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INTRODUCTION

For the purposes of this book, we have focused on organizations and the intricate dynamics that make organizations tick. Among those dynamics and prevalent throughout the content are three pivotal features that can either serve as catalysts for organizational success or as a cancer that can cause an organization to crumble: leadership, communication, and orchestrating, managing and/or resolving conflict. These three pivotal concepts are crucial to all organizations. How they are utilized generally determines the sustainability and fate of the organization. These concepts will be defined as broadly as possible to encompass not only ethnic, cultural, and gender difference but all the differences protected and promoted by professional and philosophical difference. Organizations today must somehow find ways to effectively bridge, blend and lead all to be their most productive. We have searched far and wide to solicit authors who study or researched leadership, organizational health and development, or who have first-hand experiences in dealing with ways to improve organizations including communication and conflict mediation, management and orchestration. This collection of chapters is the result of numerous contributors who live and work in various non-profit and for-profit organizations throughout the world. Among the countries represented are Ireland, England, Australia, Saudi Arabia, Palestine, Unites States, Israel, Pakistan, Spain, Canada, Portugal, Malaysia, Thailand, Greece – to name a few.

As editors of this volume we realized long ago having worked globally on development, environmental, education, and other organizational projects that professionals often work at odds and in silos focused only on their restrictive professional mandate and traditional style. We have witnessed professional and organizational biases, acknowledge our own, and have at times framed issues accordingly. From our individual and collective professional experiences and multi-pronged research, we have further encountered a potpourri of professionals (e.g., economists, engineers, scientists, educators, criminal justice personnel, corporate CEOs, etc..) who communicated the significance of individual achievement and failed to effectively partner with the communities and clientele they served. At their worst, they fight over “turf” rather than collaborate for the common good (Erbe, 2014).

Among the litany of lessons learned from our experiences we see the need to deliberately and intentionally change communication approaches (Geis & Javidi, 2015). Being aware of cultural differences is critical for any organization to be successful. We believe it is equally critical to honor and respect the integrity of cultural differences (Normore, 2009). We further believe this is best demonstrated in organizations in the way layers of leaders communicate their organizational goals and intentions. People sometimes express and communicate their particular concern that their cultural knowledge and prac-
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Practices are not being maintained to the extent that they would like. This concern is especially common for populations under pressure to change from forces which are seen as controlled by a dominant group.

Throughout this collection of chapters, communication will be defined broadly as well as simply to include any time and the myriad ways organizational constituencies are able to effectively bridge differences for reaching a shared goal. Consistent with our perspective, the National Communication Association (2015) succinctly and clearly defined the discipline of communication as a focus on how people use messages to generate meanings within and across various contexts, cultures, channels, and media. Within this framework, organizational communication is concerned with the symbolic act through which organizations adapt to, alter, or maintain their environment for the purpose of achieving organizational goals (Cummings, Long, Lewis, 1987). We believe it is important to differentiate between the terms “communication” and “communications.” Communication is concerned with an exchange of symbols/messages/meanings among humans and is a most common method for exercising leadership. In contrast, communications is concerned with the means, technologies, channels, and media people use when communicating. Communication is a strategic message creation activity; communications is a focus on the methods and channels selected for transmitting the message. Communication, along with leadership and conflict management, are inextricably intertwined elements within organizational processes that impact on outcomes.

Although leadership has been widely studied, there is a persistent lack of agreement about what constitutes the most effective leadership styles. For example, some authors understand an effective leader as somebody who people follow, or as someone who communicates well and guides people. Others define leadership as more collaborative and include team facilitation: strong communication skills coupled with the ability to organize in order to achieve a common goal. Recent scholars in educational leadership have paid considerable attention to practices and policies that have marginalized special populations (e.g., disabilities, race, socio-economics, ethnicity, gender, aged, sexual orientation, mentally ill, homelessness, etc..) and pose challenging questions to leaders, scholars, and the broader community to engage in discussions about leadership for social justice, global cultural literacy, and intercultural, multicultural, and cross-cultural proficiency (Erbe & Normore, 2015; Normore & Brooks, 2014; Normore & Erbe, 2013). Leadership theory and leadership practice are responding to societal changes by shifting focus from what leaders do, and how they do it, to the purpose of leadership. For our purposes, effective leadership is broadly operationalized as a process of cultural and social influence in which various people enlist the help and support of others in the accomplishment of a common task.

