UNIT 4  INTERPERSONAL RELATIONSHIPS

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4.0 OBJECTIVES

After going through this unit, you should be able to:

- comprehend the concept of interpersonal relationship;
- define and explain the nature and importance of interpersonal relationship;
- describe different types of relationship required in the health care sector;
- explain the role of nurse administrator in enhancing intradisciplinary, interdisciplinary and nurse-patient relationship;
- understand various tools to achieve interpersonal effectiveness; and
- understand behaviours that enhances and inhibits interpersonal relationship.

4.1 INTRODUCTION

From the previous units of personnel management we come to understand that the primary concern of management function is to establish and maintain good human relations within the organization for effective functioning to achieve the organization goals. In the hospital setting and community setting where you and your nurses are working the most important goal is to render best possible patient care. Patient is the key person around which all the activities of health care professionals revolve interpersonal skills are necessary for all nursing activities: caring, comforting, referring, counselling, support, supervising and so on. All professional nurses strive to improve their practice and develop more effective means of rendering care. Because nursing is always concerned with people, the more knowledgeable and skillful a nurse is in the area of interpersonal relations, the more likely it is that she will be able to meet the nursing needs of patients in the hospital and community.

In this unit you will learn about interpersonal relations in more detail because most of you after completing this course will be working as nursing superintendents, deputy nursing superintendent, assistant nursing superintendent and ward sisters in the hospital settings. Many of you may get the administrative position in community health nursing field as district public health nursing officer, public health nurse supervisor and public health
nurses. You will be able to apply principles of supervision and administration at all levels and promote interpersonal effectiveness in all nursing personnel working under you.

Let us now study what do we mean by interpersonal relationship.

4.2 INTERPERSONAL RELATIONSHIP

Now you will learn about Inter personal relations and its motives of developing inter personal relations.

4.2.1 Concept and Definition

Concept

Man requires various environment with specific qualities if he is to survive and also has to maintain contact with these environment. Through his total behaviour he carry on an adequate interchange with them. One of the necessary environment peculiar to man is Interpersonal Environment i.e. the process of interacting with other people becomes a characteristic pattern of human behaviour early in life. These pattern of interaction from infancy and childhood becomes the pattern of interpersonal relationship which characterised the living of each individual. The infant establishes through the process of empathy. He puts everything in mouth what comes within his reach and if he has a warm, calm and comfortable environment, we anticipate that he feels warm, calm and comfortable. On the other hand if he has cold, tense and painful environment he will feel cold, tense and painful. As the infant grows the way of relating to his environment begins to change. He imitates persons with whom he interacts most. Similarly in adolescent and adult life.

From the above statement you have realised that the subject of interpersonal relationship has come to connote "wining friends and influencing people"; "getting along" with people means pleasing every one with whom you come in contact and being liked by all. This of course, is impossible and entirely undesirable because we are all so constituted by nature that no one can possibly entirely aproves of us. Each individual must set his own goals and decide what things are important to develop.

The interpersonal relation movement focuses on human feelings and attitudes. Co-operation and co-ordination can only be achieved if each and every member of health care team develops effective interpersonal skills to establish good interpersonal relationships with patients and their family members, significant others and co-workers. If you are unable to establish interpersonal relations, you will be unlikely to get the real facts, understand the real problems, get others to help or be an effective member of health care team.

We hope, you must have grasped the concept of interpersonal relationship.

Definition

**Interpersonal relationship is defined as a state of being mutually or reciprocally interested. The whole process of Interpersonal relationship implies the interaction of two or more persons or things in which changes continuously occur.**

People in a hospital work with people. This is much more so than in any other organization. Other service organizations like banks and hotels do their work with people as customers, but unlike a hospital, their work is exclusively with people who have an overwhelming anxiety about their health. The staff of hospital interact with anxious patient and their relatives. For satisfying their needs the interaction between the health care team members should be satisfying for the well-being of patients.

Definition of nursing also has emphasised the importance of interpersonal relationship which state "Nursing is an interpersonal process whereby the professional nurse practitioner assists an individual or family to prevent, or cope with the experience of illness and suffering and, if necessary, assists the individual or family to find meaning in these experiences."
Personnel Management

Nursing is an "interpersonal process" because it is always concerned with people either directly or indirectly. The "people" which include patients, their families, visitors, personnel and members of the allied disciplines. The nurse who is equipped with cognitive, connative and psychomotor skills recognises and responds to others need for help may it be anybody around her.

