

Reading list: Negotiating and influencing with impact

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1 Description

- This tailored reading list includes signposted web links, links to e-Books held by the BMA library, and journal articles on the topic of presenting skills as a supplement to the Learning and Development webinar you attended on 14 March 2023.
- The selected content is representative of the current literature on this topic, inclusion on this list does not imply endorsement from the BMA.
- If you would like to request a literature search on any aspect of this topic please fill out a [request form](#) (this service is available to BMA Members only).
- This reading list prioritises online content to ensure all attendees can benefit from this supporting resource. However most full text links will be accessible to BMA Members only. Find out more about [the benefits of BMA Membership](#) and [join here](#).
- The BMA Library prioritises an e-first approach, however if you are near BMA House in London, we have a modern, purpose-built library space where members are welcome to come and study. Find out more and see how we can help you [here](#).

2 Obtaining full text articles

2.1.1.1 Full text links

If available, the full text link has been included.

2.1.1.2 Search for Journals

The BMA Library provides access to thousands of e-journals for all BMA members. Use our [journal search](#) or [search by citation](#) options on the library website.

2.1.1.3 Article Requests

Members can use our article request service to request digital copies of articles that are not available in our library collections. We will try to obtain these copies from other libraries in the UK on your behalf for a fee: £4.10 (+VAT) for the first ten article requests; £13 (+VAT) for all subsequent requests. To request digital copies of articles, use the [order an article form](#) on the library website (you must be signed in).

2.1.1.4 E-Books

We provide free, direct access to thousands of e-books for BMA members.

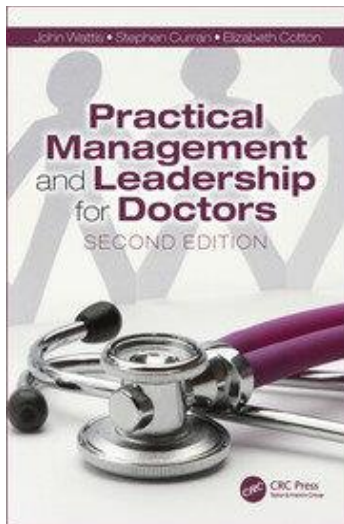
2.1.1.5 Further help

For any further help with getting full text articles, please contact the BMA Library Team (bma-library@bma.org.uk)

3 Results

Results

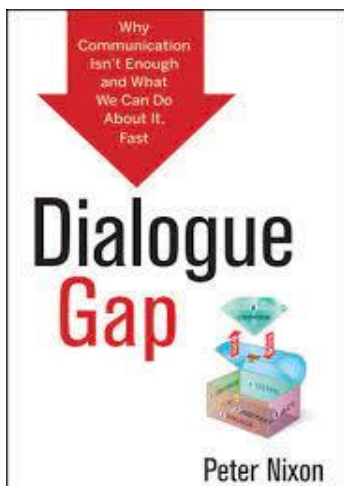
3.1 e-Books



Wattis, John, Stephen Curran, and Elizabeth Cotton. **Practical Management and Leadership for Doctors: Second Edition.** Milton: Taylor & Francis Group, 2018.

Available online [here](#)

This practical, concise book will help every medical manager survive and thrive in the increasingly challenging world of healthcare. It offers a hands-on introduction to the knowledge, skills, attitudes and behaviour required to succeed in a modern healthcare setting. Focussing on common issues and challenges, the authors examine organisational structures and strategies for productive relationship-building, goal-setting and quality maintenance.



Nixon, Peter. Dialogue Gap: **Why Communication Isn't Enough and What to Do About It, Fast.** Wiley-Blackwell, 2012.

Available online [here](#)

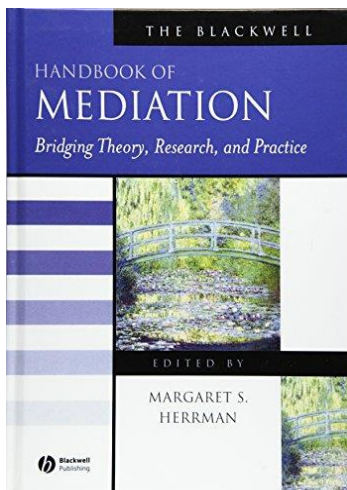
The book that bridges the chasm between communication and understanding in negotiations. For years Peter Nixon worked with people from all walks of life, teaching them the art of negotiation. But it soon became apparent that the issue was not negotiation itself, but dialogue between parties.



Colson, Aurelien, Michele Pekar, and Alain Lempereur. **First Things First: A Negotiator's Companion**. Wiley-Blackwell, 2010.

Available online [here](#)

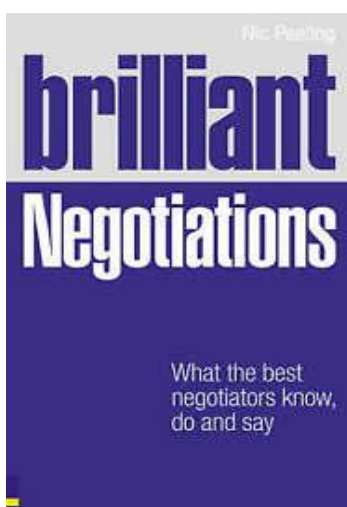
This book is a synthesis of reflections for actions in negotiation. Our overriding principle is that, as negotiators, we should know which actions should come first. Hence the first application of such principle is that relationships are at the core of every action and must take priority above all else.



Herrman, Margaret S. **The Blackwell Handbook of Mediation: Bridging Theory, Research, and Practice**. 1st ed. Williston: Wiley, 2009.

