providing monetary bonuses [       ]
- b. Offering extra vacation days [       ]
- c. Giving verbal praise and appreciation [       ]
- d. Organizing team-building activities [       ]

**21. How can charge nurses promote a positive work culture and strengthen team spirit?**

- a. Providing monetary rewards for outstanding performance [       ]
- b. Setting clear goals and objectives for the team [       ]
- c. Conducting regular performance evaluations [       ]
- d. Implementing strict rules and regulations [       ]

**22. What does creating a culture of accountability among team members involve?**

- a. Setting unclear expectations and guidelines [       ]
- b. Avoiding constructive feedback [       ]
- c. Encouraging team members to take ownership of their work [       ]
- d. Ignoring team members' contributions [       ]

**23. Why is encouraging professional development important for team engagement and job satisfaction?**

- a. It helps charge nurses establish a dominant position in the team. [       ]

- b. It reduces turnover rates and ensures a skilled workforce. [ ]
- c. It prevents team members from pursuing other career opportunities [ ]
- d. It imposes additional responsibilities on team members [ ]

**Session-6: Job Satisfaction and Staff Retention**

**24. Effective leadership influences job satisfaction and staff retention by:**

- a. Limiting communication and collaboration among nursing staff. [ ]
- b. Providing inflexible work schedules for charge nurses. [ ]
- c. Demonstrating transformational leadership qualities. [ ]
- d. Ignoring the professional growth of charge nurses. [ ]

**25. Which of the following factors contributes to job satisfaction among charge nurses?**

- a. Overworking charge nurses to maximize productivity. [ ]
- b. Providing limited resources and support for their duties. [ ]
- c. Recognizing and appreciating their efforts. [ ]
- d. Restricting decision-making authority for charge nurses. [ ]

**26. What is an essential component of creating a supportive work environment for charge nurses?**

- a. Avoiding team-building activities to minimize distractions. [ ]
- b. Providing little to no mentorship or coaching opportunities. [ ]
- c. Fostering open and transparent communication. [ ]
- d. Ignoring conflicts and not addressing them at all. [ ]

**27. To combat burnout and turnover, organizations can implement strategies such as:**

- a. Reducing recognition and incentives to save costs. [ ]
- b. Creating unclear career pathways for charge nurses. [ ]
- c. Overloading charge nurses with unreasonable workloads. [ ]
- d. Establishing staff support programs and conducting exit interviews. [ ]

**Session-7: Implementing the Leadership Development Program**

**28. What is the purpose of developing a personalized action plan for charge nurses in the leadership development program?**

- a. To assess the charge nurse's performance during the training sessions. [ ]
- b. To outline strategies for effectively managing and resolving conflicts within the team. [ ]
- c. To establish measurable goals and objectives for the charge nurses. [ ]
- d. To guide charge nurses in applying newly acquired knowledge and skills in their daily leadership responsibilities. [ ]

**29. What are the characteristics of SMART goals in the leadership development program?**

- a. Simple, Meticulous, Achievable, Relevant, Timeless [ ]
- b. Specific, Measurable, Achievable, Relevant, Time-bound [ ]
- c. Strategic, Meaningful, Aspirational, Realistic, Timeless [ ]
- d. Specific, Measurable, Ambitious, Relevant, Timely [ ]

**30. How can the effectiveness of the leadership development program be evaluated?**

- a. By analyzing the charge nurse's performance during the training sessions. [ ]
- b. By conducting interviews with the charge nurses' teams and other stakeholders. [ ]
- c. By assessing the charge nurses' strengths and weaknesses. [ ]
- d. By monitoring the charge nurses' progress in achieving personal goals. [ ]

**31. What is the primary focus of a Leadership Development Programme in the context of this study?**

- a. Enhancing patient care [ ]
- b. Improving hospital infrastructure [ ]
- c. Increasing staff attendance [ ]
- d. Promoting teamwork among doctors [ ]

**32. In the context of the study, what is the expected outcome of improved communication skills among staff nurses?**

- a. Higher patient satisfaction [ ]
- b. Decreased work hours [ ]
- c. Increased equipment availability [ ]
- d. Expanded hospital facilities [ ]

**33. How does a Leadership Development Programme contribute to job satisfaction among staff nurses?**

- a. By reducing the number of tasks [ ]
- b. By increasing patient load [ ]

- c. By providing career growth opportunities [       ]
- d. By decreasing collaboration with colleagues [       ]

**34. Which of the following is NOT a potential benefit of enhancing communication skills among staff nurses?**

- a. Reduced medical equipment costs [       ]
- b. Improved patient outcomes [       ]
- c. Enhanced teamwork [       ]
- d. Fewer misunderstandings among colleagues [       ]

**35. What is one likely challenge in implementing a Leadership Development Programme for improving communication skills?**

- a. Limited availability of training materials [       ]
- b. Excessive workload for nurses [       ]
- c. Lack of interest among doctors [       ]
- d. Decreased patient admissions [       ]

**36. How can a Leadership Development Programme potentially impact patient care indirectly?**

- By increasing administrative tasks [       ]
- By reducing the need for medical equipment [       ]
- By improving staff morale and teamwork [       ]
- By isolating nurses from other hospital departments [       ]