Fig. 4.1 depicts the relationship of nurse with people. She has got a pivotal position in this model.

![Diagram of Nurse's central role in hospital and community setting]

**4.2.2 Motives of Developing Interpersonal Relations**

The motives can be classified into two groups:

- Positive motives
- Negative motives

a) **Positive Motives**

Positive motives are essential for developing a trusting relationship i.e., taking a sincere interest in others and genuine desire to help them. Empathy, sympathy, caring, love, hope, autonomy and mutuality are the basic principles of positive interpersonal relationship.

b) **Negative Motives**

- Some people develop relationship for their personal gains. They are curious only towards one person from whom they expect some gain and totally neglect others as an inanimate objects. You must have seen this type of people in your day-to-day interaction with many people.
- Testing the strength of one's own personality by exerting pressure upon others to act the way she/he wants him/her to act.
- Justifying the existence of one's own conflict by showing attitude of superiority in feeling that others are worse off then I am.
- Acting out her own conflicts.

These are some of the negative motives which hinders in the effective relationship.
4.3 TYPES OF INTERPERSONAL RELATIONSHIP

As a nurse administrator you must know about your staff. You have to keep relationship with your own colleagues, with the other members of health care team and with the patients and his family. There exist three major system of interpersonal relations in health care system:

1) Inter-disciplinary
2) Intra-disciplinary
3) Nurse-Patient

Let us study each of these systems in detail.

4.3.1 Inter-disciplinary Relationship

Inter-disciplinary relationship exist between various health professionals such as doctors, nurses, social workers, pharmacists, dietician, physiotherapist, occupational therapist and so on. All these professionals constitute a health care team. Within the health care team, mutual respect and confidence facilitate freedom of expression, enabling the team members to report observations, give opinions and take active role in developing and implementing agreed upon care plan of their patient.

Let us now examine at interpersonal relations among members of health care team. Although the control is within the scope of all the professions to establish good interpersonal relationship with each other, still it is difficult to understand why the area of interpersonal relation has been neglected so long. You must have noticed in your work place that inspite of the high level of educational sophistication and dedication, most
professionals make very little efforts to achieve co-operative and helping relations through team work. Yet team work offers rewards for all:

- For the patient — improved co-ordinated care.
- For the practitioner — an opportunity for role identification, recognition, professional growth, mutual support.
- For the organization — improved morale, reduced duplication, improved public relation and reputation.
- For the profession — expanded knowledge resulting from cross fertilization of ideas.

You must have realised that how important it is to promote healthy relationships among the team members through organizational structure and everybody is benefited from this relationship and organization image goes up.

4.3.2 Intra-disciplinary Relationship

The Intra-disciplinary relationship is seen within the same professional group. It is seen on two planes; the official hierarchy position such as superior-subordinate relationship, and peer relationships such as between nurses, between various specialists, between dieticians and so on. Intra-disciplinary relation on hierarchical dimensions are less problematic because by virtue of the status the subordinate has to obey the command of superior, respect her and is accountable for all her activities. A proper line of authority and communication helps in establishing good relationship e.g. Deputy Nursing Superintendent is accountable to Nursing Superintendent, the ward incharge to assistant nursing superintendent and so on.

Peer relationsliip involve true colleaguegiene or on the other hand, back biting and competition, e.g. staff nurse-staff nurse relationship. The relationship here can be very good because of spirit of colleaguegiene or conflicting situation may arise because of back biting to the superior to lower each other’s image for the sake of getting promotion or personal gain.

4.3.3 Nurse-Client Relationship

Nurse-client relationship are referred to by some as inter personal relationships, by others as therapeutic relationships and still by others as helping relationship. The process of interaction between nurse and patient starts on very first day of his admission to the ward. The process of interaction between two or more individuals represents a sequence of verbal and non-verbal behaviours that are goal directed. They mutually identify goals and the means to achieve them. When they agree on the means to implement the goals, they move towards transactions. Transaction is defined as goal attainment.

