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Master of Communication, Hybrid Leadership Program, 2020
Annotated Bibliography

Heyo! *Didn't expect to download a 23-page document with lots of scientific-looking citations? Click [here](#) to see a gallery that includes the highlights: three favorite samples and three favorite reflections from the program. If you are in academia or just curious what I was doing in 2020 while everyone else was baking bread and making masks, continue below. I have organized these by some common themes, but most span many different themes.*

Employee Communications

Gosset, L. & Kilker, J. (2006, August). My job sucks: Examining counterinstitutional web sites as locations for organizational member voice, dissent, and resistance. *Management Communication Quarterly, 20,* 63-90.

This study examines employee dissent and the use of counterinstitutional websites in connecting employees who have similar experiences. Gosset and Kilker (2006) discuss the choices employees have if they are dissatisfied and how the internet has allowed for the anonymization and amplification of the employee voice, especially if there are not appropriate channels for this expression within the organization. They urge organizations to use counterinstitutional websites for feedback and improvement on company culture.

I was familiar with the concept of the "employee voice" in terms of finding advocates and building authentic employee-generated content. After this article, I realized that the employee voice needs to be promoted and heard for many reasons and that internal communicators play a part in building a culture and channels that support employees speaking up.

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

White, I. (2016, May 19). Demographic targeting is irrelevant and Netflix agrees. *B2C: Business 2 Community*. https://www.business2community.com/brandviews/affinio/demographic-targeting-irrelevant-netflix-agrees-01548511

Netflix bases its algorithms on user interests instead of age, gender, location, and other typical demographics data. Because information volume is so great, and the delivery and consumption by people are so complex, each customer has a unique journey. Netflix identifies patterns based on audience behavior and interest to create clusters of similarly-motivated audiences.

This article provides a reminder that communication can fail when we rely on stereotypical categories like age, location, and in the case of organizations, roles, to make decisions. Each employee has a unique experience and displays different behaviors. Communicators can look beyond personas, departments, and roles to identify the behavior of key stakeholders. Observation is one way to get out of this trap.

Learning Outcome 6: Create and deliver elegant messages appropriate to audience, purpose, and context.

Turco, C. J. (2016). Chapter 2: Open Control. *The conversational firm* (pp. 28-62). New York: Columbia University Press.

Turco (2016) recounts the ten months she spent at a technology company that embraces social media and rejects hierarchy and bureaucracy. She examines the risks and benefits of transparency and open communication and decision-making. In chapter 2, she takes a close look at the organization's "wiki," a collaborative social media platform where anyone can share ideas, comment on these ideas, and connect.

In health care, front-line roles are clearly defined, such as nurse, doctor, laboratory technologists, etc. Even so, knowledge can be lost when units work in silos. This close look at dialogue and collaboration on an enterprise social network illustrated the benefits of cross-functional communication. The challenge for health care would be that so many do not have time for another program after taking notes all day on electronic medical records. Even so, having asynchronous, visible, collaborative conversation may help employees understand each other and the organization better while leading to better connection and innovation. Having a visible place for collaboration would encourage the problem-solving and process improvement journey we are encouraging employees to take.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Leonardi, P., & Contractor, N. (2018, November). Better people analytics. *Harvard Business Review*, *96*(6), 70-81.

Leonardi and Contractor (2018) argue that understanding who people know is just as important as knowing who they are when trying to evaluate what drives performance. Measuring attributes like employees' age, gender, and tenure only paints part of the picture. To truly understand how change and implementation move through an organization, one must understand informal networks. Leonardi and Contractor provide six structural network shapes that drive different organizational values:

- Ideation (which employees will come up with good ideas)
- Influence (which employees will change others' behavior)
- Efficiency (which teams will complete projects on time)
- Innovation (which team will innovate successfully)
- Siloe (whether an organization is working in silos)
- Vulnerability (which employee an organization can't afford to lose)

Reviewing these structures reminded me that one person or team is unlikely to be good at everything from innovation to efficiency. Many times, the person who comes up with the idea is not necessarily the best person to sell the idea to others. This article helped me think through different networks that I am a part of and what their strengths and weaknesses are. Organizations can keep these structures in mind when planning for new projects, provided they have insight into informal networks; understanding which teams are primed for various types of goals could have an impact on their success.

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 4:</u> Be equipped to influence change.

Dabirian, A., Kietzmann, J., & Diba, H. (2017, March-April). A great place to work!? Understanding crowdsourced employer branding. *Business Horizons, 60(2),* 197-205. doi:https://doi.org/10.1016/j.bushor.2016.11.005

This article examines the connection between a company's externally-facing brand and the internal experience of the employees, as well as the impact social media and crowdsourced websites have on the employee-organization relationship. Some power has shifted to employees because social media makes their stories permanent and visible; the voice of the employee is much more lasting and prominent than it was twenty years ago.

The authors argue that it is cheaper to keep an employee than to replace one. Also, candidates can now see into the culture of companies before accepting a job, making employer value proposition, branding, and company culture more important than ever.

