Preface

INTRODUCTION

For the purposes of this volume, *Handbook of Research on Strategic Communication, Leadership, and Conflict Management in Modern Organizations*, we continue to focus on organizations and the intricate dynamics that make organizations tick. Among those dynamics and prevalent throughout the content are pivotal features that can either serve as catalysts for organizational success or as a cancer that can cause an organization to crumble: leadership, management, communication, and conflict. These 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.

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. 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 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. Leadership is not to be confused with management which by and large focuses on tasks-orientation and efficiency rather than influence and effectiveness.

The *Handbook of Research on Strategic Communication, Leadership, and Conflict Management in Modern Organizations* is inherently and potently transformative for organizational leaders and managers 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 VOLUME

This volume is comprised of 22 chapters organized into five sections: "Mediating and Negotiating Organizational Conflict," "Leadership and Communication in K-16 Education," "Leadership Challenges and Opportunities in Public Safety Leadership and Management," "Strategies for Improved Communication," and "Collaboration and Improved Engagement."

Section 1: Mediating and Negotiating Organizational Conflict

This section features five chapters. In Chapter 1, "Fixing the SIC: Preventing and Managing Self-Inflicted Crises," Andrew S Pyle (Clemson University, South Carolina), explores three cases of organizational conflict resulting from self-inflicted crisis events. The author 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. In Chapter 2, "Alternative and Indigenous Dispute Resolution: A Legal Perspective," Saleem Gul, (Institute of Management Sciences, Peshawar, Pakistan) provides a detailed discussion on the concepts surrounding the terms 'conflict' and 'dispute'. The chapter provides a detailed discussion, based on contemporary literature, to differentiate between disputes and conflicts. The author discusses dispute resolution in tribal and indigenous societies and what locally derived methods are practiced. Brian Jarrett and Kara Dellacioppa (California State University Dominguez Hills) of Chapter 3, "Negotiating Moral Reasoning in Mediation," examine the importance of understanding moral reasoning processes in individuals involved in mediation. They discuss Lawrence Kohlberg's model of moral reasoning and applies it to a case study of a workplace dispute. They also present care ethic versus justice ethic debate put forth by feminist psychologists challenging mainstream theories of moral reasoning. Chapter 4, "Collaboration and Conflict in Three Workplace Teams' Projects," Tom Cockburn, Peter A.C. Smith, The Leadership Alliance Inc., and Gordon A. Cockburn, GA Consulting Ltd., looks at micro level details of conflict and collaboration in three organizations as well as the observed socioemotional dynamics. Chapter 5 shifts the focus to "MAGNUS Leadership: Using Principled Negotiation to Improve International Negotiation." Authors Alexander Javidi, Larry Long, Mitch Javidi, L. Brooks Hill, Anthony H. Normore, and James Klopovic (National Command and Staff College, and International Academy of Public Safety), examine how leadership connects to principled and international negotiation and offer a few practical tips for beginning the journey of becoming MAGNUS. Recommendation for international MAGNUS negotiators are offered.

Section 2: Leadership and Communication in K-16 Education

This section features four chapters. In Chapter 6, "The Use of Online Social Networks and Its Influence on Job-Related Behavior: The Higher Education Context," authors Vera Silva Carlos (University of Aveiro, Campus Universitário de Santiago) and Ricardo Gouveia Rodrigues, (Universidade da Beira Interior, Portugal), evaluate the effect of using online social networks on the worker's attitudes and behaviors, particularly in the context of Higher Education. In chapter 7, "The Case for Effectively Using Existing Business Improvement Models in Australian Schools," Venesser Fernandes (Monash University, Australia) presents an adapted version for continuous school improvement within school systems in Australia. This adapted version of continuous school improvement provides a theoretical framework on how schools operating as self-managed business systems can ensure that the delivery of educational

quality is strategically sustained at the organizational level and that focus remains on the important core business of student learning. In Chapter 8, "The Role of Leadership and Communication Challenges: Re-Conceptualizing Graduate Instruction," Heather M. Rintoul (Nipissing University, Ontario, 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. Chapter 9, "Leading Teacher Professional Learning: Shared Language for Shared Goals," Doron Zinger, Jenell Krishnan, Nicole Gilbertson (University of California, Irvine) and Kate Harris, (Pittsburgh CAPA 6-12) present one aspect of communication in teacher professional development, building shared understanding of key terminology and ideas. The authors present three case studies of professional development program from across English, history, and science and highlight professional development design and implementation approaches that produced varying degrees of success.