Open communication based on mutual respect between client and nurse is cardinal in determining accurate diagnosis, treatment and evaluation of care. Interpersonal relationship is the vehicle for the application of nursing process. From the time the client and the nurse first meet and throughout their contacts, progress in relating to each other will be reflected in the degree of accomplishment of the nursing care goals. The nurse must therefore be able to use the knowledge of communication and of development of self to facilitate the growth of interpersonal relation with the patient.

A series of studies has shown that nurse-patient relationship have a salutory effect on the therapeutic regime. Patients exposed to supportive nurse needed less analgesics, and experienced less urinary retention after surgery. The nurse-client relationship must change from submission-domination to co-operation. Nurse’s philosophy of practice should be based on respect for the client's right and ability to be a partner in decisions concerning his well-being. Belief, knowledge and experience are interrelated. Therefore, development of such a philosophy must be built upon knowledge of related social and behavioural sciences, strengthened by personal experience and application in practice.

The nurse-patient relationship process is described in terms of four sequential phases, each of which is characterised by identifiable tasks and skills. You must understand these phases so that you can identify the progress of relationship. Table 4.1 describes the tasks and skills you should acquire during each phase of nurse-patient relationship.
<table>
<thead>
<tr>
<th>Phase</th>
<th>Tasks</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preinteraction</td>
<td>The nurse reviews pertinent knowledge, considers potential areas of concern, and develops plans for interaction.</td>
<td>Recognizing limitations and seeking assistance required.</td>
</tr>
<tr>
<td>introductory</td>
<td>1) Opening the relationship. Both client and nurse identify each other by name. When the nurse initiates the relationship, it is important to explain the nurse's role to give the client an idea of what to expect. When the client initiates the relationship, the nurse reasons to help the client express concerns and reasons for seeking help. Vague, open-ended questions, such as “What's on your mind today?” are helpful at this stage.</td>
<td>A relaxed attending attitude to put the client at ease, it for all clients to receive help.</td>
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<td></td>
<td>2) Clarifying the problem. Because the client initially may not see the problem clearly, the nurse's major task is to help clarify the problem.</td>
<td>Alternative listening, paraphrasing, clarifying, and other effective communication techniques can be utilized in clarifying the problem. A common error at this stage to ask too many questions of the client.</td>
</tr>
<tr>
<td></td>
<td>3) Structuring and formulating the contract (obligations to be met by both the nurse and client) Nurse and client develop a degree of trust and verbally agree about: (a) location, frequency, and length of meetings, (b) overall purpose of the relationship, (c) how confidential material will be handled, (d) tasks to be accomplished, and (e) duration and indications for termination of the relationship.</td>
<td>Communication skills listed above and ability to overcome resistive and/or testing behaviours if they occur.</td>
</tr>
<tr>
<td>Working phase</td>
<td>Nurse and client accomplish the task outlined in the introductory phase, enhance trust and rapport, and develop caring attitude.</td>
<td>Listening and attending skills and for responding skills: first level empathy, respect, genuineness, and concreteness.</td>
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<tr>
<td></td>
<td>1) Responding and exploring. The nurse assists the client to explore thoughts, feelings, and actions. The client explores feelings and action associated with problems (self-exploration or self-disclosure).</td>
<td>In addition to those of the first stage, skills required by the nurse are advanced-level empathy, self disclosure, and confrontation. Skills required by the client are non-defensive listening and dynamic self-understanding.</td>
</tr>
<tr>
<td></td>
<td>2) Integrative understanding and dynamic self understanding The nurse acquires integrative understanding about the client. The client develops the skills of listening and gains insight into personal behaviour.</td>
<td>Decision making and goal setting skills.</td>
</tr>
<tr>
<td></td>
<td>3) Facilitating and taking action. The nurse plans programs within the client's capabilities and considers long and short-term goals. The client needs to learn to take risk (i.e., accept that either failure or success may be the outcome). The nurse needs to reinforce success and help the client recognize failures realistically.</td>
<td>In addition:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For the client: risk taking</td>
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<td></td>
<td></td>
<td>For the nurse: reinforcement skills.</td>
</tr>
<tr>
<td>Termination</td>
<td>Nurse and client accept feelings of loss. The client accepts the end of the relationship without feelings of anxiety or dependence</td>
<td>For the nurse: summarizing skills For the client: abilities to handle problems independently.</td>
</tr>
<tr>
<td>phase</td>
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</tbody>
</table>
4.4 COMPONENTS AND TOOLS TO ACHIEVE INTERPERSONAL EFFECTIVENESS

Components

Relationship with other people depends upon our effectiveness in communication with others. Interpersonal effectiveness has been defined as the degree to which the consequences of your behaviour match your intentions. Interpersonal effectiveness is dependent upon a series of prerequisites as outlined in the Fig. 4.2.