There is a belief by some scholars that leadership can be taught (e.g., Parks, 2005; Zoller, Normore, & Harrison, 2012). If that is true, one of the core questions might be, “What do you teach?” One of the more common approaches used to understand leadership is the study of great leaders. Others may focus on the traits and behaviors that successful leaders represent (Northouse, 2012). We argue that emphasis placed on biographies, traits, and behaviors are not the most fruitful path for one seeking to understand leadership. Rather, the key to more effective leadership lies at the end of the path that begins with considering leadership as a way of thinking about being true to the self, acting with honesty, respect, and integrity, and not following the crowd but inspiring the crowd to move toward achieving a great vision in support of holistic and life-long learning about leadership, collaboration, communication, and cross-cultural proficiency, and ways to effectively orchestrate conflict. Effective leadership encompasses an array of personal and professional elements including ethical and moral literacy, care, critique, peace, principles, morality, values, global literacy, credibility, cultural proficiency and authenticity—to name a few. Diverse groups solve problems and manage conflict better than very similar groups by drawing
on wider range of experiences. What is also clear from research is that serving diverse communities requires a unique set of leadership skills and knowledge reflective of and responsive to the cultural and linguistic diversity of populations (Erbe & Normore, 2015).

The Handbook of Effective Communication, Leadership, and Conflict Resolution is inherently and potently transformative for organizational leaders who encourage the most innovative form of managing and solving conflict, and who foster the most effective forms of internal and external communication, in support of the local, national and global communities served. If organizations lack even the basics of what is being advocated throughout this book, they may benefit from investigating the contemporary role of organizational leadership. Such organizational conflict resolution experts are prepared to coach leadership in impartial inclusive process, mediate across difference and otherwise assist all members of organizations develop the skills and consciousness needed to effectively communicate, negotiate, and collaborate across differences.

THE STRUCTURE OF THIS BOOK

This book is comprised of 32 chapters organized into 5 sections: “Issues for leaders, organization, and communication: Coping with today and planning for tomorrow”, “Coping with conflict: Dealing with stakeholders, culture, competition, and style”, Improving organization: A focus on teams, engagement, and personal development”, Optimizing performance: Enhancing relational development through trust and communication”, and “Ethics of managerial communication and electronic surveillance of employees”.

Section 1: Issues for Leaders, Organization, and Communication–Coping with Today and Planning for Tomorrow

This section features six chapters. In chapter 1, Leadership in the Digital Age: Rhythms and the Beat of Change, authors Peter A. C. Smith and Tom Cockburn (The Leadership Alliance, Inc., Ontario, Canada) introduces definitions and debates about leadership and management boundaries, differences, and overlapping responsibilities in the digital age. Drawing on both theory and practice, current issues and topics are covered in-depth, providing an overview of perceptible trends and scenarios relevant to the current post-Global Financial Crisis (GFC) leadership outlook for global business. In chapter 2, Globalization and Media’s Impact on Cross Cultural Communication: Managing Organizational Change, Doris E. Cross (Organizational Change and Development Company, USA) contends that in order to effectively manage market changes, organizational leaders are encouraged to examine the inclusion of diverse perspectives to capture both employees and consumers’ loyalty. She argues that diverse perceptions in organizational cultures encourage new ideas and innovative approaches to meeting the needs of diverse customers. Authors Tony Ray Ruffin (University of Phoenix, USA). Joyce Marie Hawkins (Wake Tech Community College, USA) and Israel Lee (University of Phoenix, USA) introduce the reader to the dynamics of a changing health care system in chapter 3, Organizational Leadership and Health Care Reform. These authors investigate organizational leadership in relation to health care reforms to include stratified theory and systems thinking. They argue that health organizations can only progress if their members share a set of values and are single-mindedly committed to achieving openly defined objectives.
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Chapter 4, Emotional Leadership: Leadership Styles, Emotional Intelligence, Conflict Management and Followers' Effects is presented by Katherine Bergethon (Illinois State University, USA) and Daniel Cochece Davis (Illinois State University, USA). These authors highlight greater awareness of how leadership styles, especially transformational or charismatic leadership, relates with emotional intelligence to facilitate "emotional leadership" within organizations to achieve positive follower effects. Chapter 5 shifts the focus a bit in Speaking with Trunks, Dancing with the 'Pink Elephants': Troubling e-Racism, e-Classism, and e-Sexism in Teaching Multicultural Teacher Education. Author Christine Clark (University of Nevada Las Vegas, USA) takes a contrary view of the "meta" aspect of meta-communication (where meta is defined as "behind" or "beneath") in the online multicultural teacher education classroom. The author contends that digital meta-communication on issues of race/ethnicity, socioeconomic class, and sex/gender needs to be "de-meta-ed" or made explicit in order for the kind of liberatory reflective conversation on these topics to occur that is foundational to the adequate preparation of PK-12 teachers to effectively educate all students. In chapter 6, Reframing Continuous School Improvement in Australian Schools, author Venesser Fernandes (Monash University, Australia) discusses the school improvement process. Fernandes discusses educational quality within Australian schools and follows up with an adapted version for continuous school improvement within school systems in Australia.