Section 3: Identifying Challenges and Opportunities in Public Safety Leadership and Management

This section features four chapters. In Chapter 10, "Identifying Blind Spots in Leadership Development," authors Timothy W. Turner (Federal Bureau of Investigation), and Richard J. Conroy (Dallas Baptist University) examine 360-degree assessments in terms of leadership development, training, and coaching. Multi-rater assessment use is reviewed in the context of emotional intelligence competencies. Chapter 11, "Finding Star Performer Leaders: The Secret to Running Successful Organizations," Reuven Bar-On (National Command & Staff College), describe an innovative and valuable method for creating predictive models designed to assist in hiring high performing leaders – "star performers" – as well as to continue to enhance their ability to perform on an even higher level. This approach – "Star Performance Modelling" – is described in detail including the process involved and how best to apply the star performer models that are created. Chapter 12, "First-Line Police Supervisory Leadership: A Pivotal Role in Effective Communication and Engagement," Brian Ellis (Sacramento Police Department and National Command and Staff College), and Anthony H. Normore (California State University and National Command and Staff College) highlight the extant literature on organizational leadership and its pivotal role in effective communication and engagement processes. The authors focus on first-line supervisors and the impact of communication and engagement on officers under their supervision. Employee trait, state, and behavioral constructs coupled with the culture of emotional connection between police officers and the police organization are explored. In Chapter 13, "Dynamic Presence rather than Command Presence: How Communicative Intelligence Influences Police/Citizen Interactions," Renée J. Mitchell (University of Cambridge) and Kendall Zoller (Sierra Training Associates) assert that police-citizen interactions are a complex process where verbal and nonverbal interactions are occurring simultaneously and interpreted immediately, leading to multiple chances for misunderstanding or misinterpretation of the officer's intent. With little research on the actual techniques to create the perception of police legitimacy, these authors link communicative intelligence to the verbal and physical behaviors officers should engage in to enhance procedural justice and improve police legitimacy.

Section 4: Strategies for Improved Communication

The section features five chapters. In Chapter 14, "Mobile Communication in Hospitals: Problems, Possibilities, and Solutions," Terje Solvoll (Norwegian Centre of E-Health Research and University Hospital of North Norway) argues that mobile communication for health care workers are a critical part of hospitals infrastructure. Many of these systems do not work well together, leading to difficulties regarding multiple communication devices with different usage area, unavailable or missing equipment, and alarm fatigue. In this chapter, the author presents solutions and possibilities based on context aware communication systems which aims to reduce interruptions and thereby also alarm fatigue. In Chapter 15, "Complex Action Methodology for Enterprise Systems (CAMES): A System to Contextualize the Behavioral Management Issue as Quantum Mechanical Variable," Olaf Cames (University of Liverpool, UK) examines the results of two experiments that the hypotheses that the theory of quantum mechanics and the theory of communicative action qualify as a building block for a planned methodological approach to intervene and steer problematic social structures in the desired direction. Chapter 16, "Strategic Communication in Crisis: Winning May (Not) Be Everything," authors Lauren J Keil (Optum Consulting), and Angela M Jerome (Western Kentucky University) use The Ohio State University's (OSU's) tattoos for memorabilia scandal as exemplar and offers meaningful insight and pragmatic considerations for practitioners dealing with similar situational constraints. In Chapter 17, "Help Me Understand: Effectively Communicating Across Generations," Carolyn N. Stevenson (Purdue University Global) asserts that higher education leaders need to identify differences among generations of employees and students and develop a strategic plan for managing and motivating across the generations. In a case study format, the author shares that implications for higher education leaders lie in establishing an organizational culture that promotes satisfaction for all individuals in the higher education setting. In Chapter 18, "Strategic Managerial Communication in the Digital Era: Implications for Ethical and Unethical Behavior," Isabell Carolina Camillo (Niagara University, New York) and Angelo A. A Camillo (Sonoma State University) discuss the topic of communication with emphasis on ethical managerial communication within the global context.

