Eleven

Team Building, Negotiation, Communication, and Conflict Management Skills for Leaders

*There are many ways to describe and sort the competencies
and skills that it takes to lead, and there are many
frameworks for thinking about leadership.
Some of these are specific to public health.*
—Association of Schools of Public Health[1]

Critical Leadership Skills

To be effective, leaders require vital attributes and competencies, comprising attitude, knowledge, skills practice, and on-the-job behavior. Leaders need a set of competencies that will help them to translate a vision or mission into action, and these competences can be grouped as (see Figure 11.1):

1. Self-related individual competencies

   • Commitment to public health concerns
   • Innovative ways of addressing problems
   • Sensitivity toward gender and equity issues
   • Articulating a shared vision
   • Deriving individual and organizational vision

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[1] Retrieved from www.asph.org/userfiles/competencies-reources, accessed on June 2, 2012.

- Effective communication and public-speaking skills
- Creative problem-solving, decision-making, and inter-personal relations

2. Organization-related capabilities

- Updated knowledge on developments and policy/program interventions in public health
- Strategic management skills
- Capacity to inspire and empower people in the organization
- Create a learning environment
- Ensure accountability

3. Inter-organizational skills

- Create a shared vision
- Advocacy, negotiation, and consensus
- Build strategic alliances
- Sustain policy dialogues

4. Community-related skills

- Create empowered communities to meet their own aspirations
- Strengthen positive community values, norms, and institutions

5. Policy and program-related capacity

- Articulate, advocate, and manage public health concerns in national and regional contexts
- Generate and consolidate actions on public health at all levels
- Engage in dialogue with leaders and potential leaders on policy and program options
- Keep future leaders fully updated on latest developments

Figure 11.1: *Critical Leadership Skills Categories*

Source: Authors.

Peter Drucker, the grand old man of management, says that the whole discussion of characteristics and traits is a waste of time.[2] While social skills are vital for one person, another may be an equally effective leader by being a loner. He believes leaders are successful in their own ways.

> *It is a terrible thing to look over your shoulder when you are trying to lead and find no one there.* (Franklin D. Roosevelt)

While there is considerable debate about what constitutes essential leadership competencies, almost all agree that leaders need followers. Motivating or inspiring others to follow you is an integral part of leadership but to be successful in this and be able to sustain this allegiance from followers, whether within an organization, from partner organizations or the larger environment of public health, involves the following critical competencies for public health leaders:

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[2] Boyett, J., & Boyett, J. (1998). *The guru guide: The best ideas of the top management thinkers*. New York: Wiley & Sons, Inc.

- Building and leading top teams
- Successful negotiations
- Conflict management
- Effective communications
- Public speaking

In this chapter, we discuss these competencies.

Pause for Reflection
If you are a leader or aspiring to be one, ask yourself why should anyone be led by you?

Building and Leading a Top Team

Leaders often make a difference in health practices in their country or region. They do this by making their organization or institution more effective, making it a leader in the field, a center of excellence for others to turn to for advice and authority. Bringing about change in your organization and, subsequently, the environment within which you work is a major challenge but one that can be highly motivating for both you and your staff.

A mission of such magnitude can only be achieved with a strong and dedicated team of senior professionals working alongside you. The leader may provide the vision, the motivation, the confidence, the direction but bringing about fundamental change in behaviors of people and health practitioners requires a strong team of operational managers who are committed to the cause.

In this section, we focus on building, maintaining, and strengthening the top team in order to enhance performance, achieve excellence, or deliver superior results. Teamwork has to be developed, maintained, invested in, and continually worked at. Good teams do not just happen by bringing together the right mix of well-intentioned and competent individuals. This is only half the work; providing the impetus for these individuals to go beyond 100 percent is the work of an effective leader.

As we have seen in the last chapter, the most effective teams are made up of a mix of personalities that may not, by nature, automatically enjoy working together. This dynamic must be cultivated through inspired, caring, and sensitive leadership.

First and foremost, the leader must make the purpose of the top team clear and ensure that all team members internalize, own, and commit to this purpose. Given the time constraints on all staff, particularly senior managers, it is important to define exactly what the purpose of the top team is and to identify some medium- and long-term clear measurable performance goals because the team composition should include members with all the necessary skills and the team needs to develop mutual accountability.[3]

In short, a team can be defined[4] as:

> A small number of people with complementary skills who are committed to a common purpose and approach with agreed performance goals for which they hold themselves accountable.

Top teams cannot and should not micromanage the organization. Top teams must ensure that they both collectively and individually provide consistency and focus for all stakeholders on the primary purpose of the organization and its strategic directions. The success of a team depends upon several key factors including the chair as well as diversity and balance in the team composition (see Box 11.1).

Box 11.1: *Success of a Team: Six Key Factors*

1. The person in the chair
2. One strong "Plant" in the team
3. A good spread of mental abilities
4. A spread of personal characteristics
5. A good match between team members' attributes and their responsibilities
6. Recognition of imbalance in the team and the ability to adjust to it

Source: Adapted from several sources.

[3] Retrieved from www.coach4growth.com.
[4] Retrieved from www.enbconsulting.com/downloads/Topteams.doc, accessed on November 27, 2011.

The top team ensures that the organization is moving in a clear and consistent direction, one that they are all totally committed to. If the top team starts to take on more than they can efficiently and effectively handle, frustration and dysfunctional behavior will develop.

Each individual's role within the team needs to be recognized by the whole team, and mutual trust and respect between all members of the team has to be established. Team members require continual support from each other and especially from the leader. Team members need coaching, motivation, feedback, and encouragement. When negative conflict erupts between members, the leader should be quick to respond and help to resolve such dynamics that can undermine the performance of the whole team.