This article helped me see why there has been a shift to focus on internal communications and employee engagement and how internal company culture holds as much power as external branding and image. For this reason, companies must create ways to invite employee feedback so they can improve the employee experience.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Crisis Communications

Strandberg, J. M., & Vigsø, O. (2016). Internal crisis communication: An employee perspective on narrative, culture, and sensemaking. *Corporate Communications: An International Journal*, 21(1), 89-102.

Strandberg and Visgø (2016) explore how employees create meaning after a crisis. This shared meaning creation is called "sensemaking." Often in a crisis, the communications team must focus on top-down messages to ensure the safety of employees and accuracy of information. Meanwhile, there is a constant horizontal and departmental dialogue happening between employees and between employees and their direct manager. After interviewing several employees after an embezzlement crisis, Strandberg & Visgø (2016) demonstrate how the organizational and departmental cultures drove the understanding and view of the crisis for employees.

Having been involved with several crises, I see the importance of this study. Organizations must provide open channels for employees to connect with each other and their leaders during a crisis while understanding the various subcultures across the organization. With this knowledge, organizations can help employees process crises, minimize rumors, and help the organization emerge stronger together post-crisis.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Learning Outcome 4: Apply communication-centered scholarship to strengthen communication effectiveness.

Grant, A. (2014, October 4). The 3-step process for answering even the toughest questions. *Fast Company*. https://www.fastcompany.com/3036559/the-3-step-process-to-answering-even-the-toughest-question.

Grant provides a clear framework for responding to questions that allows the interviewee to show empathy for the interviewer while communicating critical messages in a meaningful way. The ABC method calls for aligning with the asker, bridging to middle ground, and then using categorization to lay out your message.

I began practicing this technique at work and during our recent crisis simulation. Aligning with the listener gets them invested in what you are saying. Using categorization creates a structure in which the listener can grasp your concepts. Using this method helps create shared understanding and collaboration.

Learning Objective 6: Create and deliver elegant messages appropriate to audience, purpose, and context.

Learning Disposition 1: Iteratively develop interprofessional leadership competencies.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate the virtuous elements of any communication situation.

Garvin, D. A., & Roberto, M. A. (2001, September). What you don't know about making decisions. *Harvard business review*, *79*(8), 108-119.

In this article, Garvin and Roberto (2001) argue that decisions are not events, but ongoing processes. They describe how successful leaders use inquiry and experimentation to make decisions even when they do not have all of the information. Outlining the case for inquiry (collaborative problem solving and critical thinking) versus advocacy (persuasion and lobbying), they discuss the importance of not only letting people speak up but also honestly considering their ideas. Lastly, Garvin and Roberto lay out simple decision-making process traits that scientists know lead to better decisions: having multiple alternatives, testing assumptions, defining criteria and goals, asking questions that lead to a healthy debate, and modeling fairness.

This was a refreshing article to read during the escalating COVID-19 crisis while working onsite in a hospital. With the rapid changes and new information coming out daily (and even hourly), I found it helpful to think of decisions as an ongoing process rather than a singular event. Each decision we made layered on top of each other over time to help our employees understand the support we could give them at any moment and helped lead us to our goal of giving the community everything we had.

I also liken the inquiry approach to that of process improvement/Lean, making room for critical thinking, testing, and collective ownership of solving a problem. This article is another example of how collaboration and ideas from a diverse group lead to better decisions, innovation, and ultimately, success.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 2: Utilize communication to embrace complexity and difference.

Learning Disposition 4: Be equipped to influence change.

Dialogue & Relationship Building

Iden, R. (2020, January). *Dialogue and Human Connection* [Power Point]. InstructureMedia. https://canvas.northwestern.edu/courses/107906/pages/dialogue-in-human-communication

Iden (2020) reviews the origin of the word "dialogue" meaning "through speech." Various scholars have different ideas about the purpose of dialogue, with the most widely accepted version being to create shared meaning and intersubjective understanding. Conversations can be two-way or one-way and competitive or cooperative.

Examining different kinds of conversations helped me examine my own goals in conversation and confirmed the need for two-way conversation in organizational settings. To succeed together, employees and organizations must engage in dialogue that allows them to understand each other and create a common purpose. In today's hyper-connected and over-stimulated world, a one-way or competitive approach will not get organizations far.

Learning Outcome 4: Apply communication-centered scholarship to strengthen communication effectiveness.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

Learning Disposition 4: Be equipped to influence change.

Plowman, K. D. & Wilson, C. (2018). Strategy and tactics in strategic communication: Examining their intersection with social media use. *International Journal of Strategic Communication, 12,* 125-144, DOI: 10.1080/1553118X.2018.1428979

Plowman and Wilson (2018) evaluate idealized strategies for social media and compare them with the social media practice of public relations professionals. In doing so, they recognize the benefits that social media brings to managing a relationship with the public: two-way dialogue, listening/scanning of the environment, and measuring outcomes. In their study, they find that public relations professionals are often using tactics rather than strategy to broadcast information to their audiences. This undermines the goal of creating a two-way symmetrical dialogue that helps build a long-term, mutually-beneficial relationship.

In reading this article, I was able to recognize that the content strategy for our employee Instagram account was indeed tactical. I began to take our engagement measurements one step further to see how use of the platform influenced our employees' perception of their relationship with the organization. Our strategy moved from measuring content engagement to creating opportunities to build the employee-organization relationship.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Bohm, David. (1996). Chapter 2. In L. Nichol, (Ed.), *On Dialogue* (pp. 6-47). New York: Routledge.

