



***Helping nurses deal with daily conflicts in a workplace setting: the role of
Effective Communication.***

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*“Last but not least, I wanna thank me
I wanna thank me for believing in me
I wanna thank me for doing all this hard work
I wanna thank me for having no days off
I wanna thank me for, for never quitting.”
(Snoop Dog, 2019)*

Abstract

This study seeks to determine how nurses who work or have worked in Ireland and Brazil manage day-to-day conflicts in healthcare institutions, as well as their knowledge and skills in implementing effective communication as a form of conflict resolution.

A mixed-methods approach (qualitative and quantitative) was utilized in an open and closed-ended questionnaire in which nurses were able to respond to 18 questions, 4 of which provided space for participants to give more detailed account of their knowledge/experience.

The data analysis was conducted in two stages, the first of which consisted of exploring the results of the quantitative data which is presented in graphs and tables. The second stage is a deductive/inductive analysis (Saunders et al., 2007) of the qualitative data derived from participant responses to the open-ended questions. It was found that effective communication is a significant work tool for nurses when applied to conflict resolution as it promotes a professional environment, as related to teamwork, humanization of patient care, patient safety, and the continuity of high-quality treatment.

Analysis of the data indicates that there is an urgent need for the continued education of nurses and the multidisciplinary team on the use of effective communication and conflict management, to best prepare professionals if conflict were to arise with team members and/or with patients and their family members.

Chapter 1 - Introduction

This research will examine how nurses resolve conflicts on a daily basis in health care, as well as whether or not they adopt efficient communication. The study will examine how nurses from across the world respond in the face of workplace conflict, as well as their acknowledgment of the importance of good communication. The study population will consist of nurses from a variety of nations; however, nurses that work in Ireland and Brazil will make up the majority of the group.

Bramhall (2014), defines communication as a process where information is transmitted via verbal and non-verbal expressions and in which people build relationships through their interactions with one another. Communication is a critical component of the nurse-patient connection which is one of the “Six essential International patient and safety Goals” (please see appendices III) that aims to provide patients safety with humane and high-quality care (The Joint Commission International, 2017/2021).

Typically, conflicts arise when there are specific issues that affect two or more parts of an organization. This is due to the fact that they have divergent perspectives, ideas, beliefs, attitudes, and even values. Individuals, countries, and organizations with opposing viewpoints on a certain topic are referred to as parties. Pereira et al. (2021), identify healthcare workers as a group with a greater propensity to develop major conflicts, given the degree of complexity to which they are daily exposed, the challenges related to changes in disease incidences, knowledge in return for others who enter innovative obsolescence, the unexpectedness of occurrences, management structure and command hierarchy and subordination associated with it, among other factors.

Silva (1996), presents that communication is a method of comprehending and exchanging ideas, a critical human need that enables people to express their emotions, beliefs, values, attitudes, and behaviours. It is the mode of human contact in which

interpersonal interactions between two individuals begin, where an effort is made to comprehend the other and to be understood.

Torres e Cunha (2014), asserts that every work environment is prone to conflict, and this is directly tied to particular factors such as the number of team members, the area of expertise, and the level of stress at which these things occur on a regular basis. Another element that leads to the emergence of disagreements is the continual change in the environment as a consequence of technological improvements, which puts these professionals under constant stress in light of their responsibilities. In a health care environment, the team must be prepared to decrease any form of stress and conflict in the workplace; the nurse, as the sector's reference, must be taught to handle conflict situations and communicate effectively with their team.

Health care workers are singled out as a group that is more likely than others to experience major conflict, despite the fact that this is due to the level of complexity to which they are exposed on a daily basis, the challenges associated with disease changes constantly, innovative knowledge that becomes obsolete in comparison to others, the unpredictability of occurrences, organizational structure and command hierarchy with the subordination that comes with it, and a variety of other factors (FERREIRA MF e SILVA CFR, 2012).

According to Pereira et al. (2021), the unique seriousness of health-related disputes makes resolution a challenge, meaning a direct impact on the quality of the multidisciplinary service provided in health care. Responding to such inquiries is an inherent function of the health manager. It is vital to have an understanding of the distinctions between leadership and management; after all, in our modern times historically, executives were accountable for both the transmission and implementation of management methods.

The nurse is the reference in the health care sector in which they work, with this it is necessary to communicate effectively with the multidisciplinary team, and as well with patient and their family. As a result, the nurse's communication skills must be

enhanced and explored in order to resolve or, better yet, prevent routine confrontations.

The unique severity of conflicts in the health sector makes it difficult to resolve them, which has a direct impact on the quality of interdisciplinary services provided by health services. Such inquiries are inherent to the role of the health manager. Nonetheless, with the growth of notions, it is essential to distinguish the definitions; a leader, for instance, can now hold a slightly lower position in the organisational structure.

Management also needs to produce consistency and transparency through the development of short-term planning, organization, and problem-solving control; leadership is already focused on the effective practice of transformation and motion in institutions through the creation of an eyesight, the growth of strategies, the alignment of people, and the assumption of responsibility for encouraging and empowering the group (Pereira et al., 2021). In the hospital sector, where nurses are busy with direct patient care, the manager or leader is responsible not just for the administrative aspect, but also for being aware of team disagreements and behaviours. Where understanding your team and being present in the day-to-day operations of the team are vital for resolving any conflicts.

In order to develop and implement conflict management training and methods that will aid nurses in coping with challenging situations, nursing leaders must examine how nurses handle conflict in the healthcare environment, it is important that this manager have the skills to deal with conflicts and at the same time give a continuo training to their nurses about the subject.

1.1 Research aims and Objectives

In view of the considerations presented, this study aimed to examine how nurses may utilize effective communication in their everyday life to resolve workplace problems, and explore conflict-related performance issues and how nurses are taught to solve them, using effective communication, nursing management, and interacting with multidisciplinary staff, patients, and their families.

The objectives of this dissertation are:

- Evaluate the nurses' knowledge of conflict resolution and good communication.
- Determine how the conflict arises and who the primary characters are.
- Assist nurses in managing conflict through good communication.

1.2 Dissertation Road Map

This study will be composed of 9 chapters and the first is the introduction. Chapter two will discuss the study's literature review; this chapter has been separated into four subtitles pertinent to the topic. This review was conducted via the reading of books and articles on the primary subject.

- I. **"Communication and nuance,"** will cover the history of communication, its application in daily life, and an understanding of its role. Additionally, this chapter discusses the four distinct communication styles of people.
- II. **"Communication in Nursing,"** is a critical chapter for understanding the value of communication in nursing and health in general. Communication is a critical pillar in the health field since the complete multidisciplinary team must be linked and communicate well in order for work to flow smoothly and securely for the patient. This chapter discusses the vulnerability of every health team and the potential for conflict in this context. Additionally, this topic discusses the value of effective communication, particularly in nursing leadership.
- III. **"What is conflict?," provides** a definition of conflict, as well as the origins and repercussions of conflict. The emphasis will also be on job issues, whether or not they are related to health. There is a discussion on conflict resolution and management.

- IV. **"Conflict resolution with effective communication,"** this chapter is important to understand conflict resolution and the importance of effective communication in health care linked to the nurse's role.

Chapter three will speak about the methods, and approach utilized to create this study and explain this process. Chapter four will concentrate on presenting the data, analysing it, and exhibiting the results. Chapter five will feature a discussion of the outcomes of this investigation. Followed by the conclusion in chapter 6. Finally, in chapter 7 the student will provide a perspective regarding how the experience of completing this course and this study.

Chapter 2 – Review of the Literature

2.1 Communication and Nuance

Communication is a fundamental aspect of the existence of the human being, and is necessary for cultural progress, intellectual and humanism since it is through it that individuals develop their contact with their surroundings (Mendes, et al, 2020). When we concentrate only on having our message received by others without attempting to understand their point of view, adjusting to it, and co-creating meaning, we are prone to forget that communication is a continuous process (Cahn and Abigail 2007).

Communication is vital not just in the professional setting, but throughout the life process. It is the ability to externalize what occurs within. Men and women are relational creatures who are perpetually reliant on a mode of communication (Pereira, et., al, 2019).

Communication, like people and the world, has grown and altered throughout the years. In 1999, a Spanish journalist named Ignacio Ramonet published a book titled "The tyranny of communication." In this book, he harshly criticizes journalism and the rapid evolution of electronic communication (multimedia and digital media) at the time, as well as the impact these media were having on how people presented

themselves in society. After 23 years of the writing of this article, communication has evolved much further; the book accurately forecasted how the internet and television will connect with people in the future. Today, it is obvious that direct face-to-face contact has been supplanted by social media and WhatsApp, and that an office meeting may be handled by email or video conference. While the media brings individuals closer together due to the quickness with which they can connect, this may be a drawback if you are unsure how to handle these relationships.

Crossman (2019) points out that the Karl Max conflict theory demonstrates that tensions and conflicts arise when there is a social imbalance between social groups and ethnicities in terms of fundamental resources, social positions, and power. When discussing power, it is believed that this is the means through which all social resources, whether politically or in terms of social position and income, may be managed. This control defines not just a person's social standing, but also their gender, race, culture, sexual orientation, and age, among other characteristics. His research demonstrates the vast disparity between the impoverished and the wealthy.

Karl Marx's hypothesis seeks to identify disputes as a result of societal phenomena in which human conflict is extinct relative to natural conflict. He does not see conflict as either beneficial or harmful, but rather as something inherent to mankind that provides insight into social behaviour. Using the conflict theory to evaluate, for instance, various forms of violence, wars, discrimination, and a lack of justice, it is seen that an inherent disparity in society is the source of these conflicts. (Crossman-2019)

Duart (2007) pointed out that communication is much more than conveying information. Communication is a continuous, cyclical process of information sharing and reciprocal impact. He explains that the sharing of information is a necessary component of the communication process. The explicit component of knowledge is information, which may be conveyed between individuals, written, gestured, or spoken, and utilized to make a choice. It is the medium via which interaction and information are transmitted. Actors and agents create, change, seek, utilize, and spread a variety of sorts of information. However, the sheer presence of information

does not always imply effective communication. It may be ineffective, twisted, misinterpreted, or delivered at the wrong moment. Information is only the beginning of the process that will result in the communication

According to Silva (2015), the goal of information theory is to mathematically and diagrammatically describe communication processes. The most widely acknowledged model among language scholars is that of Roman Jakobson, who introduced it in 1959. It denotes the components of communication.

- SENDER: is the one who transmits the message to another individual, the receiver;
- RECIPIENT: the recipient of a communication from the sender;
- MESSAGE: this is the delivered information;
- CONTEXT: In order for this message to be effective, it must be delivered inside a certain context that is understood by both the speaker and the recipient;
- CODE: the method by which the communication is sent, for example, the language into which it is translated;
- CONTACT: the physical and psychological link between sender and receiver that enables communication to occur.

According to Schramm (1954), to understand the function of communication, it is necessary to see the communication process. The author explains that the word Communication originated from Latin *communis*, which means common. The author pointed out that when people try to communicate with each other, people are trying to share information, an attitude, or an idea. It is mentioned that communication needs three essential points, the source, the message, and the destination. The source is the person or an organization. The message can be the talk, the paper, body language, or anything that has meaning for who is reserving the message. The destination is the person or group of people who receive the message.

Boynton (2015) Pointed out that individuals generally use the four styles of communication: '*aggressive, passive-aggressive, passive, or assertive.*' This represents an individual's understanding of his or her own needs and values at the moment, as

well as life events and social behaviours acquired through time. The author recommends assertive communication as the most polite and professional technique. However, being an assertive communicator may be difficult, much more so in an aggressive society with hardly any reciprocity of empathy. For many nurses, assertive communication somehow doesn't come easily and needs a great amount of effort to develop, due the stressful work environment, it is very personal the communication skills, where some can be aggressive but assertive, others calm but not assertive.

Boynton (2015), demonstrates in her research that in addition to the four forms of communication, there are two more types: verbal and nonverbal communication. Whereas verbal communication relates to the act of speaking and using words, in certain cultures, the meaning of words may vary according to the individual and age group. Nonverbal communication, on the other hand, accounts for more than 80% of the communication process and includes voice tone, facial expressions, gestures, intonation, and speed. Both are components of two or more presential interactions. An example of nonverbal communication is the use of sign language by those with hearing disabilities.

According to a survey conducted by "Agência Ação Integrada and Social Base" (a Brazilian communication company), 60.8% of those polled believe that the most difficult challenge of corporate communication is engaging leaders, followed by demonstrating the area as strategic and important 35.9%, and measuring activities demonstrating return on investment or behaviour change 33.1% (Ação integrada, 2021, Internet source).

Many leaders and managers seem to be completely unprepared when it comes to communicating with their employees and engaging with them in productive ways. Managerial skills, as well as the ability to listen and effectively point out where changes may be made, are vitally crucial. The difficulties that new leaders endure throughout their first year of administration are the norm rather than the exception. Most people fail or have difficulty at first, which is often due to blunders, conflicts, or unrealistic expectations. (Rocha et., al, 2021)

2.2 Communication in nursing

In 1997, Philip Burnard published a book about communication in health care settings. The author pointed out that people communicate in a variety of ways, not just verbally, but also through their clothing, their posture, and the way they write to someone. All of these are forms of communication that sometimes people are unaware of because they are passing information simply by the way they do things. The author noted that although nothing can be done about this, it is possible to alter the meaning of communication in some job contexts when individuals are capable of using effective communication (Burnard 1997).

Cunha et al. (2013) discuss that health care has been regarded as a complex adaptive system. It's unsurprising that disputes take on a new level of importance and raise a slew of obstacles in their settlement. Thus, health is a vulnerable area, given that, despite unquestionable advances in ethics, we are still far from achieving a balance that may provide more certainty regarding the efficacy of individual and organizational behaviour change.

Effective communication is a talent that needs a professional commitment to acquire and is much different from the abilities necessary to establish an intravenous line or learn anatomy. Nurses must acquire emotional maturity in order to have challenging discussions, appreciate a diverse range of perspectives, handle conflict, and collaborate successfully. Nursing communication includes features such as self-reflection, dialogue, self-growth, and socialization. These components of communication translate into the knowledge, abilities, and attitudes that nurses must demonstrate in their interactions with patients, relatives, and co-workers (Boynton, 2015).