Top teams continually face challenges and potential difficulties. Top teams should include people who can collaborate, can ask for help, are willing to take small steps and ask for feedback, are adaptable, and are willing to work outside their expertise.[5] (See Box 11.2)

Box 11.2: *Key Behaviors of Successful Teams*

Behaviors of successful teams include:

1. Planning before action: Agree on a strategy before starting the task
2. Selecting a competent leader for the task
3. Mutual support and trust in each other
4. Willingness of team members to be led by the person selected
5. Ability to identify and learn from mistakes
6. Importance of good communication
7. Ability of team members to influence their leader

Source: Adapted from www.stanford.edu/class/e140/e140a/effective.html (accessed on April 7, 2014).

Top teams are made up of strong personalities, people who may be or are leaders in their own field. They are used to being recognized authorities in their fields and this expectation needs to be recognized by top team leaders as they mold a strong team of highly accomplished individuals.

[5] Retrieved from www.jrothman.com/.

Each time a person leaves or joins the top team, the team dynamics will be affected. Each new challenge the top team faces will initiate a new set of tensions within the team. Team leaders need to understand and be sensitive to the reality that as top teams take on new challenges each team member has their own professional perspective, their divisional responsibility, and their commitment to the top team and the whole organization.

The Role of the Leader in Building the Top Team

The leader must invest in team building. This happens collectively in regular meetings, in special team-building sessions, and through counseling and mentoring individual members. Team building involves some group dynamics activities and working on team definition, strategic thinking, and engagement in organizational tasks.

Effective and efficient meetings reflect that the leader is valuing the time of the top team and its members. Leaders need to ensure that the team keeps within its functional areas, that they care for each individual member of the team, recognize their contributions, and take quality time with each member.

- Be clear about what you are looking for
- Define membership
- Define purpose: Role and function
- Support and empower the team
- Manage effective meetings
- Ensure quality interaction and communication: Consulting and informing
- Build mutual understanding, trust, and respect: Give credit and praise for contributions of members
- Recognize and build on experience
- Provide feedback, individual coaching, caring, and respect to each member of the team
- Review progress and evaluate team strength

While the twin roles of empowering and coaching have been recognized as good leadership practices in the West for half a century, it should be remembered that acceptable styles of leadership do vary between cultures and that while this is good leadership practice, it is rarely followed.

> (Sven-Goran) Eriksson's one-to-one style can be boiled down to two elements—empowering and coaching.
>
> Empowering is about delegating responsibility to the people who work for you, sharing decision-making with them and appreciating their initiative.
>
> Coaching is about making everyone feel a part of the team, encouraging players to cooperate, keeping them informed and taking an interest in their individual performance.
>
> (Julian Burkinshaw and Stuart Crainer)[6]

Part of the reason is the tension between empowering people to perform and investing in building people's capacity through coaching. Empowering can be seen as letting people "sink or swim," while coaching can easily become micromanaging! The art is getting the right balance with both teams and individuals.

While the role of a visionary leader carries many important demands both inside and outside the organization, none is more important than making quality time for the members of your senior team. Good leaders genuinely care for their team colleagues and their staff. This attribute is felt by everyone it is bestowed upon. It is a fundamental ingredient in building excellence within your top team (see Box 11.3).

Motivation is about creating an environment and context within which each member of your team can satisfy their needs. Everyone is different, as are their situations; however, the common needs are: security, money, status, recognition, responsibility, and job satisfaction. Beyond individual motivation, once you have established a strong team with spirit and focus, team success will also become an important need and motivational factor for each member.

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[6] Burkinshaw, J., & Crainer, S. (2002). *Leadership the Sven-Goran Eriksson Way*. Capstone Publishing Ltd.

Box 11.3: *Empowering and Coaching People*

Key Elements of Coaching

- Caring for each individual
- Motivation
- Counseling
- Mentoring
- Tutoring
- Confronting and challenging

Source: Adapted from several sources.

Counseling is about talking to people about individual problems as they arise and arrive at a solution, or to enable them to arrive at their own solution. There are three critical aspects to counseling: (1) setting the scene, (2) discussing the problem, and (3) finding the solution (see Box 11.4).

1. "Setting the scene" involves arranging a special time, adequate to enable a full discussion. It should be private with absolutely no interruptions! Create a comfortable and relaxed environment, with appropriate refreshments.

Box 11.4: *Managing Counseling Session: Important Guidelines*

- Meet privately, with plenty of time and in a conducive atmosphere
- Plan carefully: Identify specific examples of the points you wish to make
- Do not exaggerate, generalize, or be judgmental
- When you speak to the person talk about "how I feel when," rather than "you make me feel"
- Explain why you feel this way
- Listen to what the person has to say
- Focus on how they behave, not what you think they are
- Relate their behavior to the team's effectiveness
- Give credit and be positive where appropriate
- Suggest a solution (prepared)
- Listen and discuss

Source: Adapted from http://www.washington.edu/admin/hr/roles/mgr/ee-performance/corrective-action/initial-counsel.html (accessed on April 7, 2014).

2. "Discussing the problem" involves outlining the problem or symptom of the problem you have observed and then indicating that you acknowledge there may be something else deeper that is the real problem. Try to open up your colleague to analyze their own problems. Don't be afraid of silence, it tells both of you something important. There is time and more time can be made available at a later date. In summary, acknowledge the person's feelings, encourage them to talk, and examine the options together.

3. "Finding the solution" is a matter of enabling the person to find his/her own solution.

Team Composition: Nine Team Roles

Dr Meredith Belbin of Belbin Associates Ltd[7] has identified the following nine roles that team members need to perform:

1. *Plant*: They are highly intelligent and original thinkers. They generate new ideas and provide ways of solving difficult problems.

