

*Business and Professional Communication Quarterly* is inviting papers for a **Special Issue focused on the Positive Communication Scholarship of Teaching and Learning**.

In their presentation, Socha, Christman, and McCall (2023) defined positive communication pedagogy as the “mindful application of positive communication in instructional and training contexts” (2023). To be mindful is to feel an increased sense of involvement or being in the present moment (Langer & Modoveanu, 2001). As Socha et al. (2023) noted, positive communication pedagogy starts with mindfulness of positive communication values, or explicit statements about what is desirable or good (i.e., “We value communication that is \_\_\_\_...” accurate, clear, confirming, engaging, etc.) and what we should avoid (“We do not value communication that is \_\_\_\_ ... inaccurate, unclear, disconfirming, boring, unethical, etc.). These values overlay the content and pedagogical practices, and account for learners, learning contexts, and instructional design. According to Mirivel, Fuller, Young, and Christman (2021), instructors/trainers both model positive communication in practice and provide knowledge and application opportunities for business and professional communication students/trainees. In the training context, positive communication values drive the development of trainings to meet the demands for positive communication skills (Socha, Christman, & McCall, 2023), such as listening and asking questions (Mirivel, 2014). In the instructional context, instructors develop courses and modules about positive communication and/or adapt existing courses and modules to model positive communication in their instruction and increase immediacy with their students.

The editors welcome submissions to the special issue that connect to this positive turn in instructional communication research and practice by focusing on the positive values undergirding communication, the relationships between teacher and learner, the instructional contexts, and the outcomes (e.g., learning, motivation to learn). Manuscripts should be grounded in empirical data (qualitative, quantitative, or mixed methods), build or extend theory, and contribute to teaching and learning positive business and professional communication.

The Special Issue aims to feature scholarship that will exemplify Positive Communication Pedagogy in business and professional communication. Potential topics include:

- Instructor behaviors modeling positive communication and student perceptions of instructor immediacy;
- Positive acts, processes, or outcomes of communication in teaching and learning;
- Creating learner-centered classroom environments to allow learners to connect and engage;
- Teaching modules and exercises focused on topics such as:

- Positive communication in the workplace (e.g., listening, asking questions, supporting, gratitude, forgiveness, savoring, humor, disclosing);
- Positive experiences and emotion at work;
- Positive communication and business and professional ethics;
- Designing effective positive business and professional communication courses;
- Programmatic frameworks for integrating positive communication in business and professional curricula;
- Positive communication learning outcomes and assessment methods;
- Employer and societal demands for positive communication skills, and programmatic changes to reflect those demands; and,
- Positive communication pedagogy and student perceptions of inclusion and belonging.

### Submission Requirements

Submit a preliminary proposal of 500 to 1,000 words (max) by January 15, 2024 [via the submission form](#). Proposals should include: (a) a proposal title for the manuscript, (b) clearly identify the type of proposal (research, editorial piece, thought leadership, book, resource, or literature review), (c) an abstract of the manuscript, (d) references, and (e) contact information for all authors.

Authors may email guest editors Julien Mirivel ([jcmirivel@ualr.edu](mailto:jcmirivel@ualr.edu)) or Ryan Fuller ([ryan.fuller@csus.edu](mailto:ryan.fuller@csus.edu)) with questions.

Invitations will be sent March 15, 2024.

Full manuscripts are due by September 15, 2024. The Special Issue is expected to appear in 2025.

*Business and Professional Communication Quarterly* contributes to the knowledge and theory of business communication as a distinct, multifaceted and interdisciplinary field.