![Interpersonal effectiveness components diagram](image)

These components to achieve effective interpersonal relationship in nursing are self explanatory in the above figure.

The knowledge about communication theory will enable you to communicate effectively with patients, co-workers, physician and other members of health care team and you can demonstrate high degree of interpersonal relationship through self awareness. Developing
skills such as listening, questioning, encouraging, responding, comforting, and opening and closing interpersonal relationship are very important for the process of four phases of developing interpersonal relationship.

Tools

Some of the important tools to achieve interpersonal effectiveness is described as under.

1) Willingness to Give and Take (Sharing)

The most healthy and enjoyable interpersonal relationship is possible only between individuals and groups who understand the importance of unselfishness accepting as well as giving and who put the principle into practice.

2) Acceptance of Others

Satisfactory interpersonal relationship from your point of view would be easy to achieve if every one looked and behaved just the way you wanted. Nothing would annoy or irritate you. Rut in practical it does not happen. Life is not that beautiful, particularly in a profession like nursing which requires contact with all kind of individuals, attractive and non-attractive, good or bad. Learning to accept this fact and to give excellent nursing care regardless of your feelings requires self discipline and skills in interpersonal relations.

To have satisfactory relationship with others, you must accept the fact that other person has just as much right to his habits and behaviour as you have to yours. Exerting undue influence on anyone for any reason never brings happy results. In caring for sick patients, it is particularly important to accept him as he is. Help restore him to full health as a health care professional.

3) Self Acceptance

Self acceptance requires being able to live happily with the physical and mental capacities one is endowed with by nature and having insight into one's own behaviour patterns. Understanding why you behave as you do in certain situation will help to understand the behaviour of others and adjust accordingly.

4) Know-how (To establish effective IPR)

"All right", you may say, "I want to get along well with others. I am willing to give my time and talents and let others give theirs to me; I will accept psychologically any one, any place, anytime, including myself. But just how do I go about it?" This is a good question. Keeping desirable relationship intact here are few suggestions for you to adopt.

- Be courteous and respectful to every one.
- Be willing to accept help and advise from others.
- Communicate skillfully. Try not to be argumentative.
- Control the tone of your voice and laughter.
- Get acquainted with many people.
- Take advantage of the factor of timing.
- Overcome sniffing, finger tapping, continual whistling and others nervous and annoying habits.
- Be careful of other people's possession.
- Share praise with co-workers in any project.
- Take your share of the blame in any situations.
- Give sincere complement generously.
- Attempt to clear up misunderstanding promptly.
- Avoid embarrassing yourself or anyone else.
- Never indulge in malicious gossip.
- Never deliberately ignore any one without good cause.
5) **Emotional Maturity**

A mentally healthy individual is richly endowed with emotions and, as he matures, he learns to use them intelligently. As an adult professional nurse here are ten marks to help you assess your present status of emotional maturity.

1) You control your emotions in most situations. Should they occasionally get out of hand, you take necessary action to restore yourself and avoid repetition of the same behaviours in future.

2) You know what to forget and what to remember. You do not harbor resentment.

3) You refuse to let easily hurt people make you feel guilty.

4) You never sulk just because you cannot have your own way.

5) You feel secure and unafraid in your relationship with others. You expect to be liked, valued, loved when you are not, you accept the facts and do not feel it lower your self-esteem.

6) You are able to adjust a wide range of personalities without becoming emotionally involved unless you want to.

7) You recognize every one’s need, including your own, for an occasional change of environment.

8) You are able to carry on your work inspite of upsetting personal circumstances.

9) You keep your religious life in proper prospective.

10) You refrain from judging others.

Emotional maturity is very important to built interpersonal relationship with others. Nurses will always be able to improve their interpersonal skill at each level, however skilled they are at any point in time. It is the insight into, evaluation of and ability to change their own interpersonal behaviour that will enable nurses to enhance their professional practice.

**Check Your Progress 3**

1) List down the three components of effective interpersonal relationship.