2. *Resource investigator*: They are also creative people but they generate their ideas from building on other people's experience. They are relaxed, extrovert, and inquisitive, usually extremely popular and are good at networking.

3. *Coordinator*: Highly disciplined and controlled, has a natural inclination to focus on objectives. This helps the team to work toward a shared goal and to keep on track.

4. *Shaper*: Dynamic and full of nervous energy, outgoing, impulsive, and impatient, often edgy—sometimes on the verge of paranoia. They love to set challenges and be challenged, very achievement-oriented.

5. *Monitor evaluator*: Intelligent, stable, and introvert. Can be dry and unexciting personalities, even cold. Their strength

[7] Retrieved from www.belbin.com/.

lies not in generating ideas but in clear, dispassionate analy-
sis of other people's ideas.
6. *Team worker*: Supportive, sensitive, and social; recognizes
   the emotional undercurrents in the team most clearly. Team
   workers make good listeners and diplomats, loyal to the
   team, popular, and mild-natured.
7. *Implementer*: Do the core work of the team. Have organi-
   zational skills, common sense, and self-discipline to turn
   ideas and decisions into defined and manageable tasks.
8. *Completer*: Anxious and introvert by nature, although
   may appear calm. Worry about what might go wrong, not
   happy until they have checked every detail.
9. *Specialist*: Dedicated to acquiring highly specialized skills
   or knowledge. Real interest in their own subject area which
   they are enthusiastic and highly professional about.

Follow-up: The challenge for the visionary leader is in finding
the right mix of people and in developing the right balance of
individual team skills. Most people have one or two strong role
preferences and others they are comfortable with.

Common Problems with Top Teams

The effectiveness of the top team is largely a reflection of the team
leader, although it also takes supportive team members who work
with the leader. It is the team leader who defines the role of the
top team, its culture and norms. While the leader will normally
use participatory methodology and ensure ownership of the
parameters that define the top team, it is the leader who largely
defines the top team, provides it with credibility, and enables it
to define the organization and how it operates.

Problems may be viewed as either problems relating to the
team as a whole or those that are largely individual problems.
All teams and groups have problems and they can be sorted by
investments on team building and individual counseling and
motivation.

Team-building exercises can assist team members to identify how they contribute to team dynamics. Remedial action can then be taken.

Team problems

- Whole team is not up to the new role you have envisaged for them
- Lack of clear purpose and roles
- Attempting to micromanage the whole organization, rather than provide a direction
- Too many meetings
- Meetings badly managed: Lack of preparation by leader and members and poor decision-making
- "Groupthink": Too easy agreement on everything

Sometimes, it becomes clear that one or two members of the team may not be suited for the task, no matter how much support and coaching they are provided; in these cases, the team members have to be changed, in a manner that further strengthens the team and the organization as a whole. This involves two separate tasks of great importance to the credibility and success of leaders: the removal of unsuitable team members and the recruitment and induction of new members.

Problems with individual team members

- Inadequate capabilities of individual operational leader
- Lack of mutual respect and trust between members
- Lack of engagement and participation by some members—fragmentation
- Frequent conflict between members—harmful rivalries
- Poor communication between members
- Lack of commitment to decisions made
- Lack of transparency
- Undermining the team and other personality problems

Problem people

Problem people should be seen as a challenge for the leader to build a more productive relationship and a more productive team player. Difficult people exist everywhere and, indeed, they can play important and constructive roles in an organization and as a member of a team. By "difficult," we are looking at people with difficult personality traits, not people who are incompetent or lack knowledge, skills, and attitudes necessary to do their job. The leader has to engage the problem or difficult person with constructive feedback; positive where warranted and negative to clarify the unacceptable behavior and the impact it is having upon the team. Constructive negative feedback is an important and, sometimes, challenging skill for the leader (see Box 11.5).

Remember that you cannot change people's personalities. Be satisfied with reasonable improvements. You can change people's behavior and their contribution to the team and the organization.

Box 11.5: *Some "Problem" Personalities*

- The person who never listens
- The daydreamer
- The loner
- The secretive person
- The moaner
- The control freak
- The prima donna
- The pessimist
- The know-all
- The rowdy person
- The domineering person
- The manipulator
- The buck-passer
- The over-competitive person
- The sulker
- The oversensitive person
- The martyr
- The prejudiced person
- The "jobsworth" type
- The aggressive type
- The rule bender

Source: Adapted from several sources.

Removing Team Members

Good leaders give people a chance and environment within which they may prove themselves. When new leaders are introduced into

an organization, it is important to give members of your team time to adjust and demonstrate their commitment and contribution.

Likewise, when new members join a strong team they require time and support to find their natural place within the team. Never write off a new team member too quickly. Remember that you are taking on the whole person: the excellent traits that underpin why the person was hired and the negative or dysfunctional aspects that everyone has stored away.

Having said this, there are people who just don't fit into the team, are continually dysfunctional, negative, and undermining of all you are trying to achieve. They are underperformers, sometimes even incapable of achieving what they are supposed to. Their continued inadequacy actually fuels their dysfunctionality. Some people have been promoted to their level of incompetency; others have used connections to move beyond their competency levels. Other people have never been managed, never held accountable, have never been part of a team, and just do not wish their peaceful and comfortable life to be interfered with. In such cases, it is important to root them out of the team, if not the organization.

There are several options available when you have consistently unproductive team members, destructive team members, incompetent and unsatisfactory performance. Reshuffles consist of moving people around in top jobs. Reassignments involve promoting upwardly mobile middle-level managers, reassigning senior people to important staff positions from leadership roles they have demonstrated they cannot handle. Staff secondments and exchanges between offices and organizations also provide a refreshing break for some people, new challenges for others.