In this chapter, Bohm (1996) discusses the need for dialogue with the sole purpose of creating shared meaning among groups. This shared meaning and coherence establishes a foundation for collaboration and community.

He suggests that participants suspend their assumptions and self-interest so they can fully accept the other's and their experience without judgment. The path to meaningful dialogue can feel useless or frustrating at first because building trust takes time.

This reading gave me ideas about how organizations create shared meaning which contributes to their culture. Not every meeting, initiative, or channel needs to have a definitive business goal; some conversational activities should be for the sole purpose of building trust and creating shared meaning. When many people (all employees at an organization) are involved instead of a few (just leaders) in developing a culture, an organization will surely become something entirely different and unique. Bohm's dialogue suggests a leveling of the playing field that creates community, collaboration, and shared meaning needed to succeed in businesses today.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 2: Utilize communication to embrace complexity and difference.

Learning Disposition 4: Be equipped to influence change.

Bakhtin, M. (1992). *The dialogic imagination: Four essays* (Holquist, M., & Emerson, C., Trans.) Austin: University of Texas Press. (Originally published in 1981).

Bakhtin (1981) explores how the many aspects of an environment affect meaning in a dialogue, giving words "heteroglossia," the presence of two or more different voices expressed in a text.

Some of these aspects that change the meaning of a word are the interlocutors' backgrounds and beliefs, the context of the relationship, the language that surrounds the word, and the movement and plot that changes as the conversation continues. He argues that a word does not have a static meaning for any person or any point in time; it's on a forever-changing path through time, influenced by a multitude of factors.

I have a colleague who frequently says, "The outcome of your communication is what others think of it." It seems obvious, but I find that people (including me) often defend our intentions as outcomes. Bakhtin gives a robust explanation of why communications outcomes can be so unexpected. An audience's personal experiences and changing situation (among other things) can greatly change the meaning of a narrative. Communicators must both get to know their audiences and remain open to learning and understanding their interpretations in a changing landscape in order to create mutually-beneficial relationships.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 2:</u> Utilize communication to embrace complexity and difference.

<u>Learning Disposition 4:</u> Be equipped to influence change.

Yankelovich, D. (2001). *The magic of dialogue: Transforming conflict into cooperation.* Simon and Schuster.

Yankelovich (2001) argues that dialogue becomes more necessary as the world becomes more connected and more diverse. He makes it clear that dialogue takes time and skill to be productive. He provides examples of situations where leaders transformed a tense debate into a productive dialogue by modeling a few specific behaviors. One such behavior is sharing your own assumptions with vulnerability, which opens the door for others to do the same thing. Sharing assumptions can increase the empathy and understanding that leads to collaboration.

In reading Yankelovich's account of different dialogues, I could see how the leaders at my current organization are setting the stage for psychological safety, trust, and engaging dialogue. They lead through example, often showing vulnerability, leading with their mistakes, and sharing their assumptions. Through these repeated actions, other employees (including me) have become comfortable speaking up and doing the same. The result is a safe environment for bringing problems forward, which is imperative in health care and quality improvement. This reading helped me recognize why this strategy works and how I can help create safe environments for dialogue in my work.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

Learning Disposition 4: Be equipped to influence change.

Kenneally, C. (2007). *The first word: The search for the origins of language*. Penguin.

Kenneally (2007) has readers imagine each word as a galaxy with many different planets and stars, and many connections to other words, meanings, and visualizations. In essence, each word has its own world inside each individual's brain. She reminds readers that language is not an exact replica of the physical world, giving us the freedom to do things that the physical world cannot do and connecting us.

I see a correlation between Kenneally's (2007) analogy and Bakhtin's (1992) exploration of heteroglossia. Language is complex. We cannot ever fully know what someone else intends with their words, and we cannot predict how our words will be interpreted. This is crucial to remember when having a dialogue with your audiences. And because each word has so many different connections and experiences attached to it, words can help us to move people to a completely different state of being or thinking through sensory language and stories.

Bakhtin, M. (1992). *The dialogic imagination: Four essays* (Holquist, M., & Emerson, C., Trans.) Austin: University of Texas Press. (Originally published in 1981).

Learning Outcome 1: Articulate connections between the interdisciplinary field of communication and the central curriculum themes of the MSC program.

Learning Outcome 6: Create and deliver messages appropriate to audience, purpose, and context.

Learning Disposition 2: Utilize communication to embrace complexity and difference.

Ertel, D. (2004). *Getting past yes: Negotiating as if implementation mattered.* Harvard Business Review, 82(11).

Ertel urges readers to think of the signing of a contract as the starting point for a relationship. When negotiating, it's best to think about what will work long-term rather than to negotiate for a deal at any cost. Implementation-minded negotiators share more information, involve more people and gather more input, and end up with more realistic long-term commitments.