Available online [here](#)

This handbook invites readers who are interested in mediation, negotiation and conflict resolution to share the perspectives of experts in the field. Contributors include scholars, mediators, trainers and negotiators, all of whom are passionate about their work.



Peeling, Nick. **Brilliant Negotiations**. Pearson Education UK, 2007.

Available online [here](#)

Negotiating- some of us are naturals, most of us are not. But the benefits of being a brilliant negotiator are immense, in and out of work. Imagine being able to skilfully and creatively negotiate in any situation knowing exactly what line of questioning and responses to take, and, most importantly, getting what you want plus a little more.

3.2 Web links

BMJ Learning

BMJ Learning

Negotiating and influencing

Healthcare is a complex and multi-faceted environment. Throughout the course of any working day, your ability to negotiate and influence people will be critical to your personal effectiveness.

Available online [here](#)



NHS Health Careers

Negotiation skills

This page introduces the approach to negotiation, which can be useful for a number of work situations including arranging flexible working hours.

Available online [here](#)



Health Knowledge

Principles of negotiation and influencing

Negotiating and influencing are particularly important skills in public health, as we often lead without authority and are therefore reliant on the success of our behaviour and skills in dealing with colleagues within the organisations in which we work and also with external partners. There will be many occasions where we want to influence colleagues or partners to adopt a specific course of action, persuade our peers or stakeholders to take part in joint projects or work with us towards a particular goal or negotiate to secure funds for projects.

Available online [here](#)

3.3 Google Scholar



intitle:(**"negotiation skills"** OR **"influencing skills"**) around(2) (**"medical students"** OR **doctors** OR **medicine**) -medline -embase

Limited to the last 3 years

Click link to see [Google Scholar results](#)

BMA members can follow the instructions set out in [this library blog post](#) to directly access the full text of any of the Google Scholar articles that the BMA library has a subscription to (you only need to follow these instructions once).

*Please note that as Google Scholar results are ordered by relevance, the first few pages of results will be the most useful.

3.4 Journal articles

1. Walsh K. (2015).

“Negotiation Skills for Medical Educators.”

The Journal of graduate medicine education 7(1):12-3.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4507902/>

Medical education is expensive. Graduate medical education is no different from other forms of medical education in terms of its expense. There is the cost of curriculum development and delivery for residents, the cost of resources (such as equipment, technology, or e-learning resources), the cost of assessment (be it formative or summative), and the cost of program evaluation. However, others are negotiable. For example, the costs of resources provided by the institution—like simulation equipment—are often negotiable. Institutional purchasers and commercial providers of such equipment can negotiate on price, amount, or a number of other variables. Commercial providers understand negotiation skills, and many of their staff will have been trained in these skills. Those responsible for the purchase, however, are less likely to have a commercial background, so they are less likely to have the skills necessary to ensure the best possible deal for their institution and learners. The purpose of this perspective is to introduce the topic of negotiation for those who are responsible for ensuring that their institution gets the best possible value for its purchases.

2. Quince, T., et al. (2014).

“Leadership and management in the undergraduate medical curriculum: a qualitative study of students’ attitudes and opinions at one UK medical school.”

BMJ Open 4(6): e005353.

<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med11&NEWS=N&AN=24965917>

OBJECTIVE: To explore undergraduate medical students' attitudes towards and opinions about leadership and management education., **DESIGN:** Between 2009 and 2012 we conducted a qualitative study comprising five focus group discussions, each devoted to one of the five domains in the Medical Leadership Competency Framework, (Personal Qualities, Working with Others, Managing Services, Improving Services and Setting Direction). Each discussion examined what should be learnt, when should learning occur, what methods should be used, how should learning be assessed, what are the barriers to such education., **PARTICIPANTS:** 28 students from all three clinical years (4-6) of whom 10 were women., **RESULTS:** 2 inter-related themes emerged: understanding the broad perspective of patients and other stakeholders involved in healthcare provision and the need to make leadership and management education relevant in the clinical context. Topics suggested by students included structure of the National Health Service (NHS), team working skills, decision-making and negotiating skills. Patient safety was seen as particularly important. Students preferred experiential learning, with placements seen as providing teaching opportunities. Structured observation, reflection, critical appraisal and analysis of mistakes at all levels were mentioned as existing opportunities for integrating leadership and management education. Students' views about assessment and timing of such education were mixed. Student feedback figured prominently as a method of delivery and a means of assessment, while attitudes of medical professionals, students and of society in general were seen as barriers., **CONCLUSIONS:** Medical students may be more open to leadership and management education than thought hitherto. These findings offer insights into how students view possible developments in leadership and management education and stress the importance of developing broad perspectives and clinical relevance in this context.

3. Walker, R. and Morgan P. (1996).

"Involving doctors in management. A survey of the management development career needs of selected doctors in NHS Wales."

Journal of Management in Medicine 10(1): 31-52.

<http://ovidsp.ovid.com/ovidweb.cgi?T=JS&PAGE=reference&D=med4&NEWS=N&AN=10162925>

Reports the results of a survey of 209 senior registrars and 269 consultants throughout Wales to identify the management development needs of doctors and ascertain their views of the value and utility of current management development course offerings in Wales. Finds that, currently, management development for doctors in Wales is unstructured and uncoordinated but, despite this, many doctors, especially senior registrars, appeared keen to increase their future involvement in management and held positive views regarding management and management development. The questionnaire also required doctors to rank order six managerial topics and their elements: financial, human resource, strategic, operational, service quality and self-management. Of these, self-management issues were rated highest and there was some congruity in the rankings of the six topics by senior registrars and the other three consultant categories. Overall, managing a budget, medical and clinical audit, negotiating skills and leadership skills were ranked highest for inclusion in management development while project management, quality circles and equal opportunities received the lowest ratings.