Finally, there is the option of dismissal or early retirement. While never a pleasant option, it is critical that team members who do not contribute are removed from the team and replaced by high caliber top team members.

Appointing New Team Members

Probably the most important decision you ever make. Make sure you search the market and cast the recruitment net wide, there

is nothing worse than having no candidates to be appointed at the final selection phase. For the top team, invest in recruitment and selection agents with a track record of successful placements. Avoid selecting clones of yourself and choose people of real ability and stature.

Mistakes in appointments reflect directly on your own performance in the eyes of your board. Follow due process. The opinion of the whole team matters!

Successful Negotiations

Negotiation is an integral part of everybody's life. Today's leaders have to constantly negotiate with actors in external and internal environments. It plays an important role for public health leaders for the following reasons:[8]

- Public health leaders not only have to negotiate with staff within their own departments but also with other sectors on which they do not have authority and need to influence them. For instance, public health laws need to be negotiated with law ministry and lawmakers.
- Public health leaders need to negotiate with other segments of health sector, such as curative care institutions, to increase emphasis on prevention. Thus, they need to infuse these segments with public health values, methodologies, and approaches.
- Many issues arise at different levels. For instance, at community levels, change of behavior norms may have to be negotiated. At the time of emergency, coordinated response would need to be negotiated. At the global level, public health leaders have been involved in intellectual property protection issues or counterfeit drugs issues.

Thus, there are many occasions where public health leaders would seek to influence colleagues or partners to adopt a specific

[8] Retrieved from www.ghd-net.org/training/.

course of action, persuade peers or stakeholders to take part in joint projects or collaborate to secure common objectives.[9] Therefore, competencies for effective negotiations are critical for public health leaders to succeed.

Negotiation involves two or more parties, who have something the other wants. The process has four components:

1. Common interests of the parties
2. Conflicting interest that forms an important component
3. Criterion or bottom line
4. Willingness to compromise (everything is negotiable)

Thus, negotiation is the interaction between people who are interdependent but whose needs are different. Although each side may have a position, the challenge during negotiation is to figure out alternatives, create values where none was there before, trade desires that are valued differently, achieve agreement, and maintain relationships for the future.[10]

It is often said that successful negotiations are win-win negotiations in which both parties get a fair compromise. Both parties need to have defensible positions and options. It is not useful to negotiate when one party is in competition with the other party. Both sides want win-win options. If there is no way a win-win can be achieved, it is best not to enter into a negotiation.

We first explain the principles of negotiation. You can strengthen your skills and confidence to plan and conduct the negotiation by providing tips for planning, conducting, and closing the negotiation process.

There are five basic principles for successful negotiations:[11]

1. Be hard on the problem and soft on the person
2. Focus on needs/interests, not on positions

[9] Retrieved from www.healthknowledge.org.uk/.

[10] Wilcox, L. Effective negotiation skills. Harvard University. Retrieved from www.chidlrenhospital.org/.

[11] Retrieved from http://www.healthknowledge.org.uk/public-health-textbook/organisation-management/5a-understanding-itd/negotiating-influencing (accessed on April 7, 2014).

3. Emphasize common ground
4. Be inventive about options
5. Make clear agreements

Develop and Strengthen Your Negotiation Skills

To become a good negotiator, you should learn to read the other party's needs. It is useful to practice negotiating to improve your skills. You could sit in as an observer in other people's negotiations. Also, many excellent books are available and you can learn tactics from the reading of famous negotiations.

Planning for negotiations

Strategy
Negotiations should be for win-win, not win-lose. The true meaning of a win-win settlement is a negotiated agreement where the agreement reached cannot be improved further by any discussions. So, the outcome cannot be improved for your benefit, and similarly, the agreement for the other party cannot be improved for their further benefit also.[12] By definition, there is no value left on the table and creative options have been thoroughly explored and exploited.

Therefore, negotiating strategy needs to vary according to the type of negotiation. You should examine all your options—strengths, weaknesses, limits, and the range of options. Therefore, you should be clear about your Best Alternative to Negotiated Agreement (BATNA).[13] It is important to write down all your objectives and then prioritize them. You should also identify issues that are open to compromise and those that are not. Each objective should be specified in a single sentence. In this process, unrealistic objectives should be abandoned even before the start

[12] Retrieved from www.negotiations.com/.
[13] Fisher, R., & Ury, W. (1981). *Getting to yes. Negotiating without giving in*. Boston, USA: Houghton Mifflin.

of the negotiation, recognizing differentiation between wants and needs. Negotiating strategy should be simple and flexible.

You should know your interests and not positions as different positions could still serve your interests. In this process, some conflicts would most likely arise but most of them can be resolved if both parties are interested in a win-win outcome.

If you think you are in a less powerful position then you should explore whether you can improve upon your BATNA or weaken the other party's BATNA.

When you do not expect to deal with people ever again, then it may be appropriate to "play hardball," seeking to win a negotiation while the other person loses out.[14] Similarly, when there is a great deal at stake in a negotiation, it may be appropriate to prepare in detail and legitimate "one-upmanship" to gain advantage. However, neither of these approaches is usually much good for resolving disputes with which you have an ongoing relationship. Such approaches may lead to reprisals later or can undermine trust and damage teamwork. In such situations, honesty and openness are almost always the best strategies.

Preparation

Psychologically, you should think about gains not losses and should be prepared to compromise when you negotiate. Clarify your priorities; be ready to concede less important points. It is important to be aware that the opposition may have a hidden agenda.

Successful negotiators need to prepare very well; there is nothing like too much preparation. They would gather all the key information relevant to negotiation and talk to people who know the other party in negotiations. They should research in advance about who will be representing the opposition.