Section 2: Coping with Conflict – Dealing with Stakeholders, Culture, Competition, and Style

This section features seven chapters. In chapter 7, Alternative Dispute Resolution: A Legal Perspective, author Saleem Gul (Institute of Management Sciences, Pakistan) discusses Alternative Dispute Resolution (ADR). Gul provides a detailed overview in an effort to differentiate between disputes and conflicts and identifies common confusions between terms commonly used in ADR. In chapter 8, Surviving the Conflict of Self-Inflicted Organizational Crises, Andrew Pyle (Clemson University, USA) examines the social media-based communication practices of three organizations and draws lessons from both successes and failures for how organizations should respond to self-inflicted crises. Authors Lauren J. Keil (Advisory Board Consulting and Management, USA) and Angela M. Jerome (Western Kentucky University, USA)) introduce the reader to the dynamics surrounding the expulsion of an American Senator in chapter 9, Leadership in a Time of Crisis: Jim Tressel’s Ousting from the Ohio State University. Keil and Jerome discuss how the intertwined, complicated relationship between the NCAA, college/university leadership, coaches, student-athletes, alumni, and fans often places college/university administrators in precarious rhetorical positions. The authors use The Ohio State University’s (OSU’s) tattoos for memorabilia scandal as an exemplar and offers meaningful insight and pragmatic considerations for practitioners dealing with similar situational constraints.

Chapter 10, Communication, Culture, and Discord: A Lesson in Leadership Failure, authors Reema Rasheed (ESDC, Palestine) and Keith Jackson (SOAS, University of London, UK) examine an avoidable failure of management communication and leadership in a Non-Governmental Organization (NGO). They demonstrate how timely and effective leadership interventions might prevent conflict becoming both ingrained and detrimental to the health of the organization, thereby undermining its potential to fulfill its mission. In chapter 11, Leading Virtual Teams: Conflict and Communication Challenges for Leaders, authors Daniel Cochece Davis (Illinois State University, USA) and Nancy M. Scaffidi-Clarke (Mount Saint Mary College) argue that managing any team presents leaders with challenges and that adding geographic distance, cultural differences, and a lack of continuous face-to-face interaction ex-
Section 3: Improving Organizations – A Focus on Teams, Engagement, and Personal Development