The techniques outlined in this article will be useful to me in many different ways. One that I found particularly interesting is that negotiators can not only prepare themselves but prepare their counterpart. By doing so, both parties can put their best foot forward while laying the foundation for a new contract and relationship. It does not serve anyone to withhold information when entering into a partnership. I also appreciate that Ertel urges companies to get input on implementation from the people who will be doing the work to ensure that the contract can be upheld and that the relationship would be beneficial to both parties. Often, negotiators do not know the work deeply, and therefore, it's important to get experts to weigh in on the effects of a new contract.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 1: Iteratively develop inter-professional leadership competencies.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate the virtuous elements of any communication situation.

Change Management

Heath, C. & Heath, D. (2010). Chapter 8: Tweak the environment. *Switch: How to change things when change is hard*. United States: Currency, 179-202.

In Chip and Dan Heath's eighth chapter, they discuss how to shape the path for those making a change so that they are less likely to get distracted and go back to old habits. One tactic they discuss is called "tweaking the environment" in a way that moves people toward the goal (or away from distraction).

This is imperative in healthcare; we require so much of caregivers in terms of offering warm patient care while documenting every step in the care plan and working through inflexible bureaucratic systems meant to keep people safe. The Heath brothers' tactic of tweaking the environment to integrate a change with the workflow of employees is essential.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Learning Disposition 3: Be equipped to make change.

Turco, C. J. (2016). Chapter 2: Open Control. *The conversational firm* (pp. 28-62). New York: Columbia University Press.

Turco (2016) recounts the ten months she spent at a technology company that embraces social media and rejects hierarchy and bureaucracy. She examines the risks and benefits of transparency and open communication and decision-making. In chapter 2, employees are trying to help the company solve a problem by presenting leadership with self-chosen experiments. Though they are thankful for the opportunity to solve problems creatively, they seek more direction and feedback from leadership than they are getting. One employee puts a lot of effort into convincing them that his experiment is going nowhere and prays for a "no."

As my organization embarks on a "Lean" process improvement journey, I have seen how we, as leaders, sometimes struggled to find direction in our experiments. As we train our staff to become problem-solvers, it will be imperative to give them a clear direction. In Lean methodology, the overarching direction is called a "true north." Without this guidance, some experiments may counteract each other and employees could get exhausted by wasting time on projects that don't further the organization as a whole or improve their work environment.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 4: Be equipped to influence change.

Battilana, J., & Casciaro, T. (2013, July). The network secrets of great change agents. *Harvard Business Review*, *91*(7/8), 62-68.

Battilana and Casciaro (2013) examine which types of informal networks are best for successfully implementing various change management situations. To lead change, it is best to be central in one's network and generally, close to fence-sitters. A cohesive network in which most people know each other is best for implementing efficient, quick change because there is high trust. However, for more sweeping changes, it's best if the members do not know each other (bridge network) so that resistors do not form a coalition and so one can time and tailor the message to each audience.

In reading this article, I was surprised to realize that our network as a leadership team seems cohesive and small for the drastic reforms we are trying to make. About 50 of our leaders connect daily, and the group has high psychological safety. We can implement operational and clinical changes much quicker than the larger health system. However, to continue our drastic transformation of healthcare delivery, I think we need even more front-line staff involvement and a network that spreads these ideas further out and gets buy-in sooner. We occasionally do this, finding champions for change, but it is increasingly difficult for employees who have patient care duties to take the time to give their feedback. In many ways, we are set up well for efficiency, but not necessarily innovation. For that reason, I hope we continue to go to the Gemba and engage our workforce in process improvement methods.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 4: Be equipped to influence change.

Gladwell, M. (2004). The pitfalls of marketing research. [Video]. *PopTech* (Producer). Retrieved from:https://canvas.northwestern.edu/courses/98741/pages/malcolm-gladwell-pitfalls-of-market-research

Gladwell tells stories about products that succeeded unexpectedly, despite market research suggesting that consumers didn't favor the product. Often, people do not understand the reasons behind their preferences or have a hard time explaining those preferences. Additionally, preferences are unstable.

The stories Gladwell tells in his lecture illustrate the need for collecting many types of data to get a robust answer to any question. A similar message we've all heard before is: people say one thing and do another. Focus groups and interviews may give you some insight, but data and behavior may reveal additional information that changes the story. To tackle this in my organization, we look at process metrics in addition to outcome metrics and spend a lot of time rounding on hospital units to observe behavior. Change can happen when one understands process and behavior.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Learning Disposition 4: Be equipped to influence change.

Culture

Ohler, M., Samuel, P., McMurray, M. (2013, October 15). Ethnography: is your company missing the train? *Industry Week.* https://www.industryweek.com/print/33154

Ohler, Samuel, and McMurray (2013) discuss how ethnographies, a method of studying human behavior focused on personal experiences, observations, interviews, and other qualitative data, enrich a company's understanding of its customers. Ethnographies result in the discovery of patterns, themes, or stories that can be hard to decipher from quantitative data. The authors give the example of following a lost passenger in a train station and learning that perhaps the bathroom signs are too small. Even through a survey, it's unlikely that passengers would be able to express this need; the data would be outcome-focused and not on the reason the person was lost or his behavior.

While care in a hospital is based on science and quality metrics, humans both provide and receive the care. This article confirmed the value of spending time on the frontlines, seeking to understand both employee workflows and patient journeys by employing some of the interview and observation tactics in ethnographical research. By using these techniques, I will have a better understanding of how to communicate with stakeholders.