Roles and responsibilities of the negotiating team should be defined clearly, who will be a leader, a good person who understands, a bad person who makes opposition feel "small;" hard liner, sweeper, bringing together views, and putting them forward in a single case.

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[14] Retrieved from www.mindtools.com/.

Conducting negotiations

Negotiating Style and Behavior

It is important to dress according to the need of negotiations. Be flexible—it is a sign of weaknesses not strengths. Begin any negotiation with uncontroversial points. You should put forward your proposal in an unemotional way and pay close attention to the proposal of the other party. You should wait for the other party to finish before responding and look for any similarities. If you agree in haste, you may repent later. You need to hide your short temper and frustration when negotiating. There are cultural differences in negotiations; you need to understand them and use them to your advantage. Leave enough room for maneuvers in your negotiation. Feel free to reject the first offer. Make conditional offers such as "If you do this, we will do this." Indicate that every concession you make is a loss to you. You should not make an offer that you cannot keep. Retracting an offer will often destroy the spirit of negotiations. Lying or misrepresentation may be grounds to invalidate the arguments. Respond to ploys.

Keep testing your assessment of the opposition against how they behave during negotiations. Whenever possible consult with people who know the opponent. Arrive a bit early to look professional. Be careful with the sitting arrangements and place: home, neutral, or "away" grounds. Observe nonverbal communication. Probe the attitudes of the opposition. Always use stalling practices subtly and sparingly. You could ask smart questions—close-ended, direct, and open-ended—to elicit information, to ascertain that you have understood the position of the other party; you may wish to repeat back your own understanding of that position and seek affirmation. This avoids many misunderstandings and often helps in appreciating each other's position as well as interest underlying that position.

Being able to negotiate well is a highly developed skill. Experienced and effective negotiators are a successful combination of psychologist, diplomat, and language expert!

The following are some guidelines on how to negotiate:

• What we say first is most important

- The use of personal pronouns is revealing of the position of the speaker on the topic at hand ("I and we" means more commitment)
- Expressions such as "People think," "We," "Experts in the field," "In my humble opinion" are screens that often hide arrogance and false modesty
- A "Yes" followed by a "But" generally announces an attack or a killing
- Skillful negotiators use expressions such as "I think that you will like what I am about to say" (*some good news is coming up*), "It goes without saying" (*you must agree on this one*), "Off the top of my head" (*I share with you what I think right now, without any preparation*), "Would you be kind enough to" (*I need your help*), "I am sure that someone as intelligent as you" (*a big stroke on the other party's ego*) as softeners
- Skillful negotiators can also use effectively foreboders such as "Nothing is wrong" (*there is something wrong for sure*), "It really does not matter" (*it matters a lot*)
- Statements such as "And do you know what we did," "Guess what he decided," "You are not going to believe this" can be used to arouse interest
- Keywords such as "Go on," "Excellent," "I like it," "And then" are incentives to keep the other party talking
- Negotiators who want to put the other party down use expressions such as "Are you happy now," "Don't make me laugh," "Don't be ridiculous," "Needless to say"
- What is important in a negotiation process is not so much what the speaker is saying or what he/she thinks, but what the other party thinks the speaker is saying

Often tactics are used in negotiations to take the other party to yield to demands. Some of these are making threats, offering insults, bluffing, using intimidation, divide and rule, using leading questions, making emotional appeals, and testing the boundaries. Some of these can be countered by helpful behaviors including emphasizing results, encouraging and applauding, avoiding a win-lose situation, and giving openings for saving face.

Negotiation Schedule

Agenda should be set so as to be able to influence the meeting. A written schedule of times for briefings and rehearsal tactics should be prepared. Negotiations should not run longer than two hours; keep the clock where everyone can see. You should ask for a break to consider any new proposals.

Closing negotiations

You will know that negotiations have finished when there is success on both sides, as each party achieved its own critical objectives and is satisfied. If there are irreconcilable differences or one party has had to capitulate then the negotiations can be considered a failure. Reasons for such an outcome include poor preparation, wrong intentions, greed, indecisions, and emotional responses.

When negotiations are successfully concluded then the agreements should be summarized and reviewed, parties thank each other and leave the room open for further negotiations maintaining their relationship.

To further improve your own negotiating competence, you should reflect on your experience in terms of what went well, what went wrong, and what you would do differently in the future.[15]

Conflict Management

One of the core abilities of today's leader is conflict avoidance and management. Problems and conflicts arise daily in a leader's work. How effectively these conflicts are managed, will to a great extent influence the overall performance of the organization.

Conflicts are destructive when they consume so much of people's energy that work is affected. They can be so vicious and violent that they may lead to the destruction or neutralization

[15] Wilcox, L. Effective negotiation skills. Harvard University. Retrieved from www.chidlrenhospital.org/.

of one party or the other. Conflicts within an organization can have a destructive effect as they can lead to conservatism and conformity, high turnover of staff and absenteeism, distortion of information, and duplication of efforts.

Some conflicts may be good if they lead to constructive end, energize and motivate people, and get us the best idea. Resolution of such conflicts can lead to better relationship, increased problem-solving capacity, improved creativity, and increased productivity.

As a public health leader you would want to identify a conflict early and determine its causes. Causes of conflicts could be categorized as:[16]

1. *Instrumental conflicts* that concern goals, means, procedures, and structures.
2. *Conflicts of interest* that concern the distribution of means such as money, time, staff, and space, or concern factors that are important for distribution of these means such as importance, ownership, competence, and expertise; aspects of relationships including loyalty.
3. *Personal conflicts* are about question of identity and self-image, and important aspects in relationships including loyalty, breach of confidence, and lack of respect or betrayal of friendship. It is important to identify the source and cause of the conflict to identify ways to resolve it.