Mahmoud, et, al., (2013), did a vast study about Emotional Intelligence among nurse students, they used a tool 'The Emotional Intelligence Scale' that was developed by Hunsaker (2001) and adapted by Vanderpool (2011), the study concluded that students achieve a modest degree of emotional intelligence.

While these levels did not alter throughout the academic semesters, they demonstrate that emotional intelligence is not a topic that nurse's study throughout their education, and that its inclusion in the nurse curriculum would be critical for the student's progress (Kikanloo et, al 2019).

In this way, it is possible to state that the communication process, despite being necessary for the field of nursing in the work of professionals and involved, has numerous problems that corroborate hazards for both the professional and the for the team and clients, whether they are the patient or the family, creating unhappiness, errors, and friction between the team and the professional and even with the client, so decreasing the efficacy of therapy. This is due to the fact that the communication process is fundamental to the job of nursing professionals.

As a result of their lack of expertise and emotional psychosocial abilities, many nurses experience significant levels of stress, rendering them susceptible to developing psychosocial diseases such as burnout (Kikanloo, et.al, 2019). This may result in professionals quitting occupations they are unable to sustain when confronted with a rigorous and sometimes competitive work environment in which nurses work alongside a diverse team. This competitiveness and stress at work can have a negative effect on productivity, resulting in sickness absence, exhaustion, and a decline in the quality of work performed by nurses or other professionals (De Oliveira, et. al, 2019).

Farias, et.al (2018) pointed out that one of the problems in ensuring patient safety in the healthcare setting is emphasizing effective communication as an aim for the multidisciplinary teams, and also providing a pleasant working environment with harm-free care. According to Johansen (2012), managing disputes in a health care setting efficiently and effectively leads to increased quality, patient safety, and employee satisfaction, as well as reduced work overload for the caregiver. While disagreements in this environment are not limited to the team, they also concern the patient and their safety. It is critical that the team manages everyday disagreements and does not reflect them in patient care.

For a dispute to be effectively resolved and managed, it must be communicated clearly and there must be a common understanding of the observed points of disagreement. When it comes to maintaining a healthy work environment, conflict resolution is critical since a failure to communicate and teamwork may lead to an increase in patient mistakes (Johansen, 2012).

According to Fallowfield and Jenkins (1999), ineffective communication can cause significant stress to patients and family members, who frequently require large amounts of information than is typically delivered. Inadequate communication between professionals and departments can however result in team misunderstanding and a loss of confidence. The authors argue that when a professional communicate effectively during a consultation, it demonstrates how capable and skilled that professional is at collecting data and assuring the patient's safety during treatment. (Mendes et al., 2020)

According to Burnard (1997), effective communication in health care is about developing practical strategies for increasing communication among nurses, patients, and the multidisciplinary team. The author emphasizes the importance of health professionals considering how they portray themselves to people in daily life. While it is true that there is no one-size-fits-all strategy for ensuring that someone is understood, there are several strategies that may assist nurses in communicating successfully.

Communication is crucial when it comes to addressing problems in the nursing profession. Inadequate information flow, trouble with meaning, and communication channel issues are the fundamental causes of conflict. Additionally, conflict may emerge as a consequence of diametrically opposed cultures and ideologies. The main factors that compromise effective communication and quality care, providing adverse events are failures related to the passing of information among the professionals who make up the team, as well as long working hours, and illegible health records (Farias, et.al 2018).

Zkan, Yaşar, and Sevimligül (2018) observed that training nurses in conflict resolution skills, especially communication skills, enhanced their ability to resolve conflict and lowered their emotional exhaustion. According to Warshawsky and Cramer (2019), when questioned about their interest in conflict, 20% of nurse managers replied favourably. Thus, nurse managers' conflict management talents and their planning, communication, motivating, and decision-making abilities are crucial. A manager must be able to communicate to team members about conflicts as an unbiased, understanding mediator capable of emphasizing the quality of service and support provided, therefore treating all employees equally, without privileges, but in some instances, this can cause unhappiness on one side, for not feeling that their needs were prioritized. Thereby creating the perception of injustice and a lack of skill and capability.

According to Foronda, MacWilliams, and Mc Arthur (2016), it is challenging for nurses to communicate effectively with one another and adhere to best practices because of the hierarchical structure, egos, fear of humiliation, and the feeling that their point of view is not recognized. Within the clinical setting as well as the academic environment, it is plainly clear that there is a need for improved training in interprofessional communication. This issue is made worse by the discrepancies in interprofessional cultures in terms of education, working practices, and performance standards. Because of these disparities, there is a need for enhanced awareness so that education can be changed to better deal with this issue. It has been demonstrated that enhancing one's capability for interprofessional communication with both students and healthcare professionals may be performed successfully through the application of simulation and the utilization of standardized tools. It will be able to advance the workforce in the healthcare industry if differences are celebrated and communication is increased across the many medical specializations.

2.3 What is conflict?

Thomas, (1992), pointed out that many authors had given a wide variety of definitions for conflict, while some were dividing the definition into many categories, he simplifies it and defines conflict as: *“the process which begins when one party perceives that another has frustrated, or is about to frustrate, some concern of his”* (Thomas, 1992, p., 265). The author highlights that when there is dissatisfaction in a relationship, the possibility of conflict arises. Frustration is constant in health care; the nurse and the multidisciplinary team must cope with their worries, tensions, frustrations, and day-to-day stress, as well as family and patient pressure. This necessitates efficient communication in these circumstances, as the staff must engage not just with their emotions, but also with the patient and family.

Johansen (2012) explains that conflict may be defined as a dispute in which the persons involved see a danger to their needs, interests, or worries as the result of the disagreement. Workplace disputes in the healthcare industry are often significantly more intricate than those in other industries because they frequently entail ongoing, interrelations that are driven by emotion. Furthermore, a dispute is composed of substantive, procedural, and psychological elements, each of which is reacted to by participants in conflict based on their views of a specific circumstance or situational context. Conflicts that remain unresolved typically result in diminished productivity, inhibited innovation, and the establishment of obstacles to employee cooperation and collaboration.

The causes and effects of conflict are both included in the conflict process (Rabinovych, 2020). Personal features, demographic variations, value differences, institutional problems such as poor communication, insecurity, resources that were insufficient, diverse workers' aspirations and reliance, and structural changes were all contributing reasons to the conflict that occurred. Interpersonal relationships are fraught with conflict and disagreement, and strategies for resolving these problems have always changed according to time, location, and culture.

In solving conflicts, it is vital to fix power and knowledge disparities between patients and professionals, as well as between these groups and managers so that the sector benefits from these changes. It is part of a cultural process in which education plays a critical role in ensuring that scientific, organizational, and experience knowledge are effectively articulated (Guerra et al., 2011). Interpersonal relationships are fraught with conflict and disagreement, and strategies for resolving these problems have always changed according to time, location, and culture.

Marshal Rosenberg, an American Psychologist, and International Mediator wrote a book in 2006 titled "Non-violent communication" in which he argues that the verbal and financial violence that we exhibit is taught and supported by a dominant culture, thus each individual has a unique way of resolving conflicts. In his research, Rosenberg (2006) also identifies "means of communication" that might contribute to the aggressive attitude "we" use in conversations. These are the means of communication: Moral Judgement; Making comparisons; Avoiding responsibility. These "methods of alienation" demonstrate how nasty and aggressive language and a lack of empathy may alienate others.

According to Cunha et al. (2013), it is natural that in a globalization environment, dependency amongst individuals engaged has a significant impact on the dynamics of professionals, whether individually or in groups. Interdependence is one of the conflict's enabling factors. The education of practitioners in communication, teamwork, and strategies for learning from mistakes could help conflicts be settled more Successfully, facilitating a more fruitful dialogue with patients and in which all parties involved feel winners because established agreements allow for the integration of the various parties' interests.

Cahn and Abigail (2007) pointed out that conflict management is a skill and has two ways to work to find a solution to the issue, that is conflict management and conflict resolution, where one is based on behaviour and conflict mapping, and the other is based on solving the issue and looking forward to that problem never happening again.

Heen, Patton, and Stone (1999, p. 37) demonstrate that during perceived tough interactions, our sensitivity to the emotions of others and our capacity to reflect are lessened. They discuss three 'conversation' groupings or sorts:

"1. The "What Happened?" Conversation. Most difficult conversations involve disagreement about what has happened or what should happen. Who said what and who did what? Who's right, who meant what, and who's to blame?"

2. The Feelings Conversation. Every difficult conversation also asks and answers questions about feelings. Are my feelings valid? Appropriate? Should I acknowledge or deny them, put them on the table or check them at the door? What do I do about the other person's feelings? What if they are angry or hurt?"

3. The Feelings Conversation. Every difficult conversation also asks and answers questions about feelings. Are my feelings valid? Appropriate? Should I acknowledge or deny them, put them on the table or check them at the door? What do I do about the other person's feelings? What if they are angry or hurt?"

(Heen, S., Patton, B. and Stone, D.1999, pg. 37)

Johansen (2012) examines the conflict from the nurse's perspective, as well as potential hospital conflicts. The Centre of American Nurses conducted research to identify the most prevalent and disturbing kinds of conflict seen by nurses in the workplace. The patient and his or her family are the first priority; the nurse manager is the second priority, and the physician is the third priority. Each has its own challenge and management strategy for resolving it. The research discovered that the conflicts that arise every day in the nurses' routines are connected to the patient and family, as well as their own team. With demanding workloads and little credit for their efforts, the unhappiness of nurses and staff is exacerbated, consequently, an increase in tensions caused by the lack of good communication, which often comes from the nursing administration itself.

Interpersonal disputes between two or more individuals are the most common sort of conflict encountered by individuals. Commonly, these types of disputes are further classified into intragroup conflicts, which occur between group colleagues, and

intergroup conflicts, which occur between unaffiliated groups, such as those from different professions. Conflict has the potential to be useful, yet, if the parties involved are unable to manage it appropriately, it can be disruptive to teamwork and result in decreased productivity. As a result, conflict resolution and management are crucially necessary (Lahana et al., 2017).

Guerra et al., (2011), brought up some results in their qualitative research with nurse managers in a Brazilian hospital. The nurses said that conflicts are constantly present in the workplace with this they need to learn how to live and deal with these daily conflicts. They say that internal conflicts are the one that determines them. However, it is a necessity to understand how the conflicts arise and recognize that the interdisciplinary response is important as well.

As a result of the prevalence of long-term, complex, emotionally-motivated connections in the healthcare industry, workplace conflicts in healthcare settings are often significantly more challenging than in other industries. For the successful resolution and management of a conflict, clear communication and an understanding of the perceived obstacles to agreement are required. Due to the fact that a breakdown in communication and collaboration can lead to an increase in patient errors, conflict resolution is a crucial aspect of a healthy work environment. (Johansen, 2012)

2.4 Conflict resolution with effective communication

Teng et al (2020), pointed out that effective communication is connected to various forms of sharing meaningful and timely information with empathy; this includes some activities aimed at keeping the listener informed, using meaningful language to explain, responding to any questions that may arise, and explaining pros and cons. To use effective communication, the speaker must treat the problem and the person receiving the message as unique, utilizing skills to provide effective communication.

According to Moore (2014), when a person finds themselves in a conflicting scenario, physical and emotional effects are often experienced; as a result, humans have

historically favoured peaceful remedies to their differences. To resolve the conflict, people by nature have attempted to develop effective and efficient methods that will fulfil their personal interests by positively developing and changing their relationships, reducing suffering, and gaining control of their emotional and physical energy, as well as any other tangible personal resources.

Effective communication is not a one-way form of communication, the goal is for the speaker to indulge the listener's needs throughout the communication process (Lowry et al., 2009). Conflict seems to be an inescapable part of life, and many people struggle so much with conflict management that it may be detrimental to both institutions and individuals. Knowledge conflict entails a greater understanding of others and oneself. You get an understanding of when to be forceful and when collaboration is essential to resolve a conflict. Effective communication skills, empathy, and the ability to put oneself in another's shoes are acquired over the course of a lifetime.

Erdenk & Altuntaş (2017) in their essay on settling mild and moderate disagreements in health care settings, emphasized the importance of providing feedback, addressing what people want to say, and creating connections. To avoid a potentially unpleasant or conflict-inducing circumstance, many individuals are averse to conflict or may struggle to communicate successfully with strangers, especially when they are emotionally heightened. As a result, they may be willing to continue to suffer in silence despite intense negative sensations of anger. Again, cognitive illusions may be at play, and if the conversation were to take place, the problem may be easily resolved. Perhaps the dog's owner was ignorant of the level of annoyance the animal was producing and could have taken measures to reduce the volume.

Effective communication in light of communicative action enables the clarification of the significance of achieving shared beliefs. However, this procedure will produce more than just agreements. When one of the characters, such as the receiver, rejects what was said, it is believed that the utterance failed to fulfil at least one of the following functions: depiction of the state of affairs, interpersonal interaction, or expression of experiences. Thus, successful communication requires that Nursing

professionals and other players conduct it in a clear, objective manner and comprehend the common concepts and modes of expression. (Alves et.al 2018)

According to Sotile et al. (2019), in hospital settings, positive interpersonal dynamics play a role in conflict resolution. This approach includes listening, rejecting, fostering the formation of useful connections, as well as profiting from and advising on practice. They underlined the need for empathy, especially listening, as a result of these processes. Enhancing communication skills may assist in avoiding disputes and sustaining successful relationships. However, relationship-related increased interpersonal sensitivity may impede communication and result in conflict.

However, Blair and Desplaces (2018) note that in Thomas Kilmann's (1974) conflict model, it is possible to comprehend your position in a conflict process. The Kilmann model examines outcomes as they relate to assertive and cooperative behaviour, as well as how different results are related with situations in which both overlap.