Learning Outcome 2: Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Wu, T. (2016). *The attention merchants: The epic scramble to get inside our heads (pg. 1-81).* New York: Knopf.

The Attention Merchants explores the idea that what many people have been trying to capture throughout history is not just a sale, but human attention. Over time, there has been an ongoing battle to get inside our heads and to profit off of our attention, leaving us with fewer advertisement-free moments in our day. Wu takes us on a journey recounting the various endeavors salespeople, marketers, and other business people have tried to get our attention.

The first few chapters of this book made it clear to me how important it is to consider quality information and the integration of that information into daily lives and workflows. Advertisements are creeping into our most sacred spaces, and it will be hard for communicators to win by sheer quantity or noise. What's needed for information to be consumed and processed is a healthy dose of relevance, an understanding of where your audience is, and perhaps some shock value (or these days, authenticity).

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

<u>Learning Outcome 5:</u> Critically develop messages.

Koppel, T. (Writer & Anchor), Smith, J. (Correspondent). (1999, July 13). *The deep dive: nightline*. [TV series]. ABC News Productions.

News correspondent Jack Smith visits industrial design firm IDEO to get an understanding of their unconventional process for innovation and improving products. Teams made up of peer colleagues with varying backgrounds venture out to study a product and its users. They are down-to-earth, reject hierarchy and titles, and have a democratic way of involving everyone in the process. One difference between IDEO and other organizations is that they seem unphased by failure; in fact, they seem to wear it proudly and have the philosophy of, "Fail often and succeed sooner."

Studying IDEO's process strengthened my understanding of Lean/process improvement systems. It's apparent that improvement can only be achieved when many people doing the work have an equal opportunity to speak up, when failure is an option, and when teams approach improvement with empathy and curiosity about a problem.

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Diversity, Equity, and Inclusion

Ely, R. J. & Thomas, D. A. (1996, September-October). Making differences matter: a new paradigm for managing diversity. *Harvard Business Review 74* (5), 79-90.

Ely and Thomas (1996) briefly touch on three diversity and inclusion strategies, arguing that a paradigm of cultural integration is the best for people and companies. This paradigm promotes equal opportunity and representation by placing importance on cultural differences, while not pigeonholing different employees in niche markets. The authors ask us to consider how an individual's culture might improve the daily work in all functions across business, bringing diversity of ideas and strength to the work. A company that wants to make this shift must be open to learning from their diverse employees and making changes, encourage personal development, value people, and have a strong mission.

I found the discussion of past diversity strategies eye-opening in this article and appreciate the forward-looking integration model for valuing employees' differences without pigeonholing them. One paragraph that shifted my perspective was about the flexible systems and structure needed to be successful in this model. Companies must be open to changing their bureaucratic, inflexible systems to allow for meaningful dialogue and change.

I am seeing this shift in my workplace as we embark on process improvement and employee development. Because healthcare requires strict quality measures and regulatory checks, employees can feel inflexible and overwhelmed in their work, keeping them from expressing their creativity and diversity. Though our work so far has been about process efficiency and improvement, I see how this bottom-up approach of valuing the input of employees will improve our culture in many ways.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 2:</u> Utilize communication to embrace complexity and difference.

Harvard Business Publishing. (n.d.). Lesson 3: Assess the facts. *Harvard ManageMentor: Difficult interactions.* [online course] https://hbsp.harvard.edu/coursepacks/687911

In lesson 3 of the Difficult Interactions course from Harvard Business Publishing, Stas Gaysahn discusses the importance of shared language across cultures. He reminds us that many of our business success analogies are based in American sports like, "hit a home run," or "hole in one." This is just one example where language can create a barrier with a colleague of a different background.

By using clear, inclusive language that doesn't rely on shared cultural knowledge, you can engage your colleagues more deeply, and avoid hurt feelings before they happen. The employees at my organization are highly diverse in age, background, and role, and we constantly try to use simple and clear language to communicate in a way that resonates with them no matter what their background is. It's very easy to slip into old habits that alienate the people you are trying to engage.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

<u>Learning Disposition 3:</u> Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

<u>Learning Disposition 4:</u> Be equipped to influence change.

Wildman, S. M. & Davis, A. D. (1995). Language and silence: making systems of privilege visible. *Santa Clara Law Review 35 (3),* 881-906.

Wildman and Davis remind us that privilege is invisible. They go further by illustrating that the language we use to talk about oppression and privilege reinforces the categories that continue the cycle. Therefore, as humans with complex identities, we often focus on our subordinate identities and ignore or remain oblivious to our privileges. "Isms" like "racism" or "sexism" inaccurately imply humans only are to blame for our own implicit biases rather than the constructs of society, and that there are equal identities and categories that exist in opposition (Black and white, male and female, etc.).

This article helped me realize that I do not spend as much energy using my privilege and power to help others as I spend being a woman who stands up for women. By understanding the limitations of our language and recognizing my own privilege, I can begin to take action without feeling shame for that privilege. I can make it visible and use it to lift up anyone who needs it.

<u>Learning Disposition 2:</u> Utilize communication to embrace complexity and difference.