2) List five skills essentials to develop good interpersonal relations.

3) List four tools which are important in developing effective interpersonal relations.
<table>
<thead>
<tr>
<th>Behaviours that Enhance Interpersonal Relationships</th>
<th>Behaviours that Inhibit Interpersonal Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveying an attitude of openness, acceptance, and lack of prejudice.</td>
<td>Conveying an attitude of doubt, mistrust, or negative judgement.</td>
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<tr>
<td>Being honest.</td>
<td>Giving false information.</td>
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<tr>
<td>Taking initiative and responsibility; responding to others' concerns.</td>
<td>Conveying an &quot;it's not my job&quot; attitude.</td>
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<tr>
<td>Being reliable.</td>
<td>Not meeting commitments, only partially meeting commitments, or not being punctual.</td>
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<tr>
<td>Demonstrating humility.</td>
<td>Demonstrating self-importance.</td>
</tr>
<tr>
<td>Showing respect for what others are, have been, or may become.</td>
<td>&quot;Talking down,&quot; or assuming familiarity.</td>
</tr>
<tr>
<td>Accepting accountability.</td>
<td>Making excuses or placing blame where it doesn't belong.</td>
</tr>
<tr>
<td>Being confident and prepared.</td>
<td>Being unsure and trying to &quot;wing it.&quot;</td>
</tr>
<tr>
<td>Showing genuine interest.</td>
<td>Acting like you're only doing something because it's a job.</td>
</tr>
<tr>
<td>Conveying appreciation for other's time.</td>
<td>Assuming others have more time than we do.</td>
</tr>
<tr>
<td>Accepting expression of positive and negative feelings.</td>
<td>Demonstrating discomfort when negative feelings are expressed.</td>
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<tr>
<td>Taking enough time.</td>
<td>Rushing.</td>
</tr>
<tr>
<td>Being frank</td>
<td>Sending mixed messages, saying things just because we think it's what the other person seems to want to hear, or talking behind others' backs.</td>
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<tr>
<td>Admitting when we've been wrong.</td>
<td>Denying or ignoring when we've made an error.</td>
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<tr>
<td>Apologizing if we've caused distress or inconvenience.</td>
<td>Acting like nothing happened or making excuses.</td>
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<tr>
<td>Being willing to forgive and forget.</td>
<td>Holding grudges.</td>
</tr>
<tr>
<td>Showing a positive attitude.</td>
<td>Conveying &quot;it'll never work&quot; attitude.</td>
</tr>
<tr>
<td>Conveying a sense of humor.</td>
<td>Acting like there's no room for anything but &quot;serious business&quot;</td>
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<tr>
<td>Allowing others control.</td>
<td>Trying to control others.</td>
</tr>
<tr>
<td>Giving credit where credit is due.</td>
<td>Ignoring achievements or taking credit that doesn't belong to us.</td>
</tr>
<tr>
<td>Being cognizant of other's communication styles (e.g. Some people find eye contact or touch uncomfortable or culturally unacceptable, while others require it).</td>
<td>Using only communication techniques we're comfortable with.</td>
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<tr>
<td>Being courteous.</td>
<td>Ignoring usual rules of courtesy</td>
</tr>
<tr>
<td>Showing respect for others' &quot;territory&quot;</td>
<td>Taking over without asking.</td>
</tr>
<tr>
<td>Working to understand others before trying to be understood.</td>
<td>Trying to get others to understand us first.</td>
</tr>
<tr>
<td>Focusing on common goals.</td>
<td>Focusing only on out goals.</td>
</tr>
<tr>
<td>Looking for solutions.</td>
<td>Complaining about problems.</td>
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</tbody>
</table>
4.5 BEHAVIOURS AFFECTING INTERPERSONAL RELATIONS

In section 4.4 of this unit you have understood the essential components and tool required to establish good interpersonal relationship. To establish good interpersonal relationship, you also require to develop certain behaviours that sound message like "I am reliable", "you can trust me." When people work together to accomplish objectives, people should understand, respect, and maintain a healthy lifestyle so that they are able to help each other. Table 4.3 gives you a comprehensive list of behaviours which affect interpersonal relationship. You should adopt behaviours which enhance interpersonal relations and discard which inhibits interpersonal relations.