Figure 1: Thomas Kilmann's (1974) conflict model

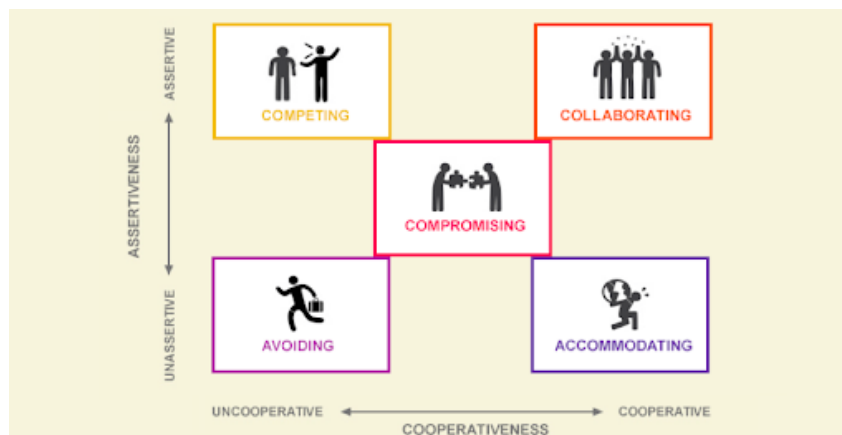


Figure 1: <http://www.mspguide.org/tool/conflict-styles>

According to Blair and Desplaces (2018), a person who is exceptionally cooperative tends to adapt and agree with the other party's appeal while ignoring or disregarding their own preferences. In contrast, an excessively aggressive individual tends to challenge,

pursue their purpose, and disregard the opinions/input/emotions of others. One could argue that the ideal strategy would be the one that results in mutual satisfaction.

Teng, et al. (2020), pointed out that although numerous individuals possess advanced communication abilities, they are unable to apply them effectively in certain circumstances. The authors demonstrate that in several studies, individuals utilize effective communication to concentrate on reciprocal relationships. When the necessity to maintain a long-term connection arises, the proportions of effective communication become a win-win situation for both parties.

Rosenberg (2006) in his book provides the opportunity to be sympathetic and to understand how to accept empathy. As we live in a multicultural society where each person has a unique communication style, effective communication is vital for establishing connections and fostering positive relationships with others. He identifies four characteristics of non-violent communication:

1. Observation: This is the ability to look at something without passing judgment or making recommendations. While this might be seen as a critique, If a person feels judged, she or he will immediately adopt a protective posture.
2. Needs: The focus is on fundamental human needs, as shown by Abraham Maslow's hierarchy of human needs.
3. Feelings: This third component is about expressing how you feel at the time an action or emotion occurs. Knowing how difficult it is for individuals to exhibit and communicate their own emotions may be the most challenging aspect.
4. Requests: refers to what individuals want to ask and demand of others. These desires are based on each individual's requirements; thus, the requests must be feasible, realizable, and restricted in time and space. For good communication, this request must be comprehended by the other party, allowing them the option to answer No, Yes, or discover another solution.

Since the purpose is to build a rational acquiescence, it is crucial that the crystallized ideas be critiqued rather than praised throughout this process. In conjunction with this, communication tactics must be flexible to the degree of knowledge of the recipient, their special requirements – such as those arising from visual and hearing impairments – and the cultural setting. These issues extend beyond interactions between users to those between members of the Nursing or interdisciplinary team. (Alves et.al 2018)

It has been observed that conflicts are more likely to occur during ordinary interpersonal contacts and that their beginning is tied to how each individual conducts and responds to such interactions. The influence of the organizational environment, the lack of empathy of some employees, differences of opinion, cultural and religious differences, difficulty in relating, particular problems, professional conduct of devaluation and lack of commitment to work, nature-related judgments, lack of responsibility and cooperation with other team members, and gossip are also closely related to the onset of conflict. (Pereira et al., 2021)

It is proposed that effective communication is the key to conflict resolution, when the supervisor strives to understand the everyday problems that employees face, offering help and possible solutions related to problem-solving, in addition to being open to listening to employees' ideas. With those employees, it can make a big difference in teamwork.

2.5 Conclusion

After conducting an intensive study of the literature on communication, conflict, conflict resolution, effective communication, and communication's role in health care. While communication is undoubtedly a vital element of everyone's daily life, it is also a tool that must be improved in order to attain a high degree of coverage. Effective communication among multidisciplinary teams is crucial in the health care setting since ineffective communication jeopardizes not just work relationships, but also the patient requiring multidisciplinary treatment.

I wish to explore the influence that effective communication has on nurses' ability to resolve conflicts in the course of their everyday job. Additionally, I hope to learn how conflict emerges in this work settlement and how nurses feel about it, as well as the keys to resolving the issue and the use and understanding of effective communication. My objective in this research is to examine how to settle differences in health care settings via effective communication and the vital and significant role that this tool plays in team building.

Chapter 3 – Research Methodology/Methods

The study of different approaches is known as the methodology. The methodology is the in-depth and precise description of each step that was taken along the path of the study endeavour. It is the clarification of the method of study, the tools used, the expected time, the research team and the division of labour, the forms of data analysis, and everything else that was used in the research work. In a nutshell, it is everything that was used in the research.

Research methodology creates the internal setting by identifying and defining the appropriate mode of study, policy, theory, time horizon, and methods, along with the appropriate processes and techniques depending on the researcher's research activity. In addition, the methodology of the study acts as the central nervous system because it controls fundamental research and ensures that quality research is carried out. Both the internal and external surroundings are required to adhere to the appropriate research technique approach (Goundar, 2012).

The first stage in creating a research paper is selecting a topic that is relevant to a certain field or has broader applicability. However, the subject's significance will be determined by the research question that will be answered throughout the study. According to Saunders, et.al (2007), the most important criterion for determining the effectiveness of a research project is whether the researcher drew unambiguous

conclusions from the obtained data. The amount to which the research can accomplish this will depend primarily on the clarity with which the research issue is addressed.

The following research questions are considered clear and significant to the field of Nurse conflict management: How do nurses manage conflict in the healthcare setting? Did nurses ever receive instruction in conflict management and good communication?

Typically, disputes emerge when two or more parts of an organization are affected by the same issue. This is due to their differing viewpoints, thoughts, beliefs, attitudes, and values. Parties are individuals, nations, and organizations with opposing perspectives on a certain issue. To engage in hard debates, accept a variety of perspectives, manage conflict, and work effectively, nurses must develop emotional maturity. (Boynton, 2015).

This study will investigate how nurses handle daily disagreements in health care and whether or not they use effective communication. The project will investigate how nurses from around the world respond to workplace conflict, as well as their recognition of the significance of effective communication.

3.1 Type of study

During this phase of the study, the techniques and instruments to be used to achieve the study's goal will be defined and clarified. It contributes to the validity of the results by leading to a consistent conclusion throughout the investigation since it is logical and well-developed.

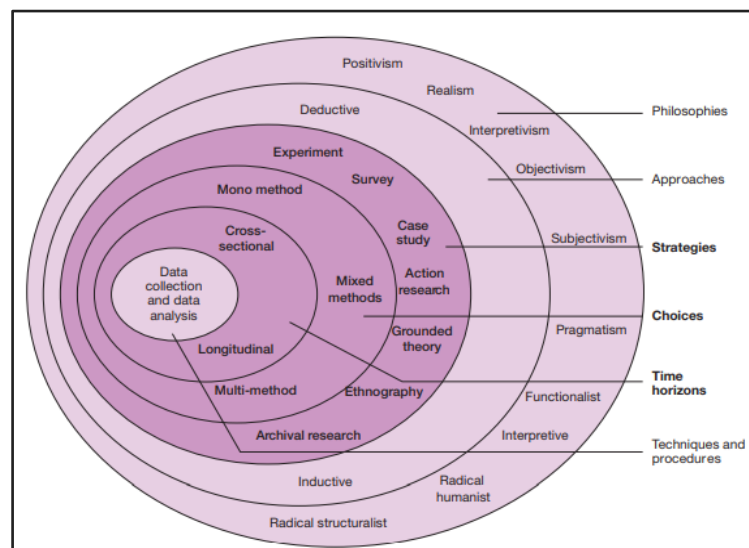
An open and closed-ended questionnaire was used in this mixed-methods research, which was conducted utilizing qualitative analytic methodologies. Mixed methods research refers to the collection of both quantitative and qualitative data in a single study. In this approach, techniques that combine qualitative and quantitative research procedures are the primary emphasis of the investigation (Halcomb, 2015).

Using a qualitative approach is especially important since the study is focused on obtaining an in-depth understanding of the nurses' experiences with conflicts. Qualitative research is needed to better understand ideas such as their triggers and the sensations that could arise, rather than relying just on quantitative data (Denzin & Lincoln, 2000). In addition, quantitative inquiries are essential when the study is looking for straight responses on broad topics (Saunders, et.al 2007).

3.2 Research Design

The research design is connected to an overarching strategy that was decided to be included in various components of the research, according to a logical and coherent structure that will serve as the starting point for data collecting, measurement, and analysis (Saunders, et.al 2007). The Research Onion Theory was used in this investigation. The research onion, which Saunders established in 2006, illustrates the steps that a researcher must go through while establishing a successful approach, as you can see in the figure below.

Figure 2



The Research 'Onion' **Source:** © Mark Saunders, Philip Lewis, and Adrian Thornhill 2006.

The onion slices provide a more comprehensive knowledge of the processes that form the research process. It is a significant innovation that enables the development of a

study approach. Primarily, its utility derives from the fact that it is applicable to virtually any study method and may be utilized in a variety of circumstances. (Bryman, 2012).

Saunders and his colleagues conceived up the research onion in 2007 with the purpose of describing the steps that a researcher must take to develop a practical technique. If you want your research to have complete credibility, the researcher conducting the study must provide reasons and justifications for all methodological choices.

3.4 Approaches and Philosophy

The deductive approach, which is frequently used in scientific inquiry, begins with an established assumption and proceeds to prove a conclusion in order to uncover a single truth and explain superficial relationships between variables. Typically, qualitative data are used in this approach, but this does not mean that quantitative data cannot be used. Normally, the inductive approach is based on an assessment of the gathered data. The researcher gathers as much information as possible from the participants in order to establish a pattern, and the researcher may discover various facts. This strategy is often based on qualitative data collected via interviews. However, a hybrid strategy may be utilized to combine the two. (Saunders et al., 2007).

The accepted research philosophy incorporates fundamental assumptions regarding your worldview. These assumptions will serve as the foundation for your research strategy and the methods you choose to implement it. Your chosen philosophy will be impacted in part by pragmatic reasons. However, your unique interpretation of the relationship between consciousness and its development mechanism will likely have the greatest impact (Saunders et al., 2007).

The researcher who is interested in facts, such as the resources required in a manufacturing process, is likely to have a very different perspective on how research should be conducted than the researcher who is interested in the feelings and

attitudes of the workers towards their managers in the same manufacturing process. Not only do their ideas and approaches differ dramatically, but so do their perspectives on what is essential and, perhaps more importantly, what is beneficial (Saunders, et.al 2007).

The philosophy used in this study is pragmatism. According to Saunders (2007), pragmatism believes that the research question is the most important predictor of the epistemology, ontology, and axiology you embrace; one may be more suitable than the other for addressing particular problems. In addition, suppose that the study issue does not elucidate whether a positivist or interpretivist philosophy is selected. In that scenario, this validates the pragmatist's position that it is absolutely possible to operate with different epistemologies, ontologies, and axiology. The researcher was required to use a questionnaire and a mixed method of study, including both quantitative and qualitative questions in the survey, in order to evaluate in depth, the responses and perspectives of the participants on the topic.

3.5 Strategies

According to Saunders et al. (2007, p., 135), research methodologies include the following: *“experiment; survey; case study; action research; grounded theory; ethnography; and archival research”*. All of those themes are exploratory, descriptive, or explanatory in nature, with some requiring a deductive approach and others requiring an inductive one.

In this research, a mixed-methods strategy was adopted, which included the use of both open- and closed-ended questionnaires. The open-ended replies were put into a Word processor. While some respondents did not know English, they responded to the questions in their home language of Portuguese, necessitating a literary translation of their responses into English, the language of this research. On the other hand, the Portuguese replies will be maintained in the text. The transcriptions of the other

English respondents were not altered in terms of phrase use and were not even translated into the researcher's own tongue.

3.6 Research Population and Sampling Techniques

The study population were nurses who currently or previously worked in health care in Ireland or Brazil; however, nurses of any ethnic origin or culture were free to respond to the survey while working or previously working in one of these countries. It was not required that the nationality of the nurses was Irish or Brazilian.

The final number of participants recruited for this study was 50 nurses that currently work or worked in the role of Nurse in any type of healthcare in Brazil or Ireland, however, just 31 completed the survey - 9 male and 22 female- aged from mid-twenties to mid-sixties- thirteen nurses with experience in Brazil and eighteen of them in Ireland.

3.7 Materials used

To gather responses in a more efficient and anonymous manner, I created a survey using the Google forms tool. There were 18 questions in the survey, 15 of which were closed and 3 of which were open. Although the link to the survey was delivered to applicants by e-mail, a snowball method was adopted, in which respondents were permitted to forward the survey link to other nurses they knew who would be interested in responding.

3.8 Ethics

This study complies with the Independent College Dublin's research ethics and policy requirements. This code is founded on four ethical standards: respect for the participant's rights and dignity, competence, accountability, and honesty. Alderson (2004) suggests that such criteria and ethical considerations be applied rigorously to all aspects of a researcher's scientific study.

An application for ethical permission was submitted with the student's and supervisor's signatures, certifying that this study would not violate any Independent College Dublin imposed ethical rules.

Informed permission, confidentiality, the ability to withdraw, debriefing, and data protection were the primary factors in conducting this study. All of these points were addressed on the survey's home page's information and permission form. This permission form is a required step of the survey at which the participant must agree to answer the subsequent questions. Each of the 31 individuals consented to participate. Participants were assured of their confidentiality and anonymity and were informed and debriefed at the start and completion of the research, respectively. Appendix I and II contains a copy of the Consent form A, and Informed Consent Sheet.

Chapter 4- Presentation of Data

As described in the previous chapter, the online survey will be used to collect the data necessary to analyse this dissertation issue in greater depth and to generate meaningful and representative findings for this study.