Networks and Teams

O'Connor, A. & Shumate, M. (2018). A multidimensional network approach to strategic communication*. International Journal of Strategic Communication*, *12*(4), 399-416. DOI: 10.1080/1553118X.2018.1452242

O'Connor and Shumate outline the ways formal and informal relationships, semantics, affiliation, and other concepts change the outcome of a strategic message. Using a multidimensional network approach to communication includes considering not just the messages and how they are deployed, but the receiver's background and various, always-changing connections to other stakeholders and the organization. These ties create a multidimensional network that may help strategic communications professionals answer questions about why certain messages travel and influence their audience in the ways they intended and why others don't.

This article made me think more deeply about how the formal and informal relationships between employees, as well as their backgrounds and personal experiences, influence information flow and outcomes at my hospital while we undergo a period of rapid change and uncertainty. A multidimensional approach could help explain misinformation during our transformation.

<u>Learning Outcome 4:</u> Apply communication-centered scholarship to strengthen communication effectiveness.

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

DeChurch, L. (2020). *MSC: Leading collaboration* [Power Point/Zoom meeting]. Northwestern University, School of Communication.

DeChurch goes over the three things (ABCs) that make teams effective: affect, behavior, and cognition. Affect is a collective feeling that includes a strong, strategic direction and team identity. Behavior refers to the shared doing that moves teams forward like setting goals, communicating, coordinating, and plans. Cognition is the collective thinking that allows team members to share an understanding of the task, the roles, and the norms of any group.

Thinking about teams I have been on, I can see how some of the ABCs were stronger than others. Using this model as a foundation will help me as a leader know where to focus my efforts. Affect is the most important and the most elusive, but behavior can help a team get there; beginning with trust and collaboration will create a foundation on which the other aspects unfold. As I work more closely with a larger team on the COVID-19 crisis, I am thankful that our leaders have already laid a strong foundation of trust; we need to work most on the collective thinking that allows us to move seamlessly in an uncertain, rapidly-changing world.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

<u>Learning Disposition 3:</u> Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

Cummings, J., & Pletcher, C. (2011, March). Why project networks beat project teams. *MIT Sloan Management Review*, *52*(3), 75.

Cummings and Pletcher (2011) studied 177 project teams that were part of a recognition program in a multinational food company. Their goal was to understand what factors contributed to the most innovative and successful projects. The teams that were finalists in the recognition program had one major difference: they had more non-core contributors. The core team members on these teams took advantage of their personal networks for ideas, resources, and other input, allowing them to tap into the expertise of cross-functional teams and gain a broader perspective for the project.

Almost every new initiative in healthcare requires a cross-functional team, but it can be hard to create these connections. Approaching clinical projects in mind and asking the leads to tap into their broader, cross-functional networks will most certainly aid in the success of any new process or project. It is also imperative to seek input from across a broad range of disciplines because all of these disciplines have a different and valuable view of their role in the patient experience.

<u>Learning Outcome 3:</u> Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Uzzi, B., & Dunlap, S. (2012, May). Make your enemies your allies. *Harvard business review*, 90(5), 133.

Uzzi and Dunlap (2012) outline a rigid plan for turning your enemies into your allies using redirection, reciprocity, and rationality. While reciprocity can help mend old relationships or build new ones, the authors tell a dry story about a young manager who took his subordinate (who was more tenured than him at the company) out to lunch to win him over. The story ends happily with success for all seemingly because he used these tactics over that one encounter at lunch.

This article reminded me that mending relationships takes time and awareness. I do not think that using these tactics in such a short time will turn around relationships as indicated in the article. Furthermore, redirection, as used in the article, can have an adverse effect on the organization; redirecting blame to another person or the organization itself will hurt everyone in the long run. I like the idea of redirecting from “I and you” to “we” so that there is shared need and shared accountability. After spending most of the year studying mutually-beneficial relationships and the tenets of dialogue, I can see how these rigid steps can get in the way of truly listening and building solid relationships over time.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

<u>Learning Disposition 3:</u> Choose to communicate with ethical intention and evaluate the virtuous elements of any communication situation.

Leadership & Identity

van Loon, R., & van Dijk, G. (2015). Dialogical Leadership: Dialogue as Condition Zero. *Journal of Leadership, Accountability & Ethics*, *12*(3).

van Loon and van Dijk explore the idea that leaders who understand their complex identities will better be able to solve complex and new problems which they call "wicked" problems. They define *dialogical leadership* as "flexible movements between various I-positions that are relevant to the functioning of the organization as a whole." In one case study, a leader within an organization reflects that he reacts differently to similar situations when he plays two different roles: a leader in the organization and a sailor/captain of a boat. Becoming aware of this discrepancy, he was able to change his mindset that led to improved function at work.

As leaders, we must constantly reflect on our mindsets and actions both inside the organization and outside of it. Bringing our whole selves to work allows us to connect with our teammates more authentically and opens us up to more innovative problem-solving. To do this, we must regularly practice identifying and understanding the various identities we have through dialogue or some other reflective practice. I spend a lot of time journaling which has no doubt helped me find a new perspective when I am stuck.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

<u>Learning Disposition 3:</u> Choose to communicate with ethical intention and evaluate the virtuous elements of any communication situation.