You have understood what kind of behaviours you should develop to enhance your interpersonal relations with others. You must make it a habit of applying these behaviours in your daily life when dealing with people. You will realize a significant difference in your relations with your colleagues, team workers, patients, and significant others.

Let us now study the role of Nurse Administrator to enhance interpersonal relations in the next section.

**Check Your Progress 4**

List five behaviours that enhance your interpersonal relations with others.

a) 

b) 

c) 

d) 

e) 

4.6 ROLE OF NURSE ADMINISTRATOR TO ENHANCE EFFECTIVE INTERPERSONAL RELATIONS

It is recognized from the previous paragraphs that interpersonal relationship is an important and positive or negative force in meeting health needs of individuals, groups and community. In the hospital setting each and every professional and para-professional is involved in meeting the health needs of patients by providing quality patient care. Similarly, health care team is required to look after sick or well in the community. Unless inter-disciplinary, intra-disciplinary, and nurse-patient relationship is established, the goal of any health organization remain unfulfilled. Open communication based on mutual respect between patient and care given is cardinal in developing accurate diagnoses, providing proper treatment, and evaluating given care. Nurse administrator must explore the range of constraints that surrounds, nurse's use of interpersonal skills. Some of the most visible constraint are summerised in Fig. 4.3. Nurse need to be able to identify and overcome both internal and external constraints to the effective use of interpersonal skills. The development of effective professional interpersonal skills is a continuing process, not an end point.

What can be done to improve interpersonal relationship in hospital and community setting? How can management enhance interpersonal relations?

Let us examine one by one how you can enhance inter-disciplinary, intra-disciplinary and nurse-client relationship in spite of so many constraints in the work setting and how can you overcome these constraints by your good leadership qualities and managerial skills.

**Enhancing Inter-disciplinary Relationship**

Patient care management requires an inter-disciplinary team approach that includes patient and family, physician, nurses, social workers, health care providers, and other appropriate members of the health care team. This kind of team approach can be enhanced during the training period of professionals and paraprofessionals so that they learn to coordinate their activities with each other. It can also be developed during practice after the training period by the management as follows:
Philosophical, social and behavioural science base should be provided to all the professionals which will enable them to respect and understand others. Subjects such as philosophy, ethics, sociology, anthropology, psychology and professional trends should be included in their courses.

Education must provide learning experiences in developing communication skills — listening, observing, encouraging, contributing, interpreting and summarizing etc.

In theory and practice of professional courses, focus should be laid on understanding human needs in health and sickness. Skills in assessment, planning, implementing and evaluating health care plans must be developed.

Management must establish inter-disciplinary councils, committees or team at appropriate levels of operation. If the involved professionals are interested and capable, they will soon establish a sharing relationship in operational units and good co-operation will soon be reflected in the patient care unit which can be assessed by patient satisfaction survey.

Dialogue among professional leaders is another avenue of enhancing interpersonal relations. A series of combined conferences on role definition also contribute to improve interpersonal relations. Overlapping functions between professionals can cause considerable friction and conflict.

Integrating values and skills for team work throughout the education programme is the most effective method for developing positive interpersonal relations. Among health care team nurse faculty participate in team teaching of course in their specialisation to medical officer, sociologist, dietician etc. The team become more open to suggestion from nurses and more accepting to an expanded nursing role in their agency.

Planned learning experiences in which student of one profession spend time with practitioner of another profession can provide valuable insight e.g. family nurse discusses the nurses work in the clinic and home to a medical student and doctor of MCH Centre discusses the doctor's role in MCH Centre and PHC. This gives a more positive and realistic understanding of each other role after they become full fledged professionals.
The management can bring together different professionals by organizing seminars and workshops which are open for various professionals.

Joint participation of different professional students in clinical studies and project can enhance interpersonal relations. e.g. Medical student, Nursing student and social worker can take up the community project such as organizing health mela, exhibition, camps etc. Built in evaluation by their supervisors can bring better co-operation in the work place.