Internet-based surveys offer distinct new capabilities that are superior to telephone interviews, postal mail, and even face-to-face interviews. For instance, the web survey can efficiently transform all data into multimedia and images. It is significantly simpler for the researcher to disseminate these surveys, since he or she need only send a link and the respondent can access the survey from his or her smartphone, computer, or other smart electronic device (Fricker and Schonlau, 2012)

As noted previously, the population of interest in this study consists of nurses who work or have worked in health care and have settled in Brazil or Ireland; these nurses do not need to be nationals of the country in which they work. All ethical considerations in this study focus on the protection of the participants' confidentiality

or access to any information gleaned from their responses. The researcher completed an ethical form from Independent College and had it reviewed by the supervisor. A Consent form was included on the first page of the survey; it is crucial that participants read and consent to the survey before it begins. The application form detailed the eligibility requirements, information regarding the study and the student, as well as ethical aspects such as data protection. As soon as the participant agreed to participate, he was sent directly to the following page. The appendix of this document can be accessed for a deeper understanding of the forms.

As stated previously, the survey consists of 18 open-ended and closed-ended questions, 14 of which are multiple-choice with the option to add "other" and express their own experience, and 4 of which allow the respondent to answer freely.

Forty research sources, including papers, books, and websites, were consulted for this study's literature review in order to conduct an in-depth, exhaustive investigation. In the analysis of data pertaining to the survey administered to nurses, graphs relating to the quantitative portion are included in the data analysis so that the reader may view the results of the data alongside its interpretation. For the qualitative study, an Excel table was constructed and the respondents' responses were transcribed. However, qualitative data analysis will be presented in chapter 5 of this study. Below are the numbers correlating to the qualitative responses.

When compiling the findings of a qualitative study, words aren't the only thing that are taken into consideration; feelings, attitudes, facial and voice expressions, and other actions are also taken into consideration. There are three main processes that are interlaced throughout the course of the report. These processes are the compilation of the data, the coding of the data, and the analysis of the data (Glaser & Strauss, 1967). Because of this method, qualitative researchers will have an easier time acquiring the kind of variation that is extremely beneficial to them. As qualitative researchers gain more experience and develop a more nuanced comprehension of the types of data that are relevant to their studies, they are better equipped to alter the course of their investigations and go in new and exciting ways.

The purpose of this study was to analyse how nurses may use effective communication in their daily lives to handle workplace problems, as well as to investigate conflict-related performance concerns and how nurses are trained to overcome them by utilizing effective communication, nursing management, and engaging with multidisciplinary staff, patients, and their families.

The total number of participants who were recruited for this study was fifty nurses who are presently working or have previously worked in the function of Nurse in any kind of healthcare facility in Brazil or Ireland; however, only thirty-one of those participants actually finished the survey.

In the first open question, question number 5, the participants were asked to explain their knowledge of Effective communication (figure 3). All of the participants responded to this question, demonstrating that despite structural differences, the meaning of the majority of the responses was nearly identical.

On question number 11, participants included their feelings in their responses and described how they felt when confronted with disputes (figure 4). The majority of participants cited sadness or disappointment in response to the scenarios.

The question number 15 (figure 5), participants answered about other solutions that they might have to solve conflicts, this topic elicits a variety of responses, ranging from employing good communication to reporting to upper management, the team work was seen in many answers.

Lastly, question 18 (figure 6) was an optional question that invited respondents to provide any additional thoughts about the topic. Of the 31 respondents, only seven provided their opinion.

Figure 3: Answers question 5

Question 5	5) Please would you explain what is 'effective communication' in your point of view?"	
Answer 1	"giving message and acknowledging that you have heard and understood the answer"	share the message
Answer 2	Talking	
Answer 3	When the message goes through without noise When the Effective communication is a mechanism of clarification and sharing of information inherent to patient's health care, it aims to guarantee patient's security.message goes through without noise	clear communication
Answer 4	When people can communicate in a clear way.	clear communication
Answer 5	When 2 or more people get a message and understand it	clear communication
Answer 6	The recipient should understand clearly what the sender or speaker says and get a feedback from them.	listening
Answer 7	Effective communication in my point of view is when you can pass the message that can be easily comprehensible and the goal can be achieved by this information you are passing on.	clear communication
Answer 8	Effective Communication means knowing your role, staff organizational chart, showing team work and being a good listener and leader so that one could deliver quality care.	pass the message/ achieve the goal
Answer 9	Effective communication is a way to express an idea/thoughts in a best possible manner.	Good listener
Answer 10	Make yourself clearly while you are speaking	express ideas/thoughts
Answer 11	I have no idea	clear communication
Answer 12	Learn how to argue. Some people do not know how to communicate without scream at your face. Patient to listen to different opinion	
Answer 13	Objective and clear communication	Clear communication
Answer 14	When we manage to keep emotional control over communication in times of stress and that we know how to listen to the other. Moreover, for an effective communication, the information transmitted need to be accurate and understood by all.	emotional control
Answer 15	No space for misunderstanding btw people. Make sure asking the team what they have understood, after an explanation.	no space for missunderstanding
Answer 16	Effective communication in my point of view is when a subject matter is being relayed to other parties who will have an understanding and will gain knowledge about the subject. Disseminate information that is easy to understand and expects evident based result.	
Answer 17	Communication where all parties fully understand the message being conveyed	fully understand the message
Answer 18	Effective communication is a skill that people can learn to communicate with others in a respectful and efficient way.	skill
Answer 19		
Answer 20 (PT)	No meu ponto de vista necessariamente ela deve ser direta, objetiva e não há necessidade em ser prolixo.	
Answer 20 (Translation to English)	<i>In my point of view it must necessarily be direct, objective and there is no need to be wordy.</i>	clear communication
Answer 21 (PT)	Comunicação clara e efetiva para a realização ou entendimento correto da informação ou da execução.	clear communication
Answer 21 (Translation to English)	<i>"Clear and effective communication for the correct realization or understanding of the information or execution."</i>	
Answer 22	it is about listening to the other person(s), understanding the situation from their point of view.	listening/ understanding
Answer 23	To take time to listen to what the other person is saying and practice active listening.	active listening
Answer 24	For me it means that when i speak, people are reacting constructively with my ideas, concept and plans. Effective communication is when our intention is understood, it is one that effectively achieves its objective, that is, to convey a message clearly.skill that people can learn to communicate with others in a respectful and efficient way.	communicate in a respectful manner
Answer 25	In my opinion is when the communication can become the way to do the things clear. When the idea, opinion and even the describing of something are told as the way that make the understanding easier, the success of what have to be done has more change to be reached.	
Answer 26	Effective communication involves communicating clearly and correctly the message, listening actively, understanding the information, emotion and intention behind the information, ensure the message was understood correctly.	clear communication/ active listening/ understand the information
Answer 27	When the message is receive fully and clear, the same way the person intend	receive the message fully and clear
Answer 28	courtesy, consistency, concretely	
Answer 29	In my point of view is a healthy and professional way to talk and share information with others. Make sure that the information is passed clear a point to the person who received the message understand.	health talk/clear communication/understand the message
Answer 30	Effective communication is a process where in 2 or more individuals are able to communicate and make connection with each other to properly convey and understand the message	understand the message/ clear communication
Answer 31		

Figure 4: Answers question 11

Question 11	11) When you have a disagreement during your work, how do you feel about it?*	
Answer 1	frustrated	frustrated
Answer 2	I feel really bad . It is horrible !	feel bad
Answer 3	Frustrated	Frustrated
Answer 4	I feel disappointed, this kind of situation is easily avoided when the staff understand the importance of behaviour changing to a professional ways.	disappointed
Answer 5	I dont bring it as a personal issue andalways try to solve it in the better and polite way possible.to not increase it	don't bring it personal
Answer 6	I feel bad	feel bad
Answer 7	I feel to clarify before it goes worse.	
Answer 8	I just try to figure out what I can do to change the situation.	change the situation
Answer 9	upset	
Answer 10	Frustration	frustration
Answer 11	Disappointed	disappointed
Answer 12	Sad	
Answer 13	Disappointed due to staff who does not know how to work in team	disappointed
Answer 14	Frustrated and anxious	frustrated/anxious
Answer 15	Sometimes I feel like I've lost control of the situation.	lost control
Answer 16	Angry and disappointed	angry
Answer 17	I feel frustrated and disappointed.	frustrated/ disappointed
Answer 18	Awful. It affects my whole day and upsets me,	upset
Answer 19	I used to feel stressed, sad, and overthinking about what happened	stressed/ sad
Participant 20 (PT Answer)	Eu tenho o hábito de ficar pensando por dias em como eu poderia ter agido e como poderia fazer para que meu ponto de vista também fosse levado em consideração ou se houvesse uma razão plausível para que não fosse utilizado. Deveria me ser informado.	
Translation to English	"I have a habit of thinking for days about how I could have acted and how I could have my point of view taken into account, or if there was a plausible reason why it wasn't used. I should have been informed."	overthinking
Participant 21 (PT Answer)	Chateado e fico indisposto, perco um pouco da energia para continuar a trabalhar no dia.	
Translation to English	"Upset and unwell, I lose some of the energy to continue working through the day."	upset
Answer 22	Uncomfortable	
Answer 23	I always try to remain calm and analyse the situation from the other person perspective see if they are right just because I have a view point does not make them wrong or I right .I may also take some points notes from their opinions.	Remain calm
Answer 24	I felt challenged. I felt that there is more that i can contribute to alleviate the the pressure.	challenged
Answer 25	helpless	helpless
Answer 26	I feel like the same team is not playing the same match.	
Answer 27	Dissapointed	
Answer 28	Frustrated	
Answer 29	It depends on about what. People have different point of view but at the same time it can make me uncomfortable as well.	dependes on the issue
Answer 30	I try to remain calm and analise the situation, I try to solve it talking to the person in a respect way, other wise If I cannot solve the problem or I see the scalation of the conflict I report it to my menager.	remain calm
Answer 31	Upset, questioning myself if I did something wrong.	upset/ overthinking

Figure 5: Answers question 15

Question 15	15) What additional actions, do you believe would be essential to resolve disagreements?*	
Answer 1	more support from supervisors	support from the management
Answer 2	Protocols	protocols.
Answer 3	Rearranging workplace, making everybody work together	Rearranging workplace
Answer 4	A conversation with every participant simultaneously and to try understanding and finding a solution to the showed problem.	Conversation to the team
Answer 5	People need to be able to listening	listening
Answer 6	People open to listen both sides	open to listening
Answer 7	Talk to them and ask from their side	Talking
Answer 8	Personal development	
Answer 9	Ensuring that all are familiar with the policy. Listen to both party involve and provide fair judgement and actions.	Ensuring that all are familiar with the policy
Answer 10	Having good levels of staffing.	good level of staff
Answer 11	Meeting	meeting
Answer 12	mutual understanding	
Answer 13	Better staff, staff really interested in the job	better staffs
Answer 14	Team meetings	team meetings
Answer 15	Clearly defined job descriptions; Encourage teamwork; Deal with the conflict situation as quickly as possible, Create space for dialogue.	space for dialogue/job description/teamwork
Answer 16	Sometimes is not daily, but quality and importance you care your workmates. So I used to talk individually with person that was working in my department, and if any issue was appearing in this informal communication I was making sure that this finds way to be sorted.	talk individually
Answer 17	Each one should have acceptance and respect with one another.	respect
Answer 18	An understanding by all Nurses that our role and focus is the patient. We are required by our regulator to resolve disagreements through discussion and informed debate and have the maturity to do this. Our role is very responsible and if we cannot communicate effectively then the client may be affected.	effective communication/ understand protocols
Answer 19	Team meetings in my point of view are very important to keep the flow with the team, and for the leader understand the needs and the struggles of his team member.	team meetings
Participant 20 (PT Answer)	Tentar não colocar sentimentos nos diálogos ou ao menos controlar. Ouvir o que a outra pessoa tem a dizer. Não impor sua opinião contra a pessoa a menos que isso coloque a vida em risco de qualquer parte envolvida. Estar sempre em comunicação com a equipe e realizar junto com gestores debates sobre os conflitos. Orientar ao líderes que mandar nem sempre é o caminho do sucesso porém conduzir o time em prol da excelência, efetividade e eficácia no trabalho.	
Translation to English	"Try not to put feelings in the dialogues or at least control. Hear what the other person has to say. Do not impose your opinion against the person unless doing so would endanger the life of any party involved. Always be in communication with the team and hold discussions about conflicts together with managers. Guiding the leaders who command is not always the path to success, but leading the team towards excellence, effectiveness and effectiveness at work."	listening to others/ separate feelings/ good communication to the team
Participant 21 (PT Answer)	Mais empatia como serviço e talvez mais convívio e momento de descontração fora do serviço.	
Translation to English	"More empathy as a service and perhaps more conviviality and a moment of relaxation outside the service."	More empathy
Answer 22	Regular team meetings, fairness.	team meetings
Answer 23	By fostering clear communication.	clear communication
Answer 24	Getting the next of kin to get involve.	
Answer 25	professional motivation	
Answer 26	Practice examples showed to the staffs.	
Answer 27	Effective communication, responsibility	effective communication
Answer 28	Supervisor/line manager that had experience on the nurse role	experienced managers
Answer 29	Training	
Answer 30	Team meetings, family meetings. All the team be capacitated to deal with conflict.	team meetings
Answer 31	Proper documentations and reporting.	protocols

Figure 6: Answers question 18

Question 18	18) Have you any other comments that you would like to share about this subject?
Answer 1	The participant did not answer this question
Answer 2	No
Answer 3	The participant did not answer this question
Answer 4	No, I don't have any other comments.
Answer 5	The participant did not answer this question
Answer 6	The participant did not answer this question
Answer 7	The participant did not answer this question
Answer 8	The participant did not answer this question
Answer 9	The participant did not answer this question
Answer 10	No
Answer 11	The participant did not answer this question
Answer 12	The participant did not answer this question
Answer 13	There is no effective communication without listening
Answer 14	The participant did not answer this question
Answer 15	The participant did not answer this question
Answer 16	The question 10 should be at least two options to be selected. Communication is not the key for healthcare people, but for the world to live more in harmony
Answer 17	No
Answer 18	This is a great topic to research and thank you for doing it.
Answer 19	Nurses should be taught about communication in general and how to deal with conflicts focusing in not escalate the situation.
Participant 20 (PT Answer)	Cabe aos gestores levantar os diálogos entre as equipes, aos chefes a obrigação de ser gentil e cordial com seus subordinados. Entre membros de diferentes funções o espírito de corpo em prol do objetivo comum. Respeito, empatia, Inteligência e responsabilidade são os pilares da comunicação efetiva.
Translation to English	<i>"It is up to managers to raise the dialogue between the teams, to the bosses the obligation to be kind and cordial with their subordinates. Among members of different functions the esprit de corps for the sake of a common goal. Respect, empathy, intelligence and responsibility are the pillars of effective communication."</i>
Participant 21 (PT Answer)	Não.
Translation to English	<i>"No"</i>
Answer 22	Interesting topic. People should be encouraged to air their views in a respectful manner and given a response and/or the opportunity for discussion with mutual respect from all sides.
Answer 23	The participant did not answer this question
Answer 24	None
Answer 25	no
Answer 26	The participant did not answer this question
Answer 27	Different language accents could also be a barrier in effective communication
Answer 28	Supervisor/line manager that had experience on the nurse role
Answer 29	The participant did not answer this question
Answer 30	The participant did not answer this question
Answer 31	None

Chapter 5- Data Analysis/Findings (Quantitative and Qualitative)

To aid in the flow and comprehension of this data analysis, it was separated the explanation into quantitative responses using tables and visuals first. In the second part, it will be providing the qualitative responses extracted by the tables in the previous chapter.