<u>Learning Disposition 4:</u> Be equipped to influence change.

Harvard Business Publishing. (n.d.). Lesson 1: Understanding difficult Interactions. *Harvard ManageMentor: Difficult interactions.* [online course] https://hbsp.harvard.edu/coursepacks/687911

This course from Harvard Business Review covers many decision-making and communication models that allow you to understand another person's side when having a difficult interaction. In module 1, the course outlines the difference between positions and interests. Positions are what each party says they want out of the interaction. Interests are why they want it.

This reminder about positions and interests leaves room for win-win negotiations. The better each party understands the interest of the other, the more they can find solutions that fit their "why." If you limit your view to only the position of the other party, you will think less creatively about how to resolve the conflict. This course helped me more deeply understand another leader with whom I was negotiating at the time. I had felt blocked and rigid in my own positions and paying attention to interests helped me communicate the situation in a more effective way.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 1: Iteratively develop inter-professional leadership competencies.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

Learning Disposition 4: Be equipped to influence change.

Levy, M. (2000). *Accidental genius: Revolutionize your thinking through private writing*. Berrett-Koehler Publishers.

In *Accidental Genius*, Mark Levy (2000) discusses his method of brainstorming and problem solving that includes several versions of a writing technique called private writing or freewriting. In freewriting, one picks a topic and writes or types as fast as they can in a stream-of-consciousness way. He includes these basic six steps: 1) try easy, 2) write fast and continuously, 3) work against a (time) limit, 4) write the way you think, 5) go with the thought, and 6) redirect your attention. In writing this way, one silences their inner editor and allows ideas to come through without holding yourself back. He also offers several writing prompts to help you spur your creativity.

Freewriting made perfect sense to me. I have been journaling for a long time to dig deep and understand my thoughts and feelings. I am a deep thinker who asks a lot of questions. Freewriting can help me go deeper, but also become clearer with my convictions. I liken the skill to that of writing songs--the most interesting songs come when I am improvising rather than controlling the music. And, quantity will get you to quality. In freewriting, you write a lot and you write fast because the more ideas you have, the more likely one will work for your article, product, situation, or problem. I very much enjoyed sharpening my creative brainstorming and writing skills and expect to make this a practice.

Learning Outcome 6: Create and deliver elegant messages appropriate to audience, purpose, and text.

Learning Disposition 1: Iteratively develop inter-professional leadership competencies.

Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007, February). In praise of the complete leader. *Harvard Business Review*, 92-100. http://faculty.knox.edu/fmcandre/Praise_Incomplete_Leadership.pdf

Acnonca, et. al. (2007) urge leaders to understand their strengths so that they can surround themselves with complementary team members. They remind us that the "complete" leader is a myth. They define four leadership capabilities to reflect on and measure: sensemaking, relating, visioning, and inventing. Understanding where you excel can help you build a complete and collaborative team.

I loved reading this article and thinking about the leaders at my organization. I see how they achieve the same goals through different capabilities. In reviewing the behaviors and descriptions of each capability, I realize that I excel at visioning (strategizing and creating a future) and inventing (problem-solving and innovation). I know I must surround myself with those who build strong relationships and those who can make sense of a quickly-changing reality. Knowing this information also allows one to choose or create roles that speak to their strengths.

Learning Outcome 3: Address complex challenges by collaboratively leading teams across disciplines, distances, and sectors.

Learning Disposition 1: Iteratively develop inter-professional leadership competencies.

Learning Disposition 4: Be equipped to influence change.

DeSantos, J. (2020, July). Lecture Part 2: Building credibility [PowerPoint slides]. Canvas. https://canvas.northwestern.edu/courses/115803/pages/lecture-part-2-building-credibility

Credibility can seem hard to define, but DeSantos outlines simple steps for building credibility: 1) Be organized and sound organized, and 2) Be a person, be you. Research shows that people see credibility as a mix of authority and humanity, or strength and warmth. The two steps above are clear ways of building both.

I appreciated this simple breakdown of building one's credibility because it is so practical. While being organized sounds easy, I do feel like with the pace of the business world today, making time to fully engross yourself in a topic and to prepare can be challenging. The first rule, be organized, is actionable but takes discipline. At times, being personable is easy, and in other situations, it can be tricky. DeSantos has lots of ideas about how to dig deep and discover your own convictions and to find your authenticity. One example is freewriting. I appreciate that with discipline and time, one can carefully build their credibility brick by brick.

Learning Outcome 6: Create and deliver elegant messages appropriate to audience, purpose, and context.

Learning Disposition 1: Iteratively develop inter-professional leadership competencies.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate the virtuous elements of any communication situation.

Data & Design

Redman, T. C. (2013, November). How to start thinking like a data scientist. *Harvard Business Review*. Retrieved from: https://hbr.org/2013/11/how-to-start-thinking-like-a-data-scientist

Redman makes a case for answering questions with simple data--no fancy computers or tools needed. He states that asking the question and using a pencil and paper to collect the data will glean more insight than one might think. To really understand the data, ask, "So what?" and conduct the next experiment to dive deeper into the same question.