It is important that conflicts are managed, otherwise they may escalate and lead to destructive outcomes. There are several ways in which conflicts are resolved.[17]

1. In order to avoid conflicts, people may agree to superficial consensus. However, underlying causes of conflict may persist and lead to more serious conflict later on.

[16] International Federation of University Women. (2001). Workshop on conflict resolution. Prepared by Judy Kent and Ann Towen. Retrieved from www.ifwu.org/.

[17] Adams, B. (2001). *Everything leadership book*. Retrieved from www.everything.com/.

2. The two parties may fight to finish; one would emerge as victor and another as vanquished. This may lead to hidden resentments among those defeated and can give rise to another conflict later.
3. The two parties may negotiate and agree to a compromise in the spirit of give and take.
4. They may collaborate in seeking to find a win-win solution following the six steps process (see Box 11.6).

Box 11.6: *Six Steps to Managing Conflicts in a Collaborative Process*

1. *Clarify*: What is the conflict? Team members gather information and views of other team members on the nature of the conflict. A dialogue should continue until all point of views are understood.
2. Agree on the *common objectives*: Team members should try to find common objectives and preferred outcomes. It is important to find the common ground that is acceptable to all.
3. *Options*: Team members discuss their ideas with the other team members. They collect suggestions and explore options.
4. *Remove barriers*: What are the barriers? What would happen if barriers were removed? Team members discuss things that can be changed and agree on things that cannot be changed. They should systematically try to remove barriers, one at a time.
5. Agree on what best *meet the needs* of both parties, the solution that is most acceptable.
6. *Acknowledge*: The win-win solution should be recognized, credit should be given where possible.

Source: Adams Bob, 2001.[17]

The six steps require careful problem-solving approach. The win-win approach means that the leader and team members use positive and not negative action. In groups, the participants identify positive action at every step in problem solving.

Stephen R. Covey takes this approach to a much higher level in his book *The 3rd Alternative: Solving Life's Most Difficult Problems*.[18] We had briefly discussed it in Chapter Five. He argues that the attitude of "my team" or "my idea" versus "your

[18] Covey, S. R. (2011). *The 3rd alternative. Solving life's most difficult problems*. UK: Simon & Schuster.

team" or "your idea" is a self-defeating and destructive attitude. Instead of compromise, we should be open to another, third alternative which, is a whole new approach leading to a superior outcome that both parties to a conflict have not yet seen. The third alternative transcends beyond "your way" or "my way" to a higher and better way—one that allows both parties to emerge from conflict to a far better place than either had envisioned. With the third alternative, nobody has to give up anything and everyone wins.

Such an approach to seeking the third alternative begins with a question: May be we can come up with a better solution than either of us had in mind. Would you be willing to look for third alternative we have not even thought of yet? If both parties agree to this approach, then Covey offers a four-step paradigm:

1. I see myself: I have to see myself as a creative, self-aware human being. I should be willing to challenge my own assumptions and be willing for creative engagement with other people.
2. I see you: I accept the other, care for him, and have authentic respect.
3. I seek you out: I need to understand you, have a broad inclusive view of the problem and see conflict not as a problem but as an opportunity. This requires empathetic listening. He recommends "talking stick" approach where the other person must express in his/her own words what the first person has said and seek agreement on that understanding before speaking himself. The talking stick then passes to the first person who should then repeat the same process.
4. I synergize you: The process of synergy requires the following: (1) Define criteria of success: Together both parties need to define what would look better, (2) Create the third alternative: Start experimenting with ideas that will meet the criteria for success including brainstorming new frameworks, turning thinking upside down and, in short, engaging in adventurous open-ended thinking, (3) Arrive at synergy: A creative answer has been found that everyone can embrace.

Unless specifically sought, the third alternative does not automatically emerge. For instance, by the early 1960s, malaria had been contained with the use of extensive Dichloro Diphenyl Trichloroethane (DDT) spray. However, DDT leached out into fields and water streams.[19] Worldwide action followed. This led to resurgence of malaria. Only by the late 1990s, comprehensive solution to the problem was sought in terms of a mix of approaches combining vaccines, insecticide impregnated bed-nets, early detection and treatment, careful use of DDT sprays, and mosquito control. These had begun to yield results as discussed in Chapter One.

Communications

Effective communication is another leadership skill that can be learned in order to overcome the many barriers that exist. As we discussed earlier, listening is a skill usually taken for granted. Many leaders believe that they get what they want through talking. Many successful leaders, however, spend more time listening than talking. When they talk, they ask questions in order to learn more.

Leaders have the responsibility to communicate effectively with the people whom they lead. To be effective in this, they must transmit their messages in a way that ensures the listeners understand the intent of the message. Similarly, the listeners need to interpret the messages from the leader as intended.

Developing good communication skills is challenging. Leaders will be more effective if they strive to transmit messages clearly and listen carefully to what others have to say. Communication involves a sender of the message and a receiver. The communication model shows how communication between a sender and a receiver can be distorted by different factors. The model also presents some strategies for overcoming the distortions.

[19] As highlighted by environmentalist Rachel Carson in her famous book Silent Spring, which facilitated the ban of the pesticide DDT in 1972 in the US.

The following mistakes are often made during communication. The mistakes are usually through many elements that one as communicators assume or take for granted.

A Few Basics of Communicating Effectively

Often, the message that the sender wants to communicate is NOT the message that is understood by the receiver. This is because of distorting factors pertaining to the sender and those pertaining to the receiver. Any time a person begins speaking (the sender), the message is influenced by the speaker's beliefs, attitudes, and knowledge. The same factors influence the way the receiver interprets the message.