5.1 Sample and population

From the 50 Nurses recruited just 31 nurses answered the questionnaire. It is believed that the low level of engagement is due to participants do not trust that the survey is anonymous, and one of them said that was afraid to be exposed in his job, despite the fact that I explained it to them in the consent form and by email, the other reason is that some people left it too late and/or had forgotten to respond. The participants were predominantly female (71%) and male (29%).

5.2 Quantitative analysis

The researcher will discuss the outcomes and presentation of qualitative data analysis in this section. Showing the questions, the percentages and the graphic representing the answers from the participants.

5.2.1 Demographic questions

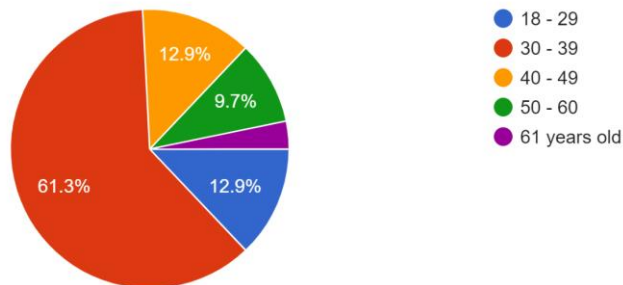
Question 2. *Please indicate what age category applies to you.*

In terms of age seen in the graphic 2, the bulk of respondents was between the ages of 30-39, accounting for 60% of responses; those between the ages of 18-29 and 40-49 (12.9%) and 50-60 (9.7%) and over 61 years old was (3.2%).

Graphic 1

2) Please indicate what age category applies to you.

31 responses



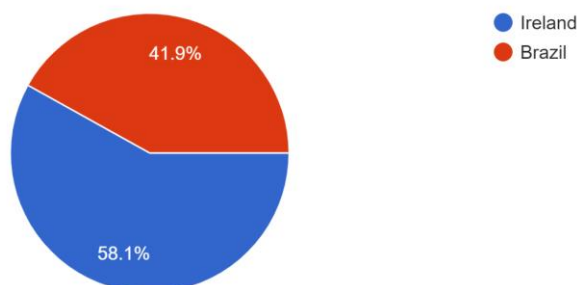
Question 3. *In which country are you now employed as a nurse? (Or where have you previously worked?)*

When it comes to the countries in which the nurse has previously worked or has worked before. Referring to image 3, Ireland received the majority of responses (56.7 %), while Brazil received (43.3 %) of responses.

Graphic 2

3) In which country are you now employed as a nurse? (Or where have you previously worked?)

31 responses



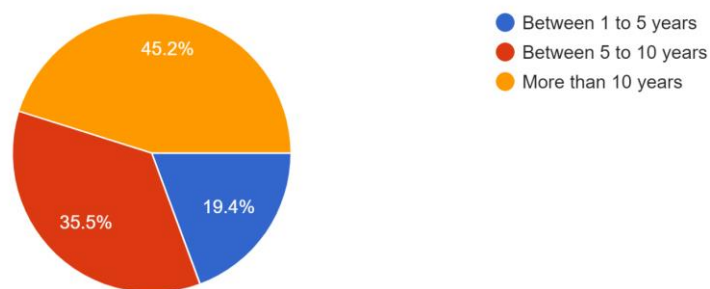
Question 4. *How long have you been working as a nurse?*

Working time (Graphic 4) was classified into four categories: nurses with more than ten years of experience (45.2 %), nurses with five to ten years of experience (35.5 %), and nurses with one to five years of experience (19.4 %).

Graphic 3

4) How long have you been working as a nurse?

31 responses



5.2.2 Effective communication

In this section, participants respond to questions on their understanding of effective communication and their use of it on a daily basis in their careers as nurses.

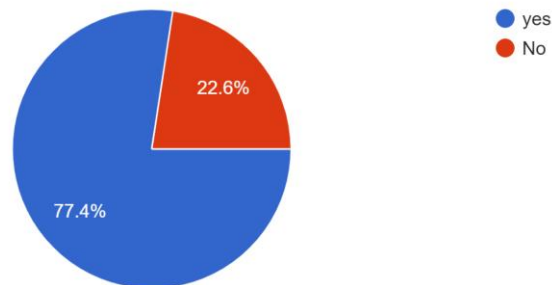
Question 6. *Have you ever studied 'effective communication'?*

When asked whether they have ever studied Effective communication (graphic 5), the majority (77.4 %) respond affirmatively, while (22.6 %) confirm they have never studied this topic.

Graphic 4

6) Have you ever studied 'effective communication'?

31 responses



Question 7. *If yes, where did you study?*

The following question was directed at those who responded 'Yes' to the previous question; however, a "others" response option was left open for anyone to share their thoughts if they so desired. The majority of responses were "As part of your nurse training curriculum." (43.3 %) and "Self-Taught" (23.3 %), followed by the "others" (33 %) as illustrated in graphic 6 and table 1 with the answers.

Graphic 5

7) If yes, where did you study?

30 responses

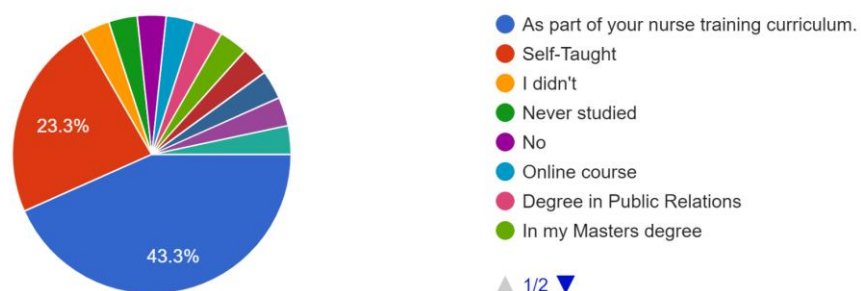


Table 1 - *“Others”, answers from question number 7*

Answers	Percentage
<i>“I didn't”</i>	1 (3.3%)
<i>“Never studied”</i>	1 (3.3%)
<i>“No”</i>	1 (3.3%)
<i>“Online course”</i>	1 (3.3%)
<i>“Degree in Public Relations”</i>	1 (3.3%)
<i>“In my Master’s degree”</i>	1 (3.3%)
<i>“It has been incorporated into other courses e.g. MAPA”</i>	1 (3.3%)
<i>“In another graduation”</i>	1 (3.3%)
<i>“Post-graduation course”</i>	1 (3.3%)
<i>“Masters”</i>	1 (3.3%)

5.2.3 Conflict management

The subject of conflict was prevalent in this portion of the questions; participants were able to explore questions regarding the conflict in their everyday job and reflect on their solutions and thoughts about conflicts and conflict management.

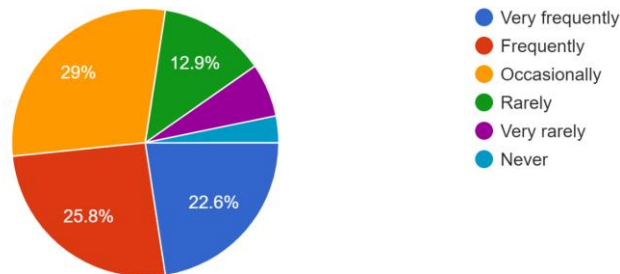
Question 8. *How often do you face conflicts in your workplace?*

When asked how often they encounter disputes at work, participants were given six alternatives, as seen in graphic 8. The most common responses were "Occasionally" (29 %), "Regularly" (25.8%), and "Very frequently" (22.6 %). On the other side, "Seldom" (12.9 %), "Very rarely" (6.5 %), and "Never" (3.2%) were the lowest percentages in this category.

Graphic 6

8) How often do you face conflicts in your workplace?

31 responses



Question 9. *Who are the main characters that mostly you have conflicts with?*

The participants were questioned about the persons with whom they have difficulties on a regular basis, as seen in graphic 9. The responses were very divided. However, the highest percentage of responses indicated that they used to have more conflicts with multidisciplinary teams (25.8 %), followed by "family members" and "health care assistants" (16.1 %), while others chose "other nurses" (12.9 %) and Physicians (9.7 %). The lowest percentages indicated that they used to have more conflicts with "others" (12.8%), as illustrated in graphic 9 and table 1 with the responses.

Graphic 7

9) Who are the main characters that mostly you have conflicts with?

31 responses

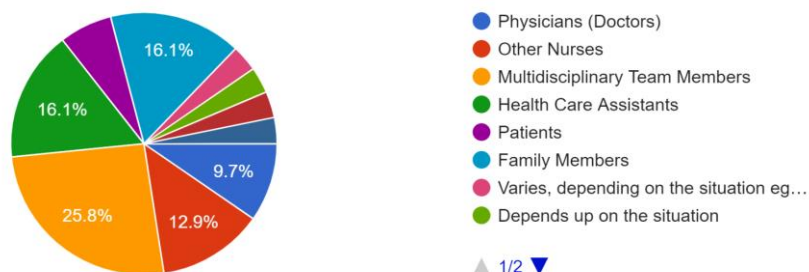


Table 2: “Others”, answers from question number 9

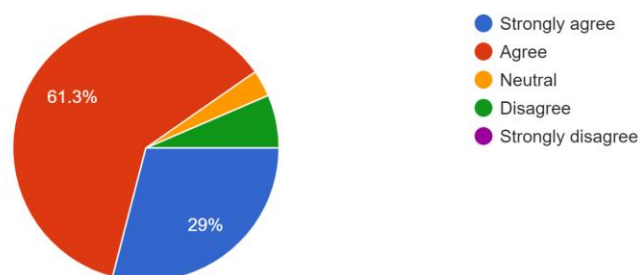
Answers	Percentage
“All above”	1 (3.2%)
“Depends upon the situation”	1 (3.2%)
“Nursing technicians”	1 (3.2%)
“Varies, depending on the situation and my role on the day”	1 (3.2%)

Question 10. *Most of the conflicts that arise in the health care setting are due to the lack of communication.*

This was an affirmative question, with participants responding on a sliding scale from "strongly agree" to "strongly disagree" (See graphic 9). The majority (61.3 percent) agreed that the majority of disagreements develop as a result of poor communication, whereas (29 percent) strongly agreed. On the other side, (6.5 percent) disagreed with the affirmations, and (3.2 percent) were indifferent.

Graphic 8

10. Most of the conflicts that arises in health care setting are due to the lack of communication.
31 responses



Question 12. *What actions do you take during a conflict?*

Participants may choose more than one response (Graphic 10) and may even contribute their own response using the option "Others" (Table 3). In stark contrast to the responses to question 6, where 22.6 % of respondents stated that they had never studied effective communication before, they need to highlight their actions during a conflict, and (93.5 %) responded that they "try to resolve it through effective communication," 45.5 % stated that they report to their line manager or director, 19.4% stated that they argue with the person, and only 3.2 percent stated that they can. There were 12 % of "others" responses that provided their own response.

Graphic 9

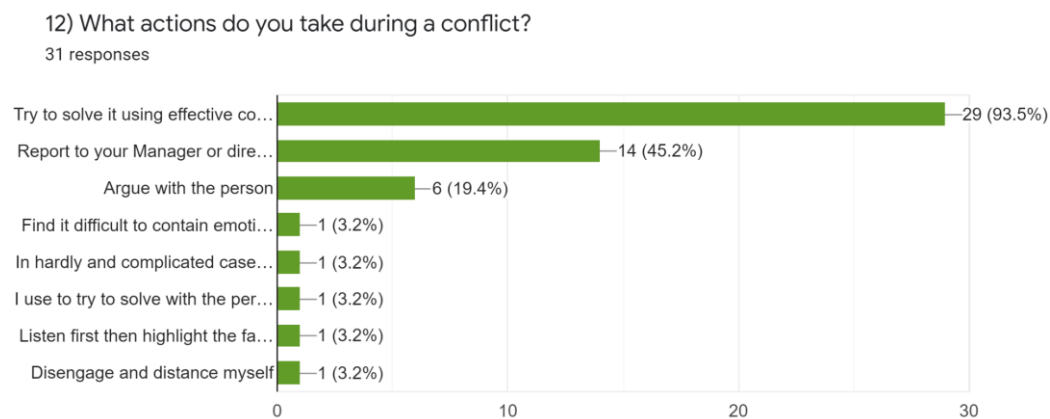


Table 3: “Others”, extra answers from question number 12

Answers	Percentage
<i>“I use to try to solve with the person before bringing to the line manager, however, in some situations the conflicts escalate and could be worse I try to solve it by myself most of the time when the conflicts were with doctors.”</i>	1 (3.2%)
<i>“Listen first then highlight the facts around the situation.”</i>	1 (3.2%)
<i>“In hard and complicated cases I report to our manager or direct supervisor.”</i>	1 (3.2%)
<i>“Disengage and distance myself.”</i>	1 (3.2%)

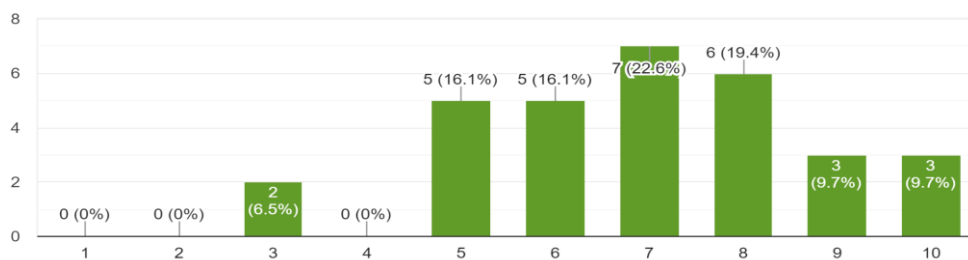
Question 13. *In your point of view, how successfully does your line manager or supervisor handle the disputes brought to their attention by the team?*

When given this topic, participants were to respond on a linear scale ranging from 1 to 10, with 1 denoting "Very terrible" and 10 denoting "Very good" (Graphic 11). The bulk of responses ranged from 5 to 8. (16.1 percent; 22.6 percent, and 19.4 percent). Only 6.5 percent responded on a three-point scale, whereas 9.7 percent responded on a nine-point scale. This concludes that, from their perspective, the line manager effectively fulfils their job in dispute resolution

Graphic 10

13) In your point of view, how successfully does your line manager or supervisor handle the disputes brought to their attention by the team?