Section 5: Collaboration and Improved Engagement

The final section contains four chapters. In Chapter 19, "Dataveillance in the Workplace: Moving Beyond Divergent Perspectives," Regina Connolly and Cliona McParland (Dublin City University), outline emerging issues relating to use of employee monitoring, and summarize both management rationale for monitoring as well as employee privacy concerns and proposes an ethical framework that is useful for balancing these differing perspectives. In Chapter 20, "Improving Virtual Team Effectiveness," Edward T. Chen (University of Massachusetts Lowell) addresses the virtual workplace and teleworking. The author introduces communication systems that are on the rise to make virtual teams more effective. Performance of virtual teams are explained, and ways to enhance the virtual team effectiveness. In Chapter 21, "Collaborative Learning Strategies in Organizations," Sandra Sanz Martos (Universitat Oberta de Catalunya), and Mario Pérez-Montoro (University of Barcelona) aims to define, identify and characterize communities of practice and differentiate them from other organizational structures which are not such

communities. It establishes a comparison among them and observes the benefits obtained from each structure, indicating which strategy to apply depending on the goal or challenge. In the final chapter, Chapter 22, "Using Innovative Internal Communication to Enhance Employee Engagement," Karen Mishra (Campbell University, North Carolina) Aneil K Mishra (East Carolina University) and Khaner Walker (Lenovo Consulting) examine how one $45 billion Fortune Global 500 technology company uses internal communication to promote collaboration and engagement across dispersed employees' teams. The authors describe how the company has developed both its intranet and its new mobile app and how innovative internal communication can promote engagement and collaboration.

Anthony Normore
California State University – Dominguez Hills, USA

Mitch Javidi
International Academy of Public Safety (IAPS), USA

Larry Long
Illinois State University, USA

REFERENCES

Cummings, H., Long, L., & Lewis, M. (1987). *Managing communication in organizations* (2nd ed.). Scottsdale, AZ: Gorsuch Scarisbrick Publishers.

Erbe, N. (2014). *Approaches to managing organizational diversity and innovation*. Hershey, PA: IGI Global Publishers. doi:10.4018/978-1-4666-6006-9

Erbe, N., & Normore, A. H. (2015). *Cross-cultural collaboration and leadership in modern organizations*. Hershey, PA: IGI Global Publishers.

National Communication Association. (2015). *What is communication?* Retrieved from https://www.natcom.org/discipline/

Normore, A., & Erbe, N. (2013). *Collective efficacy: interdisciplinary perspectives on international leadership*. Bingley, UK: Emerald Group Publishing. doi:10.1108/S1479-3660(2013)20

Normore, A. H. (2009). Culturally relevant leadership for social justice: Honoring the integrity of First Nations communities in Northeast Canada. In J. Collard & A. H. Normore (Eds.), *Leadership and intercultural dynamics* (pp. 47–68). Charlotte, NC: Information Age Publishing.

Normore, A. H., & Brooks, J. S. (2014). *Educational leadership for social justice: Views from the social sciences*. Charlotte, NC: Information Age Publishing.

Normore, A. H., Javidi, M., Anderson, T., Normand, N., Hoina, C., & Scott, W. (2014). *Moral compass for law enforcement professionals*. Holly Springs, NC: International Academy of Public Safety.

Northouse, P. G. (2012). *Leadership: Theory and practice*. Thousand Oaks, CA: SAGE.

Parks, S. D. (2005). *Leadership can be taught: A bold approach for a complex world*. Boston, MA: Harvard Business Review Press.