In addition, the message can be distorted by

- The speaker's tone of voice
- Choice of words
- Physical condition
- Personal feelings toward the receiver
- The environment and time of day when the communication is taking place

At the other end of the transmission is a set of distorting factors that affect how the message is received:

- The level of interest
- Personal feelings toward the sender
- Position/status of sender
- Physical conditions
- Demands on time

Communication can be improved by adopting strategies for reducing or eliminating distortions such as:

- Using both open and close-ended questions and following up with probing questions to help clarify the meaning

- Using multiple communication channels to verify the message and its meaning
- Using simple language when speaking
- Paraphrasing what has been said to ensure understanding

Effective Public Speaking

Good public speaking is a mark of effective leaders especially those hoping to inspire others. It accomplishes two of the main functions of leaders: speak comfortably and effectively to groups and, with this, attract people to their ideas.

Public speaking is a common source of stress for everyone. But if we want to be leaders or achieve anything meaningful in our lives, we need to speak to groups, large and small, to be successful.

The truth about public speaking, however, is *it does not have to be stressful*! If you correctly understand the hidden causes of public-speaking stress, and if you keep just a few key principles in mind, speaking in public will soon become an invigorating and satisfying experience for you. The primary reason is that speakers are afraid of looking foolish in front of other people. The way to overcome this fear is through preparation, a safety net, and a positive attitude toward the audience.

The basics of public speaking[20]

Winston Churchill famously said: "For every minute of speaking I spend at least one hour of preparation."

> *Public speaking requires preparation and practice, the same as in other areas of life. If you don't prepare and practice it, you can't expect to deliver a speech as well as you might.*[21]

[20] Youthspeak. The Australian Speak Easy Association. Retrieved fromwww.639120.toastmastersclubs.org/BetterSpeaker.html (accessed on April 7, 2014).

[21] Ibid.

1. Preparations

    • Prepare early and not at the last minute.
    • Public speaking requires preparation in the same way an athlete requires preparation for a sporting contest. You have to practice just like most things in life.
    • A speech is the developing of an idea, opinion, and belief.
    • Select a topic you are familiar with or have strong thoughts on.
    • Always carry a pencil and paper with you and jot thoughts down when they come to you, i.e., brainstorming. You can jot down the main points of a good speech in moments.
    • Write the speech out fully to get a feel and timing.
    • Fine-tune and sort out what is necessary and unnecessary.
    • Practice the speech on a tape. Listen back, correct, and time it.
    • Have the speech prepared at least a few days prior to presenting it. Listen to your speech a couple of times a day leading up to the day of delivering it.
    • Condense notes into keywords. It is a speech, not a reading, spaced out on small cards. If using cards, remember to number them according to the sequence the points appear in your speech.
    • Practice your speech often. Put A4 faces on a wall to simulate an audience.
    • Your last rehearsal should be as close as possible to speech delivery time.

2. Speech Structures

    • There are three types of speeches: to inform; to persuade, inspire, or motivate; and to entertain.
    • A speech should always have an opening, a body, and a closing. You tell them what you are going to tell them (opening), you tell them (body), and you tell them what you told them (closing).

o Opening: Right from the outset it must be clear what the purpose of the speech is. It may include attention grabbers in the form of some statistics or an anecdote or personal experience, etc.

o Body: You can break the body into points. It is better to limit the main points to three or four with sub-points for each main point.

o Closing: The closing should include a brief summary and a memorable statement.

3. Make "Butterflies" Fly in Formation (Or take steps to feel confident and settle nerves) Before your presentation, acclimatize yourself to the room and where you will be speaking.

- Dress well and appropriate to the audience and occasion.
- Get to know your audience. Greet them as they arrive. It is easier to speak to friends than strangers.
- Have your speech thoroughly prepared. Know it backwards.
- Make sure that the preparation includes that it will be obvious to the audience what your one main message is. They have to be able to walk away knowing what it was.
- Memorize your opening.
- Don't apologize for your speech or for your nerves. The audience is hoping you succeed. Just have the intention of doing your best.
- Take yourself seriously if you want your audience to. Speak with conviction, enthusiasm, and sincerity.

4. What Audiences Like

- If the speaker is prepared, committed, comfortable (confident and not fidgety), and interesting
- Voice: Be yourself and include vocal variety, i.e., volume, pace, tone, and pausing

- Eye contact: Engage the members of your audience with eye contact
- Hands: Hand gestures should match the spoken words
- Uhms and ahs: It's almost impossible to eliminate them altogether but too many are distracting

The basics of impromptu public speaking[22]

Impromptu speaking is a speech without any planning or preparation. It is a speech with little or no notice, for example, when you are called upon, unexpectedly, to offer your opinion or provide instructions (see Box 11.7).

Box 11.7: Impromptu *Public Speaking*

Leaders are expected to be called upon to speak with no notice especially if they are known to be good speakers or an expert in a subject.

The advantage of speaking from the cuff is that the action is instant and should be done with no hesitation. It is important, at this stage, to be in control of any panic that may arise and get on to think of what to say immediately.

It is important, too, to remember to introduce yourself first and give your credentials so as to win the confidence of your audience: in what capacity are you saying what you want to say. The same rules apply to when you are standing up to present a speech that was prepared in advance.

Source: Authors.

Have the attitude that it's a wonderful opportunity rather than "why me!" The best way to be able to respond effectively to an unexpected request such as this is to practice like most things in life. You can always practice by yourself, for example, look around you and speak to yourself for 60 seconds on the first noun you see written.

[22] Adapted from several sources: http://nustm.wordpress.com/2006/12/09/thinking-on-your-feet-a-guide-to-impromptu-speaking/; http://sixminutes.dlugan.com/how-to-impromptu-speech/; http://webuser.bus.umich.edu/Organizations/umbstoastmasters/file/members/prepare/ImpromtuSpeakingHints.pdf (accessed on April 7, 2014).