31 responses

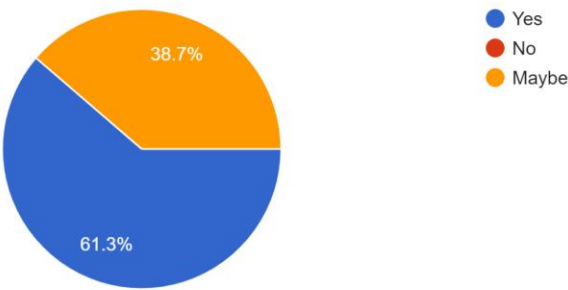


Question 14. *Do you think that team meetings would help with daily conflicts?*

At this point, participants have three alternatives for responding to the question (Graphic 12) on the value of team meetings in resolving disagreements. They did, however, respond with "yes" (61.3 percent) and "Maybe" (38.7 percent)

Graphic 11

14) Do you think that team meetings would help with daily conflicts?
31 responses



Question 16. *What communication barriers exist in your organization, in your opinion?*

Participants may choose several responses (Graphic 13) and may even submit their own using the "Others" option (Table 4). The highest percentages were for "workplace pressure" (71%) and "lack of communication between multidisciplinary team members" (64.5%), followed by "inadequate team members" (58.1%), "tiredness" (48.4%), "lack of communication between patients/family" (29%) and "lack of respect in the environment" (19.4 %), The individuals who added any more comments were (16 %).

Graphic 12

16) What communication barriers exist in your organization, in your opinion?
31 responses

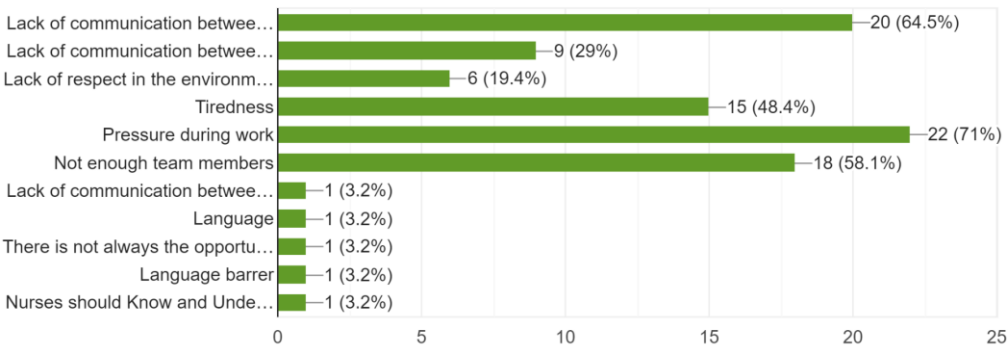


Table 4: “Others”, extra answers from question number 16

Answers	Percentage
<i>“Language barrier”</i>	1 (3.2%)
<i>“Language”</i>	1 (3.2%)
<i>“Nurses should Know and Understand the Code of ethics and standards of behaviour expected of them by NMBI and the public”</i>	1 (3.2%)
<i>“Lack of communication between the manager to their team, is an issue as well”</i>	1 (3.2%)
<i>“There is not always the opportunity to resolve issues and then they fester”</i>	1 (3.2%)

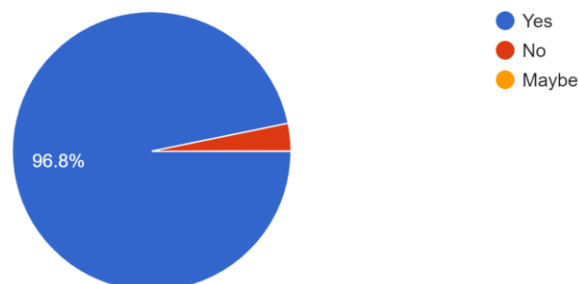
Question 17: *Do you believe that effective communication and conflict management should be required courses for nursing students?*

The last question asked participants if they believe that effective communication and conflict management should be obligatory courses in their nursing degrees. The bulk of participants (96.8 %) responded "yes," while just 3.2 percent responded "no." None of the participants responded "Maybe." It's shown in image 7 below.

Graphic 13

17) Do you believe that effective communication and conflict management should be required courses for nursing students?

31 responses



This session demonstrates the participants' positive engagement with the survey. And it is acknowledged that, despite the diversity of cultures and nations in which these nurses work or have worked, conflicts appear to have the same beginning, middle, and end. Where even the people involved are concerned, many of them occur repeatedly all over the world. The participants' replies show feelings of powerlessness, rage, and disappointment. In the next round of qualitative analysis, the participants' open-ended responses will be explored in depth.

5.3 Qualitative analysis

No participant objected to the requirement that they respond to the three open questions for qualitative analysis. The fourth question gave participants the option to remark on the research and survey, but just eight of them did so. The appendices will have all of the answers attached.

Consistent with deductive/inductive analysis (Saunders et al. 2007), it was found patterns in the qualitative data based on participant reports on the questions 5/11/15 of the survey. It is generally believed that such qualitative results are co-produced. Especially with open questions in surveys. The thematic analysis produced three organizing themes; that is- "Clear communication", "Frustrated and Disappointed", and "Conversation with the team"

5.3.1 "Clear Communication"

The topic "clear communication" highlights the perspective of the great majority of participants, as well as the perception that clear communication is lacking in the workplace. Other subjects featured in "Clear Communication" were as follows:

- Active Listening
- Express ideas
- No space for Misunderstanding
- Communicate in a respectful manner
- Emotional Control

The majority of these subthemes are connected in that they add to each other's perception and comprehension. In the first open-ended question, participants were asked to define effective communication, each person described it in their own manner and to the best of their ability, but only one responded "I have no idea." In general, though, each of the remaining participants explained their perspective on effective communication.

In the analysis of the responses, the participants demonstrated that they understand or have an understanding of what effective communication entails, and it reveals how they use this skill in their everyday work life. We may also infer that, despite the fact that 22.6 percent of respondents said they had never studied the topic previously, they provided convincing and timely responses to this question.

Effective communication stresses two-way communication in which communicators serve the demands of receivers. It is suggested by the author that employees that face a challenging work environment might see themselves as obligated to engage in effective communication, which necessitates that communicator view each scenario and recipient as unique and choose the most efficient means of conveying messages. (Teng, et al. 2020)

The pressure and stress that nurses experience on a daily basis are indeed challenging, as there is constant conflict and a need for effective communication with the team and especially with their managers and supervisors, emotional control can be the key to many problem-solving, where keeping the respect for their own and others limits;

"When we manage to keep emotional control over communication in times of stress and that we know how to listen to the other. Moreover, for effective communication, the information transmitted needs to be accurate and understood by all." (Participant 15)

It is crucial for some nurses to be understood, listened to, and appreciated at work. Effective communication is a talent that may be mastered not just by the one speaking, but also by the person receiving the message, who must comprehend what is being said. According to Mendes et al. (2020), there are issues with verbal/nonverbal

communication, whether in the team's awareness by transmitting it during shift changes or performing procedures and nursing duties, or due to a professional deficiency in communicating effectively. Culture, language (verbal or nonverbal), form user interpretation, message objectivity provided, and interruptions produced by the surroundings may all lead to inconsistencies with the user.

“Effective communication is when our intention is understood, it is one that effectively achieves its objective, that is, to convey a message clearly. a skill that people can learn to communicate with others in a respectful and efficient way.” (Participant 25)

“No space for misunderstanding btw people. Make sure to ask the team what they have understood, after an explanation.” (Participant 16)

All of the responses gathered for this question demonstrated how resilient the nurse is, despite the fact that in many instances he did not get special instruction on good communication between the various responses, which ultimately display the same link with the topic. Mendes et al. (2020) pointed out that the use of communication is not needed for the entire development of all humans, but it is vital for the nurse to care for the patient. Effectively communicating nurses provide humanized care by developing positive attitudes in their interpersonal contacts, so minimizing impersonality, and bringing the nursing professionals closer to their patients and co-workers.

“Effective communication is a way to express an idea/thought in the best possible manner.” (Participant 10)

Communication in the nursing profession extends beyond their performance with the team to include their patients. Respondents brought up the issue of communication with the patient and the stress that often accompanies this work. This ties in with what Boyton (2015) brought up in your research, namely that nurses must develop emotional stability in order to engage in difficult debates, acknowledge a range of viewpoints, solve conflicts, and perform productively. One of the difficulties in ensuring patient safety in the healthcare setting, according to Farias et al. (2018), is emphasizing effective communication as a goal for multidisciplinary teams, in addition to providing a comfortable working environment and risk-free treatment.

“Learn how to argue. Some people do not know how to communicate without scream at your face. Patient to listen to a different opinion.” (Participant 13)

5.3.2 “Frustrated and Disappointed”

The subtitle "Frustrated and Disappointed" refers to the sensations that respondents experienced while answering this question, which may have prompted them to recall a time when they did not feel comfortable or joyful, a time when they felt out of control of the situation. Even still, some of them advised not to take it personally and to be able to separate emotions. The emotions they expressed in this part were:

- Frustration
- Feel Bad
- Upset/ Angry
- Disappointed
- Anxious
- Uncomfortable

Unfavourable emotions and irritation were evident in the majority of comments, maybe as a result of the respondents' negative experiences;

"Upset and unwell, I lose some of the energy to continue working through the day." (Participant 20. Translated from Portuguese)

"I have a habit of thinking for days about how I could have acted and how I could have my point of view taken into account, or if there was a plausible reason why it wasn't used. I should have been informed." (Participant 20. Translated from Portuguese)

When they relate that they “*stay all day thinking*”, or “*lose energy to continuous work*”. Lahana et al., (2017) assert that conflict is generally characterized as a dispute in which the people involved feel intimidated and anxious, but this subject is far more intense than that. She highlights that conflict consists of psychological, procedural, and substantive components, and its shape and nature might vary depending on the parties' perceptions. These factors characterize the continuous emotional dynamics of

professional relationships, and how these disagreements impact their regular job performance;

"I feel disappointed, this kind of situation is easily avoided when the staff understand the importance of behaviour changing to a professional way." (Participant 4)

The act of negotiating may differ from person to person due to elements such as beliefs, values, conventions, level of issue knowledge, culture, and others, but it must be addressed amicably so that both sides are satisfied with the outcome. Silva (2018) affirms that it is essential that nurses have the knowledge and abilities to handle disputes and negotiate. As much as it is possible to improve these abilities throughout the routine of disputes, it is essential to seek out fresh information and techniques to manage difficulties with less wear while keeping ethical standards. Some responder pointed their way to manage these feelings and do not take it as personal;

"I always try to remain calm and analyse the situation from the other person perspective see if they are right just because I have a view point does not make them wrong or I right. I may also take some points notes from their opinions." (Participant 23)

"I try to remain calm and analyse the situation, I try to solve it talking to the person in a respectful way, otherwise If I cannot solve the problem or I see the escalation of the conflict I report it to my manager." (Participant 30)

The subtitle "Frustrated and Disappointed", brought intense feelings that the respondents expose in the answers, however, some of them have a kind of positive way to see the conflict situation, where they do not take it personally and try to solve it in a better way, and maybe learn with that. With this arises the importance of the nurse's resilience and the importance of effective communication and self-awareness skills.

5.3.3 "Conversation with the team"

The subject "Conversation with the team" relates to the actions that respondents believe are crucial for resolving problems; the majority of their responses connected to "team meetings," but they also mentioned alternative options.

- “Support from supervisors”
- “Better staff”;
- “Job description”;
- “Respect”;
- “Effective communication”.

It was observed in this theme that participants expect more team meetings from the company or supervisors, as well as support from these managers in the resolution of conflicts. It is well known that nurses around the world must have the training and expertise to effectively manage workplace conflicts, this fits well with the casualty as discussed by Silva et al. (2018) that to guarantee the quality of care and organizational health, nurses are required to have abilities in conflict management and the experience to lead and manage numerous tasks, including the administration of the nursing team;

“Supervisor/line manager that had experience on the nurse role” (Participant 28)

“Team meetings in my point of view are very important to keep the flow with the team, and for the leader understand the needs and the struggles of his team member.” (Participant 19)

Silva et al. (2018) also pointed that to guarantee the quality, nurses must possess the skills of communication, observation, listening, critical thinking, and empathy in order to perceive all sides of an issue.

“Try not to put feelings in the dialogues or at least control. Hear what the other person has to say. Do not impose your opinion against the person unless doing so would endanger the life of any party involved. Always be in communication with the team and hold discussions about conflicts together with managers. Guiding the leaders who command is not always the path to success, but leading the team towards excellence, effectiveness at work.” (Participant 20. Translated from Portuguese)

Some participants responded with “better staffs,” “work together,” “teamwork,” and “training.” These responses are interrelated, with the central theme being teamwork and professional growth, both of which are crucial in the workplace. When a team is technically proficient, teamwork becomes an integral part of this approach.