Enhancing Intra-disciplinary Relations

You understood that Intra-disciplinary relationship is the relationship among the member of the same profession such as relationship between chief nursing officer, nursing superintendent, deputy nursing superintendent, assistant nursing superintendent, ward sisters and staff nurses. This is called hierarchy relationship which involve superior-subordinate relationship. Peer relation occurs among the same level of personnel such as staff nurse-staffnurse relationship. In enhancing such a type of relationship the nurse manager must:

- Delegate responsibility and authority to her subordinate by keeping principle of balance in mind.
- Define role, tasks and functions of each level of personnel in the hierarchy so that interpersonal conflict can be avoided.
- Determine proper organizational lines of authority and span of control.
- Create a motivating environment that raises the morale of nurses to work in a group.
- Organize conferences and meetings and invite the participation of all level of personnel in the hierarchy. This will inculcate the feeling of trust, openness and acceptance. Encourage them to share information, involve them in planning and decision-making, discuss about cases, problem and programmes beneficial to patient care.
- Generate staff development activities to ensure that everyone perform the duties assigned to their position.
- Improve communication through joint management councils and group meetings, newsletters, policy manual and organizing comprehensive detail orientation programme to introduce the new entrant to the organization, its policies and procedures and activities relating to her job.
- Develop a proper system of conflict resolution without any bias and prejudice.
- Provide adequate staffing to meet patient care needs.
- Develop a system of team nursing approach where all the professionals and, paraprofessionals are involved in patient care activities.
- Develop a system of consistent disciplinary action i.e. same punishment for the same offence for every body and follow the proper disciplinary procedure.

You must have realised that by recognizing the value of each other and improved communication may help bridge the gap and lead to mutual support. Practice and education play a role in interpersonal process. A sound foundation in social, behavioural sciences, experiences with positive role models, a receptive environment, all these contribute to co-operative relation among members of the same professional groups.

Nurse-Client Relationship

Interpersonal relationship is the vehicle for the application of nursing process in the hospital and community setting. From the time the nurse and the client first meet and throughout their contracts, progress in relating to each other will be reflected in the degree of accomplishment of the nursing care goals. The nurse must be able to use knowledge of communication theories and of development of self to facilitate the growth of interpersonal relationship. In Table 4.2 you have learnt the skills needed to establish effective nurse-client relationship during all the four phases. These skills can be enhanced by the nurse-
manager by organizing group teaching such as seminar, panel discussion, role-play, symposiums, workshop on human relations and nurse-patient relation. Involving patients in group discussion and planning their day to day care can bring fruitful results.

4.7 LET US SUM UP

In this unit we have learnt about interpersonal relationship i.e. being mutually or reciprocally interested. The skills to develop interpersonal relationship is relevant for all the health care providers as it gives an insight into developing team approach to achieve the organizational goals i.e. quality patient care. In health care setting it is very important to develop good interpersonal relation with your own professional mates, with members of other health care professionals and ultimately to develop effective nurse-client relationship. Knowledge in communication theories and self-understanding is of paramount importance to develop interpersonal relations. Certain skills such as listening, questioning, encouraging, information giving, responding, comforting are essentially to be developed for establishing effective relations with everybody around you. Do not forget to develop certain attitude like trust, valuing, respect and honour, empathy and sympathy for maintaining interpersonal relations. Willingness to take and give. acceptance of other, and

![Fig. 4.4: A model of interpersonal skill](image)
emotional maturity are some of the essential tools to be developed for effective interpersonal relations. Certain behaviours to enhance effective interpersonal relationship must be developed by each one of us. Emotionally mature nurse manager can enhance effective interpersonal relations in her staff by organising seminars, conferences and involving all the level of her staff, and by following the principles of organization i.e. clearly defining roles, span of control, unity of command among the workers. The control is obviously within the scope of all the profession to impart such education which teaches them about human relations and human values.

Fig. 4.4 finally gives you the overview of interpersonal relationship. The model depicts different elements. They operate within personal, social, environmental and cultural contexts.

4.8 ANSWERS TO CHECK YOUR PROGRESS

Check Your Progress 1

1) a) interpersonal
   b) human feelings, attitudes.
   c) cognitive, connative, psychomotor

2) a) Interpersonal relationship is defined as a state of being mutually or reciprocally interested.
   b) Nursing is an interpersonal process whereby the professional nurse practitioner assists an individual or family to prevent, or cope with the experience of illness and suffering and, if necessary, assists the individual or family to find meaning in these experiences.