This article helped me see that data analysis is only useful with a meaningful question and narrow scope. There is too much data being tossed around organizations with no purpose. This approach is also used in the process improvement methods my team has been studying and helps us identify outliers and problems.

<u>Learning Outcome 2:</u> Demonstrate the ability to assess complex organizational environments and achieve communication goals.

Couldry, N., & Mejias, U. A. (2019, September). Data colonialism: Rethinking big data's relation to the contemporary subject. *Television & New Media*, 20(4), 336-349.

Couldry and Mejias reject the idea that tracking data in every aspect of our lives is natural or acceptable. They illustrate how the commoditization of data is similar to other examples of colonialism in our history that benefit an elite group of people. In our obsession with data, we lose the "open-ended space where we continuously change over time" (p. 345).

I agree with Couldry and Mejias that, as a society, we should resist the powerful companies using our data for their profit. Many of these companies, as well as individuals, are too reliant on data. However, I do think that we can benefit and grow through data. For example, our process improvement journey at the hospital relies on measuring change between each experiment. The challenge is figuring out how to balance data and dialogical sense-making to improve ourselves and society. Both are required for forward motion.

<u>Learning Disposition 1:</u> Iteratively develop inter-professional leadership competencies.

<u>Learning Disposition 3:</u> Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

<u>Learning Disposition 4:</u> Be equipped to influence change.

Croll, A. (2014). Chapter 2: About Data Aggregation. In T. Chaisson & D. Gregory (Eds.), *Data+Design*.http://orm-atlas2-prod.s3.amazonaws.com/pdf/13a07b19e01a397d8855c0463d52f454.pdf.

For Chapter 2 of Chaisson, Gregory, et al.'s open-source e-book, Croll (2014) discusses the difference between aggregate data and source data. Often the data we consume is in the form of factoids, series, or other versions of aggregated data. When this is the information we have, we must trust that the person preparing, cleaning, analyzing, aggregating, and visualizing the data is giving us the best or more relevant part of the story. Croll lays out the many ways we summarize and aggregate data.

Reading this chapter reminded me that the data I typically use in my work is distilled down to the basics for understanding. There are so many ways to change a story from the source data, and understanding more about where the data came from will give me a better idea of the full picture. Because of this chapter and the work in information design, I am more willing to look beyond one person's presentation of information when adding it to the content I produce.

Learning Outcome 6: Create and deliver elegant messages appropriate to audience, purpose, and context.

Learning Disposition 3: Choose to communicate with ethical intention and evaluate virtuous elements of any communication situation.

Williams, R. (2015). Chapter 9: Type (& life). *The non-designer's design book: design and typographic principles for the visual novice*. Pearson Education.

Williams (2015) illustrates the importance of choosing a typeface that supports clarity and readability for your audience. Type creates a scaffolding that allows a reader to quickly find their way through a story. Williams outlines the principles of concordant, conflicting, and contrasting fonts. Understanding type can greatly improve your communication and information design.

Fonts and typeface often seem like an afterthought to communicators. This book gave me a foundational language and critical eye for choosing the right fonts, ensuring that they are concordant or contrasting, without being conflicting. Conflicting fonts will feel subtly wrong and confuse the reader's eye, whether they know that's what's happening or not. I appreciate Williams' advice, "Don't be a wimp!" when playing with fonts. If you are going to make a statement with fonts, it's best to make it loud and clear for your reader.

Learning Outcome 6: Create and deliver elegant messages appropriate to audience, purpose, and context.

Ware, C. (2010). Chapter 7: Visual and verbal narrative. *Visual thinking: for design*. Elsevier.

In Chapter 7, Ware (2010) uses the foundation laid out in the previous chapters to dissect the difference between visual-based learning and perception and language-based learning and perception. Visual systems contain both the logic and learned symbols similar to language and the pattern-finding that comes from the science of seeing. Most of what we consume today is what Ware calls a "cognitive thread" that is held together by both visual and verbal elements.

I had not thought about how closely we relate linguistic and visual elements to make a compelling narrative. Understanding how people process both can enhance your storytelling ability and give you options when crafting a narrative. This chapter had great reminders about the emotional power of images and the logical clarity of language. When used together in a narrative, the outcome can be powerful.

<u>Learning Outcome 4:</u> Apply communication-centered scholarship to strengthen communication effectiveness.

<u>Learning Outcome 6:</u> Create and deliver elegant messages appropriate to audience, purpose, and context.

Ware, C. (2010). Chapter 8: Creative Meta-seeing. *Visual thinking: for design*. Elsevier.

In Chapter 8 of Ware's *Visual thinking: for design* (2010), Ware explores the ways artists, humans, and engineers come up with ideas. By understanding concept and prototype sketches, in addition to how the brain perceives new ideas, one can better organize their thoughts.

I found this chapter interesting because my own thought process begins murky when starting a new project. I often think of it as a sculptor slowly chipping away at a boulder. By sketching or outlining ideas, I can share these nascent ideas with others and through their own creative process, we can build on the picture through our own mental image. This chapter helped me understand my layered process for writing papers, creating content, designing Pilates classes, and building schedules.

<u>Learning Outcome 4:</u> Apply communication-centered scholarship to strengthen communication effectiveness.