“Better staff, staff really interested in the job” (Participant 13)

“Clearly defined job descriptions; Encourage teamwork; Deal with the conflict situation as quickly as possible, Create space for dialogue.” (Participant 15)

“Rearranging workplace, making everybody work together.” (Participant 3)

The effective posture of the professional nurse is vital for managing disputes in a constructive manner, providing speedy issue resolution, preventing further conflicts and difficulties in the workplace with this contribute to workplace harmony (Silva et al. 2018). Teamwork is necessary for the efficient execution of tasks connected to patient care, and unresolved disagreement may negatively impact team cohesion, hence directly impacting patient care. Thus, in addition to the team, the patient might be negatively affected by improperly addressed disagreements.

5.3.4 Extra comments

This is referred to the last question, where the participants were invited to give any other comments about the subject, where just seven participants answered. The participants highlighted the importance of the subject in a nurse daily work, give other perceptions as well about others types of communications barriers.

“There is no effective communication without listening” (Participant 13)

“Nurses should be taught about communication in general and how to deal with conflicts focusing on not escalating the situation.” (Participant 19)

“Interesting topic. People should be encouraged to air their views in a respectful manner and given a response and/or the opportunity for discussion with mutual respect from all sides.” (Participant 22)

“Different language accents could also be a barrier in effective communication” (Participant 27)

Chapter 6– Discussion

Within the perspective and practical experience of nurses working in the healthcare field, this research investigated many themes that relate to effective communication and conflict resolution. Understanding conflicts in nursing and describing predictors of conflicts within the nursing team were the specific aims of this research, with the overarching objective of this study being to describe the challenges that nurses face as a result of conflicts between the professionals in health care setting.

In the literature review, numerous authors presented a variety of signifiers for communication. This study revealed that communication is any manner of expressing oneself and being able to convey and receive a message, whether verbal or non-verbal. The most crucial aspect of communication is to be understood and comprehend the other party. However, this study also shown that communication goes beyond the essentials and may be used in a more nuanced way, such as effective communication. It was demonstrated that not everyone knows how to communicate successfully and that it is vital to prepare for and study this subject, particularly in industries where public contact and teamwork are required. When these professionals, not only in the nursing field, have understanding of good communication, they are better able to manage conflicts that may arise in the course of their daily work. However, professionals do not usually bring this knowledge from college or study into their professional careers; hence, the company must invest in employee qualifications.

According to the findings of the study, it is necessary and vital for nurses to get instruction in the settlement of conflicts as soon as they graduate from nursing school, and they should also be given additional chances to learn before beginning to work on good communication and its intricacies. These results pertain to a literature review that compared and contrasted different writers who had written on the issue, as well

as quantitative-qualitative research, in which participants were given the opportunity to bring their own perspectives to bear in regard to the topic.

This research brought the perspective of nurses who work or have worked in the area in Brazil and Ireland, two countries with different histories and cultures; however, the findings between the experiences of these nurses indicate that there is not a significant difference leading to the general aspect of work. Even though the number of professionals who offered to answer the questionnaire was relatively small, the research produced an excellent opportunity for analysis of the data, and as a result, we now have a foundation on which to build an understanding of how nurses are navigating the tension that exists in their everyday lives. It is common knowledge that nurses will frequently face disagreements, which, despite the fact that there is a pre-eminence of understanding of the adverse effects, must be regarded as natural occurrences and a prerequisite for effecting change. It is also common knowledge that mastering the negotiation process between the team and the organization will motivate the development of competencies in their management.

The study also revealed that in addition to the various tasks that nurses are expected to do as part of their daily routine, they are also needed to possess several management abilities, for which they are not always adequately prepared in advance. Because of this and the fact that they are not adequately prepared for such circumstances, nurses often struggle to take appropriate action when confronted with contentious situations. The nursing team is supposed to possess certain competencies. The outcomes of this review highlight the lack of skills of nurses in terms of conflict management. As leaders of the multidisciplinary team, it is believed that all nurses should have access to the tools necessary to handle team conflict. In situations when disagreements are not only between individuals, but also include the patients and, most importantly, the interdisciplinary team.

Because the nurses contributed information on the frequency, characteristics, and feelings associated with the subject, it was feasible to conduct an empirical study of these themes. The conflict management analysis was highly important. In light of the

many perspectives on conflict, it is clear that the nature of the dispute as well as how it is managed may determine whether it is beneficial or harmful. According to the data analysis done on the characters that make up this population, nurses are involved in the most conflicts. Doctors did not even come close to being the majority of the population, which breaks a pattern where doctors were the ones who had the most conflicts with nurses in some of the studies that were presented. Of course, this is very relative and depends a lot on the industry and the roles that each member of the team plays within the group.

Conflicts have a direct effect on patient care, based on the nursing team's work satisfaction and teamwork effectiveness. Consequently, it is a significant task for nurses to manage disputes that are concentrated in their administration, bringing with them enormous responsibility and generating significant outcomes, which can be favourable or negative depending on the nurse's expertise and political resources.

This research demonstrates that communication, organizational structure, misunderstandings, a lack of professionals, and a lack of professional abilities are some of the most prevalent issues that may arise during a conflict in health care settings. This was indicated by poll respondents and the several articles that were surveyed. It is common knowledge that nurses struggle daily to provide high-quality care to patients and serve as team leaders. The stress, lack of job recognition, and long hours of shifts may contribute to everyday confrontations in which tiredness is often present.

Comparing the health systems of Ireland and Brazil, the patient safety goals vary, with the Brazilian Ministry of Health establishing good communication as a patient safety objective (Ministério da Saúde, 2013). However, in Ireland, the security goals include "effective Leadership" (HSE Site). This does not mean that this topic does not include communication as a security target. It is believed that leadership encompasses this topic as well. As a result, was realized that conflict resolution in Ireland is focus on the leader's responsibility, whereas in Brazil, nursing assistants have leadership responsibilities as part of their daily duties.

The research shows that effective communication must be promoted as a way of enhancing patient safety information for the interdisciplinary team, given its significance and singularity within safe care. Working on communication in these partnerships requires breaking down power boundaries, sharing information and decisions, shifting the attention to the patient, and transforming individual knowledge into community knowledge.

Failures in communication and conflict management can lead to failures in patient care, which affects patient safety. When a team is not in a state of effective communication, errors can occur. This also includes situations in which the nurse has direct disagreements with the patient or the patient's family. As a result, the Joint Commission established international patient safety objectives, with effective communication being the second objective on the list.

People today are unwilling to accept any type of criticism, whether constructive or not. Criticism can cause a person to react defensively, and sometimes this reaction is overwhelming, leading to the likelihood of communication breakdown and even conflict. Individual interpretation is one of the primary sources of divergent thoughts and comprehension. People are sending more text messages in social media than phone calls as a result of technological advancement, which favours and emphasizes this form of divergence in communication, which is in this case more distant, whether in terms of senses (listening/speaking) or proximity.

Following this point, it is essential to analyse the situations, respect the socioeconomic and cultural differences of each individual, have a good dialogue, be a good listener, and position yourself in front of your team, creating a bond, making them feel at ease to bring a situation to management, gaining space as a leader and the trust of your employees. However, for this to occur, nurses must know their team, institution, and mission, among other things. It is important to note that, as a leader, the nurse must possess knowledge, abilities, and attitudes, always seeking innovative and creative leadership. Achieving a balanced and enjoyable working environment improvement.

According to Farias, Santos, and Góis (2018), one of the problems of ensuring patient safety in a hospital setting is emphasizing effective communication as a goal to be attained by the interdisciplinary team, in addition to creating pleasant work environment with harm-free care. In this view, communication is crucial to the growth of the work, since it is the interaction link that deepens the tie between the interprofessional team and the patient. Thus, it is evident that for the interdisciplinary team's work process to be established in a harmonious manner, the team must be integrated and its objectives must be traced so that everyone aims for the same organizational goals; consequently, the practices' care and management will be better articulated in order to ensure patient satisfaction.

The exposed idea stems from the belief that every health-related service requires utmost care because all those seeking aid are in a fragile state. Therefore, communication should be employed as the primary tool for the institution to have the lowest incidence rates of risks and injuries that may be irreversible for patients, as communication provides information that adds to the security of the supplied service. In light of this, we may conclude that the effective posture of the professional nurse is necessary for resolving conflicts in a constructive manner, fostering rapid problem-solving, preventing subsequent conflicts and issues in the workplace, i.e., contributing to workplace harmony.

In this context, it is vital to comprehend the origin of disputes, acknowledge their significance, and adopt an interdisciplinary approach. Conversation and listening skills are valuable tools for conflict management, as well as for continual learning, individual development, intergroup relations, and adaptability. According to Lorenzini et al. (2015), interpersonal and intragroup relationships are riddled with conflicts. The pillars that assist the leadership development in the group include credibility, trust, consistency of views, speech congruent with deeds, loyalty, commitment, good relationship with the team, professional experience, understanding of work, and organizational culture.

This study also demonstrates that the resolution of disagreements and disputes within the hospital setting is typically the responsibility of the nursing management, as the nursing team is typically the sector's largest workforce. When a conflict arises, it is possible to build skills for its resolution, but it is of the utmost importance for the professional to seek out fresh information and problem-solving solutions despite ethical concerns and physical and emotional tiredness. In order to be effective in these settings, the mediator must be objective, adaptable, and able to protect the parties' privacy. This study highlights the significance of preparing these professionals for their day-to-day work by emphasizing that a nurse or any other expert with the relevant skills and knowledge can serve as a mediator in these everyday circumstances.

When questioned about strategies to address sectoral conflicts, qualitative study revealed that some participants brought up the topic of management, while the majority emphasized the necessity for teamwork and mutual respect in the workplace. In addition, Farias, Santos, and Góis (2018) concludes in their study that the communication between teams must be effective and that each team member must have a thorough understanding of his or her own weaknesses, but that these professionals have the skills to properly apply the communication process in the fair assistance to the multidisciplinary team.

There are numerous ways to handle a conflict, but the Kilman (1979) model of five conflict resolution strategies is one of the most effective. During a conflict, people's behaviour is observed and categorized into two dimensions: assertiveness and cooperation. Based on these two dimensions, five methods for managing conflicting

The need of investing in professional training and creating devices to be utilized as collective and permanent places of analysis and reflection of the links of work and professional activity, as well as the execution of policies based on the profession's own values and the building of trusting relationships through conversation processes.

Numerous nurses are required to engage in continual teamwork, and in a stressful setting, if the workload is properly split, the strain will be distributed and the shift will go smoothly (Spangnol, 2010).

This study also demonstrates the need for managers to step up and manage any conflicts that may arise; however, in some situations, many small conflicts may arise, making it difficult for them to manage them on their own; therefore, the team must be trained and equipped to provide emotional support, ongoing training, and the most important support in a difficult situation. Considered to be one of the variables that make communication and conflict resolution processes more challenging, the early placement of unqualified nurses in managerial positions.

There is a huge need to invest in management specialization so that managers can perform their duties in a functional manner, yet, the lack of recognition and compensation for specialization reduces demand and interest. The absence of theoretical and practical methods in management is an issue in undergraduate schools that emphasize the teaching of therapeutic practices, but there is a lag in the teaching of management despite the fact that it is a crucial component of the nurse's job. The failure to resolve disagreements has a significant impact on the growth of the health service delivery system as a whole (Pereira, et al., 2021).

It is acknowledged that the multi-professional team must act as a balance, a balance is required to complete the assigned responsibilities. It is possible to identify instances in which the hierarchy of power and ambiguity negatively affect the performance of tasks, causing the professional to lose his creativity, interest in his work, and autonomy during treatment, putting patient safety in danger. To stop this detrimental conduct, it is vital to implement communication techniques between specialists, such as imparting training, so that the multidisciplinary team can communicate effectively.

The study's methodological foundation is obvious, given the topic's breadth and the number of studies that have already been done on it. The importance of excellent communication for nurses and interdisciplinary teams can thus be deduced from a study conducted more than a decade ago. To display quality assistance with a trained workforce prepared for an environment of stress, it is clear that it is the obligation of both the managers and the firms to teach and provide emotional support to their personnel.

It is important to note that the findings of this study may and should be extended to any other health care professional, not just nurses and that cooperation, good patient care, and conflict resolution are not exclusive to nurses but to the entire team. Contrary to appearances, the multidisciplinary team and the medical team are the most integrated into teamwork.

6.1 Limitations

The usage of an online survey is particularly convenient and accessible for this type of survey, which includes respondents from various locations. However, the researcher is dependent on the respondent to click the link and complete the survey, which frequently results in the participant forgetting to do so. As a result, was noticed that, although it was able to distribute the questionnaire to a large number of participants promptly and effectively, not all of them responded, which is also typical in such situations. Following this reasoning for the participants' lack of adherence, I thought that the research was limited to a small number of nurses, despite the fact that the experience of the great majority corresponds with that of the majority. I realized that this may have constrained the results. Possibly, if I were to redo this job, I would employ a different strategy, such as contacting those responsible for the sector directly to distribute the questionnaire to the team, thereby ensuring that someone is present to remind respondents to complete the questionnaire.

Chapter 7- Conclusion

This research examined conflicts in health care from the perspective of nurses who work or have worked in Ireland and Brazil, as well as how these professionals use effective communication for the management and resolution of these conflicts. The research revealed that the health care sector is prone to dispute, whether among the nursing staff, physicians, multidisciplinary team, patients, or their families. The respondent population revealed the relevant parties in a disagreement, their feelings in a conflicting circumstance, their knowledge of effective communication, and how they typically handle their conflicts. Even while it was feasible to determine that certain nurses lacked theoretical understanding about effective communication, the same nurses provided us with narrative-related remedies.

Through various authors and their definitions of communication, such as *"verbal and non-verbal"* (Bramhall, 2014), *"understanding and exchanging ideas"* (Silva, 1996), or even that *"communication is the fundamental aspect of the human being"* (Mendes, et al, 2020), the study revealed numerous nuances of communication and its application in the daily lives of nurses and other professionals. Thus, it is possible to assert that the communication process, although being vital for the nursing field in the work of professionals and those engaged, has several problems that confirm hazards for both the professional and the team and patients.