This section features seven chapters. In chapter 14, Communities of Practice in Organizational Learning Strategies, authors Sandra Sanz (Universitat Oberta de Catalunya, Spain) and Mario Pérez-Montoro (University of Barcelona, Spain) identify and characterize communities of practice compared with other types of groups or organizational structures. They identify the principal groups or organizational structures that are used by organizations to improve their strategies when meeting these aims, and offer guidance on the future development of communities of practice. In chapter 15, A Unified Framework of Organizational Perspectives and Knowledge Management and their Impact on Job Performance, author Kijpokin Kasemsap (Suan Sunandha Rajabhat University, Thailand) argues that dimensions of organizational culture, organizational climate, and knowledge management have mediated positive effect on job performance. Author Edward T. Chen (University of Massachusetts Lowell, Massachusetts, USA) presents chapter 16, Virtual Team Management for Higher Performance. Chen discusses ways for business leaders to meet fast-paced market demands is by utilizing virtual teams. He examines the reasons for utilizing virtual teams, challenges that stem from diversity, structural and behavioral characteristics, and managerial considerations for effective leadership, supporting technologies, best practices, and future implications.

Chapter 17, Leadership Communication, Internal Marketing and Employee Engagement: A Recipe to Create Brand Ambassadors is presented by authors Karen Mishra, (Meredith College School of Business, USA), Aneil Mishra (East Carolina University, USA), and Khaner Walker (Lenovo Consulting, USA). These authors examine the internal communication practices of a multi-billion dollar Fortune Global 500 technology company. In particular, the authors share how this company uses social media as a method of internal communications in fostering employee engagement through the use of their company intranets. In chapter 18, The use of Online Social Networks in Higher Education and its influence on Job performance, authors Vera Silva Carlos and Ricardo Gouveia Rodrigues (University of Beira Interior, Portugal) discuss the effects that the use of Online Social Networks (OSNs) have on the worker’s attitudes and behaviors. The authors used a questionnaire to evaluate the attitudes of 157 faculty members in Higher Education Institutions and concluded that the use of OSNs influences the workers’ performance traits. In chapter 19, Developing Instructional Leadership and Communication skills through Online Professional
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Development: Focusing on Rural and Urban Principals, Doron Zinger (University of Riverside, USA) highlights the promise for principals and other school leaders who work in online challenging settings, with a focus on attending to principal instructional leadership. Zinger asserts that lines of communication and building online community may help overcome the professional isolation experienced by principals. Chapter 20, Engineering Students’ Communication Apprehension and Competence in Technical Oral Presentations, authors Noor Raha Mohd Radzuan (Universiti Malaysia Pahang, Malaysia) and Sarjit Kaur (Universiti Sains Malaysia, Malaysia) discuss the anxieties of non-English speaking engineering graduates who are expected to master formal and informal presentation skills in order be competent in effective professional communication in today’s global market place. These authors examine the correlation of engineering students’ perceived communication competence and their level of apprehension in giving a technical presentation.

Section 4: Optimizing Performance – Enhancing Relational Development through Trust and Communication

The section features nine chapters. In chapter 21, Developing Trust within International Teams: The Impacts of Culture on Team Formation and Process, author Kurt D. Kirstein (City University of Seattle, USA) argues that the success of global virtual teams depends largely on the levels of intra-team trust and collaboration they are able to establish throughout the life of their projects. The author explores how cultural dimensions including preferences for individualistic versus collective teamwork, power distance, uncertainty avoidance, and contextual communication are likely to impact intra-team trust within a global virtual team, and offers suggestion to team leaders about how to address these cultural dimensions. In chapter 22, Communication: The Role of the Johari Window on Effective Leadership Communication in Multinational Corporations (MNCs), Ben Tran (Alliant International University, USA) articulates the role of the Johari Window (JW) on effective leadership communication in multinational corporations (MNCs). The author clarifies that the JW was created based on a domestic paradigm, and not necessarily applicable to a multinational environment where intercultural and multicultural communication are at play for multinational environment within MNCs. Authors Larry W. Long (Illinois State University, and International Academy of Public Safety, USA) Mitch Javidi (North Carolina State University, and the International Academy of Public Safety, USA) L. Brooks Hill (Trinity University, USA), and Anthony H. Normore (California State University Dominguez Hills and International Academy of Public Safety, USA) introduce chapter 23, Credible Negotiation Leadership: Applying Communication Theory to Enhance Leadership and Manage Conflict while Achieving Productive Outcomes during International Negotiations. These authors infuse the concept of credible leadership into their previous work in principled negotiation. They conceptualize international negotiation with an in-depth description of negotiation styles and propositions for credible negotiation leadership that are predicated upon intercultural communication study. In chapter 24, Empowering Police, Empowering Citizens: The Influence of Communicative Intelligence on Procedural Justice and Police Legitimacy, authors Renee Mitchell (Cambridge University, UK and Sacramento Police Department, USA) and Kendall Zoller (Sierra Training Associates, USA) assert that the foundation of policing and procedural justice is communication and link communicative intelligence to the verbal and physical behaviors officers should be engaging in to enhance procedural justice and improve police legitimacy. In chapter 25, Effective Engagement: Police Supervisor and Police Officers, authors Brian Ellis (Sacramento Police Department, USA) and Anthony H. Normore (California State University Dominguez Hills and International Academy of Public Safety,
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USA) provide a comprehensive overview of organizational leadership and its role in effective communication and engagement processes. They argue that the relationship between effective leadership and employee engagement is directly linked to innovation, participation, teamwork, accountability, and the ability to face challenges.