Check Your Progress 2

1) a) inter-disciplinary relationship.
   b) intra-disciplinary relationship.
   c) • Pre-interaction Phase
   • Introductory Phase
   • Working Phase
   • Termination Phase

2) a) True
   b) True
   c) False
   d) False
   e) True

Check Your Progress 3

1) Knowledge, skills. attitude

2) • Listening
   • Questioning
   • Information giving
   • Responding
   • Comforting/Reassuring

3) a) Willingness to give and take (sharing)
   b) Acceptance of others
c) Self acceptance
d) Know-how to establish IPR

Check Your Progress 4

a) Being honest
b) Being reliable
c) Showing genuine interest
d) Conveying appreciation for other's time
e) Admitting when wrong

Check Your Progress 5

As a nurse administrator I will do all in my power to establish good inter-disciplinary as well as intra-disciplinary interpersonal relationship in my institution by:

a) Well defining roles, task function of each level of personnel in the hierarchy.
b) Determining proper organizational lines of authority and span of control.
c) Creating a motivating environment to raise morale of staff.
d) Allow my staff to attend the workshops and conferences organized by other health professionals.
e) Encouraging clinical rounds and discussion with other the members of the health team.
f) Creating a growth producing environment through constructive discipline.
g) Organizing set together by inviting personnel from other departments.
h) Developing a system of team nursing approach.
Annexure

Job Description of Nursing Superintendent

Reporting to:
The Director

Job Summary

Nursing service is as essential in total patient care as medical treatment. These two departments must work hand in hand. Hence, arises the need for a nursing superintendent who is not only responsible for nursing service but has an important role to play in fulfilling the primary objectives of the hospital which are patient care, education, research and community health.

Duties

1) Plan for total patient care.
2) Select departmental personnel and assign activities.
3) Confer with and plan programmes, with the assistance of ward sisters, to facilitate implementation.
4) Conduct various meetings, as required, to maintain good communication.
5) Supervise organizational and clerical activities of the nursing service office.
6) Receive periodical reports from the nursing units and review them.
7) Allocate personnel to various departments.
8) Investigate complaints.
9) Arrange for the acquisition of equipment and supplies.
10) Confer with director, medical staff, and heads of departments.
11) Clear departmental requisitions.
12) Keep records.
13) Conduct correspondence.
14) Deal with personal and professional problems of individuals.
15) Conduct general supervision.
16) Maintain relationships with other departments.
17) Maintain public relations.
18) Plan rotational duties for the staff and supervise the same.
19) Purchase, issue, replace and discard linen, and maintain linen records.
20) Supervise the kitchen.
21) Attend departmental, patient care committee meetings, and when needed, doctors meetings.
22) Be a member of the management team, and budget committee; ward administration team.
23) Work closely with nursing education in co-ordinating in service education.

After negotiations the following Contracts were agreed upon:

a) Personal Goals
1) I will speak out my opinions in the meetings boldly.
2) I will value my judgement and improve my own self-image.
3) I will see that diet charges on billing sheets are sent in time.
4) I will inform deductions from nurse's salaries in time.
5) I will submit manpower requirements in time.
6) I will look for two assistants so that I can delegate some of my workload.

b) Organizational or Work Goals

<table>
<thead>
<tr>
<th>Key Result Area</th>
<th>Objectives</th>
<th>The Objective is me when the Following quantitative qualitative Targets are achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Nursing Care</td>
<td>Improve the quality of nursing care.</td>
<td>To attend nursing audit seminar. Conduct nursing audit, and implement some of the action Steps that would evolve out of the audit.</td>
</tr>
<tr>
<td>Increase staff</td>
<td>Lessen the overload work</td>
<td>New cadre of nursing staff Trained and functioning harmoniously.</td>
</tr>
<tr>
<td>Team Nursing</td>
<td>To increase participation and improve quality of care</td>
<td>Morning and evening conferences. Availability of Nursing care plan. Graded and shared responsibility among patient and employee satisfaction increase.</td>
</tr>
<tr>
<td>Work out orientation</td>
<td>To increase the feeling of belonging in the employees</td>
<td>Less mistakes by new employees; easier induction towards the job.</td>
</tr>
<tr>
<td>with Personnel Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ward clinics</td>
<td>To increased learning and quality of care</td>
<td>Ward clinics held at least once a week in each section with good attendance.</td>
</tr>
<tr>
<td>Job description for the</td>
<td>To clarify areas of work and improve</td>
<td>Each person will have a job description. These will be up-to-date and will include expectations from close associates.</td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>