What to do when you are asked to give an Impromptu Speech?

Make sure you understand the question and you answer it. For clarity, you can ask for the question to be repeated.

• Appear confident. Don't be rushed, be calm, and try to emulate a confident person
• Rise with confidence
• Organize your thoughts. Take a moment to determine your answer, i.e., the main point(s) of your answer, then support this view with two or three reasons
• Structure the mini-speech, i.e., by having an opening, body, and closing
• Have a strong closing

You may use any of the following methods:

1. P.R.E.P. Method

   a. State your *Point* of view.
   b. Give *Reason* for the point of view.
   c. *Explain* how the point of view came about. Give your experience or other real-life experience if possible.
   d. Summarize what you said and repeat the *Point* of view.

2. PPF (Past, Present, Future) Method

   a. Start with "There was a time when…"
   b. Develop with "But now we find that…"
   c. Close with "In the future I expect…"

3. The Three Important Things Method

   a. Start with "There are three important things that come to my mind about this subject…" This hopefully gives you a good start and you can start to think of some things while you are saying it. If you think of one thing, you have something to go on with and hopefully other thoughts will happen along the way. If they don't, just say you forgot what they were very confidently.

4. The Pros/Cons Method

    a. Start with "There are two sides to this argument…" and continue on or start with "I firmly believe that… but on the other hand."

5. The Six-Question Method

    a. Ask yourself: "Who, What, When, Why, Where, and How," as you are speaking to jog your memory.

Visual aids

Visual aids help to divert attention from the speaker. In a long presentation, this is a good thing for both the speaker and audience.

- *They increase understanding.* Learning occurs more through watching than listening.
- *Saves time.* One picture is worth 1,000 words. People process information faster when provided visually rather than verbally.
- *Information is retained.* Surveys show that people can digest and retain information from what they read, hear, and see in the following proportions:

    1. *Promotes attentiveness.* People think faster than they speak, so minds can wander when you are speaking. Visuals help the audience to maintain focus on your message.
    2. *Interesting/memorable.* Visuals add variety to a presentation and this makes it more interesting and memorable.
    3. *Helps the presenter control nerves.* Nervous energy is spent without distracting the audience with fidgety actions such as pacing, rocking, swaying, and playing with notes.

Gestures

Gestures are the use of hands and arms to illustrate your words. There are four main groups of gestures as given below in Table 11.1:

Table 11.1: *Gestures for Effective Public Speaking*

1	Descriptive	Used to clarify or enhance. They help visualize size, weight, shape, location, function, direction, etc.
2	Emphatic	Moving forward a clenched fist suggests strong feelings, such as anger or determination • Hit your fist into your open palm to show importance or urgency • A folding of arms illustrates strength and determination • Clasping your hands together in front of your chest conveys unity • A forefinger pointed towards the ceiling means listen to me • Show your clenched fist to urge action
3	Suggestive	These are symbols of ideas or emotions • An open palm suggests giving or receiving • A shrug of the shoulders indicates ignorance, perplexity, or irony • Comparison and contrast can be illustrated by either moving hands in unison or in opposite directions
4	Prompting	These prompt or evoke a desired response from the audience. If you want your listeners to raise their hand, applaud, or perform some action, you'll enhance the response by doing it yourself as an example.

Source: HYPERLINK "http://www.toastmasters.org/201-gestures"www.toastmasters.org/201-gestures. Accessed on June 16, 2014

Facial Expression

Your face communicates your attitude, feelings, and emotions. Don't be scared to look angry, disappointed, to smile, etc. In particular, smile. Smiling conveys warmth and sincerity and makes the audience more receptive to what you are saying.

Mind maps: A tool for speech preparation

Mind mapping is a fairly recent phenomenon for recording, storing, and retrieving ideas in the most efficient and memorable

manner. Tony Buzan has written many books on this subject. In the book on mind mapping,[23] Joyce Wycoff devotes a chapter to the use of mind maps for preparing speeches. Mind mapping is a way of note-taking and note-making. In regard to preparing a speech it is a way of note-making, i.e., a way of putting together the notes to be used for a speech. The entire map will be on one piece of paper. It is regarded as extremely useful when having to quickly prepare a speech.

How a mind map is drawn?

- Only a keyword or keywords are used. Only nouns or verbs should be used.
- Purpose of the speech is at the center: This should stand out and be a constant reminder to the speaker.
- Branches indicating main points flow out from the center.
- Sub-branches indicating sub-points fork out from the end of the branches.
- The keyword(s) of the points are written along the branch.
- Branches should be in one color and sub-branches should be in another. This enables the speaker to quickly differentiate between them.
- Opening and Closing "branches" can be neighbors to further remind the speaker of the purpose of the speech because the keywords for each should match up.
- Symbols familiar to the speaker can be used on the map to indicate such things as a handout to be given out now, or an overhead to explain further information which should be shown now, etc.
- Main branches should be numbered to show an order.
- Writing should be extremely legible.

Advantages

- The speech notes are contained on one piece of paper/card.

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[23] Wycoff, J. (1991). *Mind mapping: Your personal guide to exploring creativity and problem solving*. New York: Berkley Books.

- The purpose of the speech stands out and is a constant reminder to the speaker.
- Only keywords are used; this assists in the preparation as the speech is not required to be remembered in "parrot-fashion." This makes the preparation more effective.
- Useful technique for a quickly prepared speech, e.g., to thank a speaker at a function. The map can be drawn in no particular sequence and "on the run."
- The speaker can maintain eye contact with the audience rather than having to look at lengthy notes (assumes notes of other methods are not in point form).

Disadvantages

- Opening and closing cannot be written word for word. So, perhaps the opening can be written word for word above the map and the closing written word for word below the map, i.e., still on the same piece of paper.