Chapter 26, Communicating across the Generations: Implications for Higher Education Leadership is presented by author Carolyn N. Stevenson (Kaplan University, USA). Stevenson examines why higher education administrators need to identify differences among generations of workers and develop a strategic plan for managing and motivating across the generations. She asserts that communication, mentoring programs, training, respect, and opportunities for career advancement are components valued by all. In chapter 27, The Role of Leadership and Communication: (Re)-Conceptualizing Graduate Instruction Online, author Heather Rintool, Nipissing University, Canada) explores concerns and challenges associated with the transition to online graduate instruction from the traditional face-to-face format. The author discusses several catalysts for the transition to virtual teaching; the ethics of being present; impediments to learning and communication online; and participant concerns. Rintool suggests considerations for leadership and communication moving forward are addressed. Peter Smith (University of Liverpool, UK) and Olaf Cames (University of Liverpool, USA) present chapter 28, CAMES - An Approach to Project Management Based on Action Science and the Ideal Speech Situation. These authors propose a novel approach to project management that addresses the human factor and issues of communication. The proposed approach is novel and applies action science to radically change the way in which projects are managed. This section concludes with chapter 29, Mobile Communication in Hospitals: Is it Still a Problem? Author Terje Solvoll (Norwegian Centre for Integrated Care and Telemedicine, Tromsø Telemedicine Laboratory, University Hospital of North Norway & Department of Computer Science, University of Tromsø, Norway) argues that work setting in hospitals is communication intensive, and can lead to significant difficulties related to interruptions from co-workers. The key is how to handle the balance between increased availability, and increased interruptions. Solutions are offered based on context aware communication systems, aiming to reduce interruptions.

Section 5: Ethics of Managerial Communication and Electronic Surveillance of Employees

The final section contains three chapters. Chapter 30, The Ethics of Strategic Managerial Communication in the Global Context is presented by authors Angelo Camillo (Woodbury University, USA) and Isabella Carolina Camillo (Brock University, Canada). These authors argue that managerial communication today is an integral component of many business related disciplines (strategic management, leadership, strategic marketing, business ethics, etc.). These authors contend that having a managerial communication policy in place allows for strategic information dissemination as well as the protection of transmission of confidential data within the context of global business management. In chapter 31, Surveillance of Electronic Communications in the Workplace and the Protection of Employees’ Privacy, author Ioannis Iglezakis (Aristotle University of Thessaloniki, Greece) highlights issues with the use of surveillance technology in organizations. Electronic monitoring of employees is an integral part of information systems in the workplace and is evident in the European Union (EU). The author argues, however, that it is sometimes intrusive and infringes upon the employees’ right to privacy. He distills ambiguities and ethics concerning the balancing of interests between employers and employees. Chapter 32, Dataveillance and Information Privacy Concerns: Ethical and Organizational Considerations, author Regina
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Connolly (Dublin City University, Ireland) and Grace Kenny (Dublin City University, Ireland) presents numerous emerging issues concerning technology-enabled workplace surveillance and considers whether the privacy concerns of employees can be successfully balanced against managements’ justification for the employment of such technologies in the workplace.

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REFERENCES