When the issue extends to nursing managers, the unpreparedness is clear, and there is a significant need to engage in research on this topic so that managers are taught to perform their role in a functional manner and, in turn, can teach their team of care nurses who deal with conflict at the margins. Unfortunately, the absence of theoretical and practical approaches to conflict management is an issue in undergraduate nursing programs that emphasize direct patient care, but there is little preparation for the management area, which is a crucial subject for the nurse. Consequently, the failure to settle disagreements has a significant influence on the growth of the overall health care

delivery system. The conflicts in the field of nursing in hospital settings are frequently related to work schedules and tasks related to work schedules. It is difficult to manage a nursing staff that is in conflict, as unhappiness can lead to poor customer service under their care.

In addition, there is an urgent need to include the concept of effective communication into the curriculum of nurses, whose students are already mechanized by the time they graduate due to the usage of technology, rendering patient care a stereotype. The lack of emotional intelligence and self-awareness among these professions further complicates the communication process. All of this has to do with the level of support given to employees, whether they are nurses or not, by their employers and managers, regardless of their occupation.

It was demonstrated that not everyone possesses the ability to communicate successfully and that it is vital to prepare for and study this issue, especially for careers that require working in teams or engaging with the public. When these professionals, not just those in the nursing field, learn how to communicate effectively, they are better ready to deal with any challenges that may arise in the course of their normal work. As a result, the corporation must invest in the qualifications of its staff. Despite the fact that various demographic and other work-related characteristics found to strongly influence nurses' perceptions of conflict and its management strategies, the vast majority of nurses reported having an adequate management style employed by their in-charge superiors.

It is impossible to consider health safety without the participation of the entire professional staff, particularly the interdisciplinary team, whose role is to support the delivery of quality and safe service, as well as the participation of patients as critical active partners in relation to care practices, in order to ensure the best execution of care. In this regard, the participation of management is essential for the prevention of avoidable harm that can also be irreversible, through the implementation of policies aimed at the permanent and general education of the multi-professional team.

I believe that it is never too late to learn and qualify, and if today's nurses lack knowledge or feel insecure in the face of conflicting work situations, it is the responsibility of senior management and the institution to provide continuing education to its employees, where professional recognition is also valued through knowledge. When you have a prepared team that is working together for the same cause, which is patient safety and teamwork, this care becomes something that is easier and less taxing to administer. This training should not be limited to being centralized only to the nurses, but rather to the entire health care team. Conflicts are directly related to coexistence and the act of working together as a group. However, if each member of the team is aware of their own limitations, develops their emotional intelligence, and learns how to communicate effectively, then these conflicts can be resolved by the parties involved in a responsible manner without the need to involve higher management.

Finally, harmony within the team, as well as harmony in communication, are among the tactics employed. As a tool for performance coming from teamwork, process improvement is directly dependent on management in order to provide quality and safety to patients and health professionals. Conflicts will continue to exist in all spheres of our lives, including the workplace and social life, so it is necessary to grasp its role and process within a conflict situation.

"It is up to managers to raise the dialogue between the teams, to the bosses the obligation to be kind and cordial with their subordinates. Among members of different functions the esprit de corps for the sake of a common goal. Respect, empathy, intelligence, and responsibility are the pillars of effective communication." (Participant 20, translated from Portuguese)

Chapter 8 – Reflection

In Brazil, I graduated as a nurse ten years ago, and throughout the years I have gained a wealth of knowledge and expertise. It was difficult to begin a career as a nurse at a hospital without facing significant obstacles. Nursing is a difficult career that requires professionals to possess a critical mindset and information that is not often taught in college. I might estimate that fifty five percent of the knowledge and skills I have obtained have come through working and finding on a daily basis. In college, a great deal of theory is taught, but it gets lost in the sea of information.

When I chose to pursue a Master's in Dispute Resolution, I had no clue how much I would learn and how this would benefit my career. This subject has a great deal in common with nursing, and the chance to learn about conflict resolution methods made me realize that I had never considered enhancing my professional skills in this area, which is crucial for nursing managers and supervisors.

This master's degree might easily be introduced to the nursing school, where the knowledge of communication and conflict resolution is crucial since nurses and particularly nursing managers deal with conflict resolution on a daily basis and are frequently involved in disputes. This subject would assist managers in resolving these issues efficiently and in training their teams to do so.

The selection of my dissertation's topic is a reflection of my work as a nurse, during which I encountered several conflicts that I lacked the expertise to handle, and which my direct supervisors at the time also lacked the ability to manage. It is hard to talk and choose this subject and not be biased, I believe that one of my limitations and difficulties during the process of writing, do not take it personally independent of my past.

Within this subject of successful communication, I was able to accept myself and comprehend my professional failings, as well as what I might have done better if I had

had the right training. Upon seeing the nurses' responses to the questionnaire, I was able to recall a period of psychological and professional immaturity during which I no longer enjoyed coming to work owing to disputes and a lack of skills to resolve them.

I feel that this research may assist nurses and other health professionals in gaining a better understanding of conflict resolution and effective communication, as well as in realizing that conflict is not necessarily a bad thing and that there are effective methods to address these issues. It was difficult to get a substantial number of responses since many individuals with hectic schedules forgot to answer. I had never conducted this sort of research before, and my most recent training was ten years ago, so I had to relearn how to do it.

At this point, I am really pleased with myself for having completed a master's degree in a second language. A decade ago, I never would have dreamed that I would be in Ireland pursuing a master's degree in English. There are many emotions involved, but being away from my family is the most difficult. The previous year was characterized by a significant loss in my life, and I did not believe I would be able to complete the Master's degree, but I did not give up.

I hope that this research helps other nurses who, like me, were unaware of the significance of efficient communication in nursing and that this issue is included in the curriculum for new nurses in training. I hope be able to publish this study, and collaborate to others students who seek for this subject.

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List of Appendices

Appendix I: Ethics Form A

Form A: Application for Ethical Approval Undergraduate/Taught Postgraduate Research				
This form should be submitted to the module leader for the relevant initial proposal and/or the relevant supervisor if the proposal has already been accepted. Please save this file as <i>STUDENT NUMBER_AEA_FormA.docx</i>				
Title of Project	Helping nurses deal with daily conflicts in a workplace setting: the role of effective communication.			
Name of Learner	Cinthia Naianne Gomes da Silva			
Student Number	51718936			
Name of Supervisor/Tutor	Orla Tuohy			
Check the relevant boxes. All questions must be answered before submitting to the relevant lecturer / supervisor. Note: only one box per row should be selected.				
Item	Question	Yes	No	NA
1	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2	Will you tell participants that their participation is voluntary?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
3	Will you obtain written consent for participation (through a signed or 'ticked' consent form)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
4	If the research is observational, will you ask participants for their consent to being observed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Will you tell participants that they may withdraw from the research at any time and for any reason?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6	Will you give participants the option of not answering any question they do not want to answer?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Will you ensure that participant data will be treated with full confidentiality and anonymity and, if published, will not be identifiable as any individual or group?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
8	Will you debrief participants at the end of their participation (i.e., give them a brief explanation of the study)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9	If your study involves people between 16 and 18 years, will you ensure that passive consent is obtained from parents/guardians, with active consent obtained from both the child and their school/organisation?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10	If your study involves people less than 16 years, will you ensure that <u>active</u> consent is obtained from parents/guardians <u>and</u> that a parent/guardian or their nominee (such as a teacher) will	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	be present throughout the data collection period?			
11	If your study requires evaluation by an ethics committee/board at an external agency, will you wait until you have approval from both the Independent College Dublin and the external ethics committee before starting data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.) will you inform participants in writing that their grades and/or evaluation will be in no way affected by their participation (or lack thereof) in your research?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	If you are in a position of authority over your participants (for example, if you are their instructor/tutor/manager/examiner etc.), does your study involve asking participants about their academic or professional achievements, motivations, abilities or philosophies? (please note that this does not apply to QA1 or QA3 forms, or questionnaires limited to market research, that do not require ethical approval from the IREC)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14	Will your project involve deliberately misleading participants in any way?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15	Is there any realistic risk of any participants experiencing either physical or psychological distress or discomfort?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16	Does your project involve work with animals?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
17	Do you plan to give individual feedback to participants regarding their scores on any task or scale?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Does your study examine any sensitive topics (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
19	Is your study designed to change the mental state of participants in any negative way (such as inducing aggression, frustration, etc?)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
20	Does your study involve an external agency (e.g. for recruitment)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
21	Do your participants fall into any of the following special groups?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
	<i>(except where one or more individuals with such characteristics may naturally occur within a general population, such as a sample of students)</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	
If you have ticked any of the shaded boxes above, you should consult with your module leader /				

<p>supervisor immediately. You will need to fill in Form B Ethical Approval and submit it to the Research & Ethics Committee instead of this form.</p> <p>There is an obligation on the researcher to bring to the attention of the Research & Ethics Committee any issues with ethical implications not clearly covered by the above checklist.</p>	
<p>I consider that this project has no significant ethical implications to be brought before the relevant Research & Ethics Committee. I have read and understood the specific guidelines for completion of Ethics Application Forms. I am familiar with the codes of professional ethics relevant to my discipline (and have discussed them with my supervisor).</p>	<input checked="" type="checkbox"/>
Name of Learner	Cinthia Naianne Gomes da Silva
Student Number	51718936
Date	22/04/2022
<p>I have discussed this project with the learner in question, and I agree that it has no significant ethical implications to be brought before the Research & Ethics Committee.</p>	<input checked="" type="checkbox"/>
Name of Supervisor/Lecturer	Orla Tuohy
Date	22/04/2022

Appendix II: Informed Consent Form

Helping nurses deal with daily conflicts in a workplace setting: the role of effective communication.

INFORMED CONSENT

This study aims to examine the role of effective communication in nurses' everyday work settings and explore conflict-related performance issues including nursing management, interactions with multidisciplinary staff and patients and their families.

You have been invited to participate in this research project as you are currently working as a Nurse in a health care setting either in Ireland or abroad and therefore your participation and the expression of your point of view will be very helpful to this study.

Please note that your participation is completely voluntary and anonymous. If at any time you feel uncomfortable, you can choose to withdraw from the study.

The process consists of completing this online survey which consists of open and closed questions. This survey might take you about 10 min to answer. Your responses will be confidential and will not be linked in any way to your name, email address or IP address. The survey questions are related to conflict in the work environment, communication and problem solving.

All data is stored in a pass-word protected electronic format. The results of this study will be used for scholarly purposes only and may be shared with academic staff in Independent College Dublin. Please advise if you would like to receive a copy of the Report when it is completed.

The research is being carried out by Cinthia Gomes as part of a dissertation in a Master of Arts in Dispute Resolution in Independent College. The study is being conducted under the supervision of lecturer Orla Tuohy. If you have any questions about the study please contact Cinthia at cinthianaianne@gmail.com

This research has been reviewed according to Independent College's procedures for research involving human subjects.

When you click on the "agree" button below indicates that:

- You have read the above consent informed;
- You voluntarily agree to participate in this survey;
- You are over 18 years old.

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button.

*Required

Appendix III: Survey

DO YOU AGREE TO TAKE PART IN THIS SURVEY? *

Mark only one oval.

- ☐ AGREE
- ☐ DISAGREE

When you have agreed to participate

This section will provide you with several closed and open questions that need you to choose one or more alternatives that correspond to your response or write about what you think; all questions are essential for the optimal data analysis.

1) Please indicate what age category applies to you. *

Mark only one oval.

- ☐ 18 - 29
- ☐ 30 - 39
- ☐ 40 - 49
- ☐ 50 - 60
- ☐ Other: _____

2) What is your Gender? *

Mark only one oval.

- ☐ Female
- ☐ Male
- ☐ Other: _____

3) In which country are you now employed as a nurse? (Or where have you previously worked?) *

Mark only one oval.

- ☐ Ireland
- ☐ Brazil
- ☐ Other: _____

4) How long have you been working as a nurse? *

Mark only one oval.

- ☐ Between 1 to 5 years
- ☐ Between 5 to 10 years
- ☐ More than 10 years

5) Please would you explain what is 'effective communication' in your point of view? *

6) Have you ever studied 'effective communication'? *

Mark only one oval.

- ☐ yes
- ☐ No

7) If yes, where did you study? *

Mark only one oval.

- ☐ As part of your nurse training curriculum.
- ☐ Self-Taught
- ☐ Other: _____

8) How often do you face conflicts in your workplace? *

Any type of conflict, with patient, family, multidisciplinary team, physicians or other nurses.

Mark only one oval.

- ☐ Very frequently
- ☐ Frequently
- ☐ Occasionally
- ☐ Rarely
- ☐ Very rarely
- ☐ Never

9) Who are the main characters that mostly you have conflicts with? *

Mark only one oval.

- ☐ Physicians (Doctors)
- ☐ Other Nurses
- ☐ Multidisciplinary Team Members
- ☐ Health Care Assistants
- ☐ Patients
- ☐ Family Members
- ☐ Other: _____

Most of the conflicts that arises in health care setting are due to the lack of communication. *

Mark only one oval.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

11) When you have a disagreement during your work, how do you feel about it? *

You can just discribe the feeling.

12) What actions do you take during a conflict? *

You can choose more than one answer.

Tick all that apply.

- ☐ Try to solve it using effective communication
- ☐ Report to your Manager or direct supervisor
- ☐ Argue with the person
- ☐ Find it difficult to contain emotions (shout, scream, cry, break things, leave)
- ☐ Other: _____

13) In your point of view, how successfully does your line manager or supervisor handle the disputes brought to their attention by the team? *

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very bad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very well

14) Do you think that team meetings would help with daily conflicts? *

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe

15) What additional actions, do you believe would be essential to resolve disagreements? *

16) What communication barriers exist in your organization, in your opinion? *

You can choose more than one answer.

Tick all that apply.

- ☐ Lack of communication between multidisciplinary team members
- ☐ Lack of communication between patients/family
- ☐ Lack of respect in the environment
- ☐ Tiredness
- ☐ Pressure during work
- ☐ Not enough team members
- ☐ Other: _____

17) Do you believe that effective communication and conflict management should be required courses for nursing students?

*

Mark only one oval.

- ☐ Yes
- ☐ No
- ☐ Maybe
- ☐ Other: _____

18) Have you any other comments that you would like to share about this subject?

Thank you for your participation.

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Appendix VIII: International Patient Safety Goals (IPSGs)

Source: <https://www.jointcommissioninternational.org/standards/international-patient-safety-goals/2017/202>



